



# LOS ANGELES UNIFIED SCHOOL DISTRICT

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A DISTRICT AFFILIATED CHARTER SCHOOL  
9240 Wish Avenue Northridge, CA 91325  
Dearborn Elementary Charter Academy

## Renewal Petition

Submitted  
January 27, 2017

### TERM OF PROPOSED CHARTER

**JULY 1, 2017 TO JUNE 30, 2022**

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## ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Dearborn Elementary Charter Academy (also referred to herein as “Dearborn”, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(c)(2).)

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

NOTE: This Charter contains specific "District Required Language" (DRL), including the Assurances, Affirmations, and Declarations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

## ELEMENT 1 – THE EDUCATIONAL PROGRAM

*“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(5)(A)(i).)*

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

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

### GENERAL INFORMATION

• The contact person for Charter School is:	Kimberly K. Estrada
• The address of Charter School is:	9240 Wish Avenue Northridge 91325
• The phone number for Charter School is:	(818) 349-4381
• Charter School is located in LAUSD Board District:	3
• Charter School is located in LAUSD Local District:	Northwest
• The grade configuration of Charter School is:	TK-5
• The number of students in the first year of this Charter will be:	541
• The grade levels of the students in the first year will be:	TK-5
• Charter School’s scheduled first day of instruction in 2017-2018 is:	8/15/17
• 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.)	643
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule for Charter School will be:	7:48 am-2:10pm
• The term of this Charter shall be from:	July 1, 2017 to June 30, 2022

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

Dearborn Elementary Charter Academy is a suburban elementary school in the heart of Northridge located one mile east of California State University, Northridge and adjacent to both Dearborn Park and Holmes Middle School. We offer a variety of quality programs that attract families to our school. From our acclaimed School for Advanced Studies to our Special Education classes, Dearborn is a special place where students are inspired to achieve their potential. We offer a well-rounded program that focuses on academic achievement, but includes arts education, technology, character education and healthy lifestyles. Our school uses Second Step Character Development Curriculum. In addition our school focuses on a monthly character education pillar and positively rewards students that are caught modeling the pillar. Our healthy lifestyles program is a partnership with the YMCA. Every Friday, every student receives instruction in physical education by a YMCA Coach. In addition our school offers Zumba every other Friday. School-wide we promote healthy eating choices and have adopted a policy of no junk food for birthday parties.

Dearborn prides itself on being a school that focuses highly on the arts. The school is a family oriented school and strives to educate the whole child. In an effort to prepare students for college and beyond, Dearborn has partnered with CSUN professors to provide students with access to a college community and events. Dearborn offers a solid academic program that is standards based in all core curricular areas. Our school is well known for creating a family based welcoming environment. Dearborn continues to strive for excellence to consistently meet the ever-changing needs of our diverse community.

According to the data comparison of the Smarter Balanced Summative Assessments from 2014- 2015 and 2015-2016, Dearborn has made substantial gains over the last five years. On Smarter Balanced in English Language Arts Assessments our school has improved by 7% and in the Mathematics we have improved by 1%. Our Academic Yearly Index from 2011-2013 reflects a 24 point gain from a score of 832 in 2011 to a score of 856. Dearborn will continue to build on student academic success for all. Some success of the innovative features of our educational program include providing teachers with targeted professional development that includes training from USC, Apple Inc, and building upon in house teacher skills. In addition grade-level planning has guided growth so that each grade-level is pacing the curriculum together. Other innovative features of our educational program include Principal Data Chats with teachers to review and target specific students and their needs.

## 2015- 2016 Smarter Balanced Assessment Achievement Data

ELA									
	3RD GRADE			4TH GRADE			5TH GRADE		
	# of Students	Average Scale Score	% Standard Met/Exceeded	# of Students	Average Scale Score	% Standard Met/Exceeded	# of Students	Average Scale Score	% Standard Met/Exceeded
LAUSD	40237	2397	34	41626	2436	35	8210	2459	32
DEARBORN	74	2421	42	92	2476	60	75	2496	48
TITLE I LAUSD	17552	2372	23	18271	2410	24	4139	2441	25
TITLE I DEARBORN	15	2398	27	11	2403	27	37	2463	32
WHITE LAUSD	4387	2462	65	4460	2507	67	492	2521	60
WHITE DEARBORN	15	2415	40	3	2494	56	24	2524	62
HISPANIC LAUSD	29702	2384	28	30610	2422	29	6609	2452	30
HISPANIC DEARBORN	50	2417	38	39	2448	56	33	2473	36
AFRICAN AMERICAN LAUSD	3282	2373	25	3473	2410	26	579	2425	21
AFRICAN AMERICAN DEARBORN	3	2423	66	4	2485	50	2	2410	50
OHI LAUSD	685	2326	8	782	2357	7	157	2361	5
OHI DEARBORN	2	2331	0	3	2362	0	2	2399	0
SLD LAUSD	2424	2306	3	2809	2334	2	710	2363	3
SLD DEARBORN	2	2200	0	4	2348	0	1	2339	0

MATH									
	3RD GRADE			4TH GRADE			5TH GRADE		
	# of Students	Average Scale Score	% Standard Met/Exceeded	# of Students	Average Scale Score	% Standard Met/Exceeded	# of Students	Average Scale Score	% Standard Met/Exceeded
LAUSD	40520	2410	38	41899	2445	31	8258	2446	18
DEARBORN	74	2434	42	92	2496	58	75	2490	41
TITLE I LAUSD	17626	2389	27	18354	2423	20	4146	2432	12
TITLE I DEARBORN	15	2397	7	11	2442	18	37	2462	25
WHITE LAUSD	4413	2467	69	4478	2507	63	491	2501	42
WHITE DEARBORN	15	2418	47	30	2510	43	24	2506	58
HISPANIC LAUSD	29838	2399	32	30732	2433	24	6631	2440	14
HISPANIC DEARBORN	50	2433	38	39	2462	41	33	2472	24
AFRICAN AMERICAN LAUSD	3277	2381	26	3470	2420	21	573	2411	8
AFRICAN AMERICAN DEARBORN	3	2420	33	4	2511	50	2	2400	0
OHI LAUSD	680	2337	11	781	2379	7	156	2372	2
OHI DEARBORN	2	2407	50	3	2385	0	2	2360	0
SLD LAUSD	2424	2324	1	2813	2360	3	707	2369	1
SLD DEARBORN				4	2408	0	5	2379	0

Some of the successes of our subgroups are our Latino students that grew 12% on the 2015- 2016 Smarter Balanced English assessment and 7 on the 2015- 2016 Smarter Balanced Math Assessment. According to the 2015- 2016 SBAC data captured on the Test Operations Management System (TOMS), our African American subgroup improved by 14% as measured on the 2015- 2016 Smarter Balanced English Assessment.

One area of challenge is the lack of growth by our English Learners and Students with Disabilities. English Learners are not making adequate academic progress due to the fact that the District adopted English Language Development (ELD) curriculum is not align to the new California English Language Development Standard. In addition, our teachers of English Learners are using District created ELD instructional supports such as Start Smart 1.0, Start Smart 1.0 revised, and Start Smart 2.0 to align their ELD instruction with the new ELD standards. Students with disabilities are not making adequate academic progress due to the fact that their specific learning disabilities impair their learning on the standardized assessment. According to Smarter Balanced

ELA and Math data, our English Learners and Students with Disabilities have shown little to no growth. The school has made these subgroups a target and we have re-vamped our professional development plan to imbed Instructional Symposiums. These symposiums offer 20-minute rotations that specifically target these subgroups. Some topics for Instructional Symposiums are English Learner Reclassification Requirements and how to offer accommodations for Students with Disabilities. In addition we have implemented Early Language & Literacy Plan that focuses on data analysis using DIBELS. Teachers analyze DIBELS data to target the student's skill deficiency. Students are then grouped by skill and instruction is targeted to address their specific skill deficiency.

The graph below shows the amount of students that reclassify each school year. Although the District's reclassification criteria have shifted from year to year, Dearborn is consistently able to reclassify English Learners well before they culminate elementary school.

#### Reclassification Rates Over Three-Years

\* Results are not available by SLC

School Year	# EL	# Reclassified	% Reclassified
2013-2014	78	10	12.8%
2014-2015	83	13	15.7%
2015-2016	76	10	13.2%



#### Math Internal Assessment Analysis 3<sup>RD</sup> GRADE/2016

SUBGROUP	ABOVE STANDARD	AT/NEAR STANDARD	BELOW STANDARD
ENGLISH LEARNER	0%	50%	50%
SPED	0%	2%	98%
HISPANIC	15%	8%	77%
ASIAN	0	53%	57%



BLACK	0	2%	98%%
WHITE	30%	65%	5%

#### 4<sup>TH</sup> GRADE/2016

SUBGROUP	ABOVE STANDARD	AT/NEAR STANDARD	BELOW STANDARD
ENGLISH LEARNER	0%	12%	88%
SPED	0%	3%	97%
HISPANIC	7%	26%	67%
ASIAN	3%	0	0
BLACK	0	2%	98%
WHITE	13%	53%	34%

#### 5<sup>TH</sup> GRADE/2016

SUBGROUP	ABOVE STANDARD	AT/NEAR STANDARD	BELOW STANDARD
ENGLISH LEARNER	.02%	0.6%	98%
SPED	0%	3%	97%
HISPANIC	8%	22%	70%
ASIAN	3%	3%	92%
BLACK	2%	1%	97%
WHITE	7%	16%	77%

### MATH INTERNAL ASSESSMENT ANALYSIS

The biggest discrepancy we notice from the data is that most of the students, school-wide, are not performing as well in math as they are on the DIBELS assessment. There is a clear bell curve at each grade level. Subgroup data analysis assists the teachers in their planning.

This data has impacted our Professional Development (PD) plan significantly. After review of the Smarter Balanced Interim Assessments, it was determined that there is a strong need for additional practice with solving complex word problems. Teachers also attended a MyMath PD that focused on online training and digital resources. The data also suggests the need to focus on specific subgroups such as our students with disabilities and English learners. There is a huge disparity between those groups and our white subgroup. Next year's PD plan will focus on increasing the amount of training offered for MyMath and also provide Eureka Math training.

One areas of strength is in our 4<sup>th</sup> and 5<sup>th</sup> grade results for our Hispanic subgroup in mathematics. This is due to the change in the Common Core mathematics content standards in 4<sup>th</sup> and 5<sup>th</sup> grades. Fourth and fifth grades now have less

standards and more time to provide instruction to students. The new My Math mathematics curriculum facilitates a deeper understanding of the Common Core mathematics standards. Our white subgroup did better than other subgroups. This can be attributed to an exposure to education at an earlier age. After taking a closer look at our data analysis there is no clear indicator as to why this should be so. One step that will be taken to continue the growth is to have grade-level meetings once a week that focus on strategies to build reading comprehension. Building reading comprehension will improve academic outcomes in regards to math word problems.

The data reflects that our English Learners and students with disabilities are struggling. We have only 0-2% of our African American subgroup that is Above Standard. School- wide our proficiency rates could be much higher. The two underlying causes of the low scores are directly related to reading comprehension and math automaticity/fluency.

One area of improvement for the school would be to focus on a school-wide instructional strategy per month such as number talks. In addition, our school needs to provide additional time for teachers to review internal data results. We also want to purchase a math intervention program that focuses specifically on building math fluency and solving word problems. We will also continue to fund a Limited Contract Teacher to focus on providing pull out intervention for Tier II support. We are also looking at purchasing an internal assessment to give us more accurate and detailed information to analyze.

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

Dearborn currently has a student body of 541 in grades TK-5. Our enrollment has steadily increased over the past few years. We have 50% of our students who receive free/reduced meals.

Specific student interests include introduction to playing the recorder in 3<sup>rd</sup> grade, joining orchestra in grades 4-5, and learning coding in all grades through our Computer Wise program.

Our student backgrounds are very diverse with 57% of our student body being Latino, 6% Black, and 26% White. Dearborn also has many different types of learners. Our challenge lies in providing enrichment for our Gifted population while also providing intervention and prevention for our struggling subgroups.

**2016- 2017 Dearborn Student Population**

African American	6%	English Learners	16%
American Indian	0%	Reclassified ELs (RFEP)	4%
Asian	17%	Students with Disabilities (SWD)	10%
Latino	51%	Economically Disadvantaged	50%

Pacific Islander	1%	Identified Gifted-All	8.9%
White	26%	Identified Gifted-African Amer.	6%
		Identified Gifted-Latino	4%

## **GOALS AND PHILOSOPHY**

### **Mission and Vision**

#### **Mission**

Dearborn Elementary Charter Academy provides a rigorous academic curriculum and social foundation to meet the needs of our diverse learning community in a safe, supportive environment. Our goal is to have students achieve their greatest potential and become caring, responsible, contributing, well-educated citizens. We accomplish these goals through the excellence of teachers and staff, the collaboration of parents, and the commitment of the community.

#### **Vision**

Our vision is to be a recognized, progressive school of excellence where students, parents, and teachers work collaboratively to prepare for the future. Our goal is to have students achieve their greatest potential and become caring, responsible, contributing, well-educated citizens through our interdisciplinary curriculum.

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

An Educated Person of the 21<sup>st</sup> Century is a student that is familiar with A-G College Requirements. It means that they are using critical thinking, creativity, collaboration and global connections to build upon their learning every day. They understand that the world is rapidly changing and requires the ability to adapt, learn new technologies, empower others, and make connections to the world around them.

Dearborn Elementary Charter Academy uses the California Department of Education's blueprint as a compass to educate every student with 21<sup>st</sup> Century skills. This framework describes the skills, knowledge, and expertise students must master to succeed in work and life: it is a blend of content knowledge, specific skills, expertise and literacies. The essential skills for success in today's world include the following:

- Learning and Innovation Skills (The Four C's: Critical thinking, Communication, Collaboration, and Creativity)
- Life and Career Skills
- Information, Media, and Technological Skills

Dearborn Elementary Charter Academy has a computer lab with 40 Macs. All stakeholders understand the importance of preparing students for 21<sup>st</sup> century literacy. Dearborn purchases a Computer Wise teacher who introduces students to digital media and standards-based lessons through use of Google Classroom. Additionally, the computer teacher uses iPads with our students with disabilities to assist them with modes of communication and the introduction to phonemic awareness.

## **How Learning Best Occurs**

Dearborn Elementary is a very diverse community. We strive to build upon the cultural assets our students bring to school. California Common Core State Standards provide the foundation of lesson planning. Close to 50% of our student body is Title I, so we believe that equal access is of the utmost importance to their education.

According to the 2016- 2017 My Integrated Student Information System (MiSiS) GATE student roster, our Gifted students account for 8.9% of our student body. We understand the importance of providing a greatly enriched academic experience, not just to our Gifted population, but to our entire student body. Teachers utilize Sandra Kaplan's icons of Depth and Complexity to provide rigor. Students are provided with opportunities for project-based learning.

The school also is sensitive to the needs of students working below benchmark or who may just need extra support in specific content standards. Teachers meet with the principal three times a year to review data and create small group instruction schedules based upon student data, teacher observation, and District assessments. Teachers provide small group instruction to students to help close the gaps in their learning. We utilize Limited Contract Teachers to provide support with students who are performing below benchmark. These Limited Contract Teachers are fully credentialed and work part time to provide targeted instruction using the 95% Group. They pull out students into small learning groups according to academic areas of need. Grouping is constantly monitored and adjusted based upon DIBELS scores and progress monitoring.

Learning best occurs when students, parents, teachers, administration, and staff collaboratively work together through a shared vision and mission of learning. Our school believes in the 'whole child' approach, which aims to educate the child academically, socially, globally, and emotionally. We believe in a progressive educational experience and the importance of creating lifelong learners who are continuously motivated to learn.

Student learning is also maximized when teachers are provided with relevant and specific professional development based upon their students' needs. Teacher training must be engaging. After implementing newly learned pedagogy, teachers shared the strengths and weaknesses of the lesson with colleagues.

Classroom instruction takes into account the many modes of student learning. Our teachers use multiple modalities of teaching techniques to ensure student comprehension. Informal and formal assessments are used to gauge a student's growth and areas of need. Using these assessments helps inform instruction regarding re-teaching and/or enrichment needs.

## **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 (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 annual update.” (Ed. Code § 47606.5(e).)

LCFF STATE PRIORITIES	
GOAL #1	
<p><b><u>Basic Services #1: Safe Facilities &amp; Updated Textbooks</u></b>  <b><u>Teacher assignments and Credentialing:</u></b>            The school will assign 100% of teachers according to their credentials and certifications. <input type="checkbox"/></p> <p><b><u>Access to Instructional Materials:</u></b>            The school will provide all students with sufficient access to instructional materials/textbooks necessary to participate fully in the educational program described in the school charter.            All English Learner students will have full access to ELD program materials and any supplemental materials necessary to provide the student with access to core instruction.            Each student with an IEP will have full access to all instructional materials necessary to participate fully in the program set forth in the IEP.</p> <p><b><u>Facilities Maintenance:</u></b>            The school will achieve and maintain an overall “good” or better rating on annual review(s) of school facilities.</p>	<p>Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input type="checkbox"/> 2</div> <div style="margin-right: 10px;"><input type="checkbox"/> 5</div> <div style="margin-right: 10px;"><input type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input type="checkbox"/> 6</div> </div> <p>Local Priorities:</p> <div style="display: flex;"> <div style="margin-right: 10px;"><input type="checkbox"/></div> <div><input type="checkbox"/></div> </div>
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> <li>Annual review of school compliance with credentialing, assignment requirements, and of teacher hiring procedures by Principal.</li> <li>Annual Williams instructional materials review and certification process.</li> <li>Annual budget review and planning to ensure funds are available for instructional materials.</li> <li>Annual review of ELD and special education programs to identify and obtain all instructional materials needed (Principal and EL Coordinator).</li> <li>Internal and/or District annual review(s) of the state and condition of its facilities.</li> <li>Ongoing maintenance and repair log, with biannual inspection of school facilities by Plant Manager and Principal.</li> </ul>	
Expected Annual Measurable Outcomes	

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

**Metric/Method for Measuring:** Annual Review of School Compliance with Credentialing and Assignment Requirements.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
School	100%	100%	100%	100%	100%	100%
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	100%	100%	100%	100%	100%	100%

**Outcome #2:** The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter.

**Metric/Method for Measuring:** Annual Williams Instructional Materials Review and Certification Process/Annual Budget Review/Annual Inventory.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%

Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	100%	100%	100%	100%	100%	100%

**Outcome #3:** The school will achieve and maintain an overall “good” rating or better on annual review(s) of school facilities.

**Metric/Method for Measuring:** Internal and District Annual Review

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	“Good” or better rating on annual review.	“Good” or better rating on annual review.	“Good” or better rating on annual review.	“Good” or better rating on annual review.	“Good” or better rating on annual review.	“Good” or better rating on annual review.
English Learners	“Good” or better rating on annual review	“Good” or better rating on annual review	“Good” or better rating on annual review	“Good” or better rating on annual review	“Good” or better rating on annual review	“Good” or better rating on annual review
Socioeconomically Disadvantaged Students	“Good” or better rating on annual review	“Good” or better rating on annual review	“Good” or better rating on annual review	“Good” or better rating on annual review	“Good” or better rating on annual review	“Good” or better rating on annual review
Foster Youth	Not significant subgroup at	Not significant subgroup at	Not significant subgroup at	Not significant	Not significant subgroup at	Not significant subgroup at

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



## LCFF STATE PRIORITIES-Implementation of State Standards

### GOAL #2

Consistent with the charter, the school will annually increase the number of students achieving proficiency level and above as measured by the CAASPP, SBAC, English Language Arts, Mathematics, and DIBELS.

For English Learners, the school will meet annual AMAO 1 targets or equivalent.

Related State Priorities:

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

Local Priorities:

- ☐  
☐

### Specific Annual Actions to Achieve Goal

- The school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to (1) yield improved academic performance outcomes for all students, including English Learners, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development.
- Provide or obtain training for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.
- Annually review and modify English Language acquisition program for English Learners to ensure adequate yearly progress and access to core curriculum.
- Ensure programs for English Learners are designed to include the new California English Language Development Standards.

### Expected Annual Measurable Outcomes

**Outcome #1:** Increase the percentage of students that met or exceeded standards in Language Arts and Mathematics on the CAASPP/SBAC.

**Metric/Method for Measuring:** CAASPP, SBAC, ELA, and Mathematics

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<b>English Language Arts</b>						
All Students (School-wide)	CAASPP Benchmark Levels of Performance for ELA 51%	2% Increase 53%	2% Increase 55%	2% Increase 57%	2% Increase 59%	2% Increase 61%
English Learners	CAASPP Benchmark Levels of Performance	5% Increase 9%	5% Increase 14%	5% Increase 19%	5% Increase 24%	5% Increase 29%

	for ELA 4%					
Socioeconomically Disadvantaged Students	CAASSP Benchmark Levels of Performance for ELA 43%	2% Increase 45%	2% Increase 47%	2% Increase 49%	2% Increase 51%	2% Increase 53%
Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	CAASSP Benchmark Levels of Performance for ELA 5%	5% Increase 10%	5% Increase 15%	5% Increase 20%	5% Increase 25%	5% Increase 30%
African American Students	CAASSP Benchmark Levels of Performance for ELA 56%	2% Increase 58%	2% Increase 60%	2% Increase 62%	2% Increase 64%	2% Increase 66%
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	CAASSP Benchmark Levels of Performance for ELA 57%	2% Increase 59%	2% Increase 61%	2% Increase 63%	2% Increase 65%	2% Increase 67%
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	CAASSP Benchmark Levels of Performance for ELA 45%	2% Increase 47%	2% Increase 49%	2% Increase 51%	2% Increase 53%	2% Increase 55%
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	CAASSP Benchmark Levels of Performance for ELA 53%	2% Increase 55%	2% Increase 57%	2% Increase 59%	2% Increase 61%	2% Increase 63%
<b>Mathematics</b>						
All Students (School-wide)	CAASSP Benchmark Levels of Performance for Math 48%	2% Increase 50%	2% Increase 52%	2% Increase 54%	2% Increase 56%	2% Increase 58%
English Learners	CAASSP Benchmark	2% Increase	2% Increase	2% Increase	2% Increase	2% Increase

	Levels of Performance for Math 0%	2%	4%	6%	8%	10%
Socioeconomically Disadvantaged Students	CAASSP Benchmark Levels of Performance for math 43%	2% Increase 45%	2% Increase 47%	2% Increase 49%	2% Increase 51%	2% Increase 53%
Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	CAASSP Benchmark Levels of Performance for math 5%	2% Increase 7%	2% Increase 9%	2% Increase 11%	2% Increase 13%	2% Increase 15%
African American Students	CAASSP Benchmark Levels of Performance for math 56%	2% Increase 58%	2% Increase 60%	2% Increase 62%	2% Increase 64%	2% Increase 66%
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	CAASSP Benchmark Levels of Performance for math 57%	2% Increase 59%	2% Increase 61%	2% Increase 63%	2% Increase 65%	2% Increase 67%
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	CAASSP Benchmark Levels of Performance for math 45%	2% Increase 47%	2% Increase 49%	2% Increase 51%	2% Increase 53%	2% Increase 55%
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	CAASSP Benchmark Levels of Performance	2% Increase 55%	2% Increase 57%	2% Increase 59%	2% Increase 61%	2% Increase 63%

	ce for math 53%					
<b>Outcome #2:</b> Increase the percentage of students that met or exceeded standards in English proficiency on the CELDT and/or ELPAC.						
<b>Metric/Method for Measuring:</b> CELDT and/or ELPAC						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	63% Met Growth Target for CELDT Annual Change	2% Increase 65%	2% Increase 67%	2% Increase 69%	2% Increase 71%	2% Increase 73%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A

<b>Outcome #3:</b> : Increase the percentage of students that meet benchmark on the Dynamic Indicator of Basic Early Literacy Skills (DIBELS).						
<b>Metric/Method for Measuring:</b> Beginning of the Year (BOY), Middle of the Year (MOY), End of the Year (EOY)						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	DIBELS Benchmark Levels of Performance 77%	2% Increase 79%	2% Increase 81%	2% Increase 83%	2% Increase 85%	2% Increase 87%
English Learners	DIBELS Benchmark Levels of Performance 26%	2% Increase 28%	2% Increase 30%	2% Increase 32%	2% Increase 34%	2% Increase 36%
Socioeconomically Disadvantaged Students	DIBELS Benchmark Levels of Performance	2% Increase 78%	2% Increase 80%	2% Increase 82%	2% Increase 84%	2% Increase 86%

	76%					
Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	DIBELS Benchmark Levels of Performance 36% 2% Increase 38%	2% Increase 40%	2% Increase 42%	2% Increase 44%	2% Increase 46%	
African American Students	DIBELS Benchmark Levels of Performance 82% 2% Increase 84%	2% Increase 86%	2% Increase 88%	2% Increase 90%	2% Increase 92%	
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	DIBELS Benchmark Levels of Performance 90% 2% Increase 92%	2% Increase 94%	2% Increase 96%	2% Increase 98%	2% Increase 100%	
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	DIBELS Benchmark Levels of Performance 72% 2% Increase 74%	2% Increase 76%	2% Increase 78%	2% Increase 80%	2% Increase 82%	
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	DIBELS Benchmark Levels of Performance 79% 2% Increase 81%	2% Increase 83%	2% Increase 85%	2% Increase 87%	2% Increase 89%	

## LCFF STATE PRIORITIES-Parental Involvement

### GOAL #3

The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four workshops annually.

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 |
| X 3                        | <input type="checkbox"/> 6 |                            |

- (1) My child's teacher(s) inform me about my child's academic progress.  
 (2) My child is safe on school grounds.  
 (3) School staff takes my concerns seriously.  
 (4) This school provides opportunities to help me support my child's learning.

The school will increase the number of parents, students, and teachers completing the School Experience Survey by 2% annually.

Local Priorities:

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### Specific Annual Actions to Achieve Goal

- 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 percentage of parents completing the School Experience Survey annually.

**Metric/Method for Measuring:** Annual Review of School Experience Survey of Parental Participation (Parent Participation)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
School Participation Survey Participation (Parents)	67%	69%	71%	73%	75%	77%
All Students (School-wide)	67%	69%	71%	73%	75%	77%
English Learners	67%	69%	71%	73%	75%	77%
Socioeconomically Disadvantaged Students	67%	69%	71%	73%	75%	77%
Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	67%	69%	71%	73%	75%	77%
African American Students	67%	69%	71%	73%	75%	77%
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	67%	69%	71%	73%	75%	77%
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup	Not significant subgroup at this time	Not significant subgroup at this time

				at this time		
Latino Students	67%	69%	71%	73%	75%	77%
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	67%	69%	71%	73%	75%	77%

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

**Metric/Method for Measuring:** Annual Review of School Experience Survey of Student Participation. (My child's teacher(s) inform me about my child's academic progress.)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
My child's teachers inform me about my child's academic progress	85%	87%	89%	91%	93%	95%
All Students (School-wide)	85%	87%	89%	91%	93%	95%
English Learners	85%	87%	89%	91%	93%	95%
Socioeconomically Disadvantaged Students	85%	87%	89%	91%	93%	95%
Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	85%	87%	89%	91%	93%	95%
African American Students	85%	87%	89%	91%	93%	95%
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	85%	87%	89%	91%	93%	95%
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	85%	87%	89%	91%	93%	95%
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	85%	87%	89%	91%	93%	95%

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

<b>Metric/Method for Measuring:</b> Provide four workshops annually.						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Provides four Parent Workshops annually	100%	100%	100%	100%	100%	100%
All Students (School-wide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES-Student Achievement	
GOAL #4	
<p>The school will annually increase the number of students achieving proficient or above on CAASSP English Language Arts and Mathematics assessments.</p> <p>The school will meet annual state-determined growth targets, school-wide and for all numerically significant subgroups.</p> <p>The school will annually increase the number of English Learners who reclassify as Fluent English Proficient (RFEP) by at least 2%.</p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1    <input checked="" type="checkbox"/> 4    <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2    <input type="checkbox"/> 5    <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3    <input type="checkbox"/> 6</p> <p>Local Priorities:</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
Specific Annual Actions to Achieve Goal	



- Review annually the standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development.
- Provide or obtain opportunities for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.
- Monitor Long Term English Learners' (LTEL's) progress by the Language Acquisition Team.
- Utilize class-size reduction teacher to target needs of EL students.
- Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas.
- Purchase ELD Common Core aligned materials.

#### Expected Annual Measurable Outcomes

**Outcome #1:** The percentage of students that met standard/exceeded standard in English Language Arts on the CAASPP/SBAC.

**Metric/Method for Measuring:** CAASPP and SBAC Data (English Language Arts)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	CAASPP Benchmark Levels of Performance for ELA 51%	2% Increase 53%	2% Increase 55%	2% Increase 57%	2% Increase 59%	2% Increase 61%
English Learners	CAASPP Benchmark Levels of Performance for ELA 4%	4% Increase 8%	4% Increase 12%	4% Increase 16%	4% Increase 20%	4% Increase 24%
Socioeconomically Disadvantaged Students	CAASPP Benchmark Levels of Performance ELA 43%	2% above Benchmark Proficiency Levels 45%	2% above Benchmark Proficiency Levels 47%	2% above Benchmark Proficiency Levels 49%	2% above Benchmark Proficiency Levels 51%	2% above Benchmark Proficiency Levels 53%
Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	CAASPP Benchmark Levels of Performance ELA 9%	2% Increase 11%	2% Increase 13%	2% Increase 15%	2% Increase 17%	2% Increase 19%

African American Students	CAASSP Benchmark Levels of Performance ELA 56%	2% Increase 58%	2% Increase 60%	2% Increase 62%	2% Increase 64%	2% Increase 66%
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	CAASSP Benchmark Levels of Performance ELA 57%	2% Increase 59%	2% Increase 61%	2% Increase 63%	2% Increase 65%	2% Increase 67%
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	CAASSP Benchmark Levels of Performance ELA 46%	2% Increase 48%	2% Increase 50%	2% Increase 52%	2% Increase 54%	2% Increase 56%
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	CAASSP Benchmark Levels of Performance ELA 53%	2% Increase 55%	2% Increase 57%	2% Increase 59%	2% Increase 61%	2% Increase 63%

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

**Metric/Method for Measuring:** California Performance Dashboard

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	Not available	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups
English Learners	Not available	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups
Socioeconomically Disadvantaged Students	Not available	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups
Foster Youth	Not significant	Not significant subgroup at	Not significant subgroup at	Not significant	Not significant subgroup at	Not significant subgroup at this

	subgroup at this time	this time	this time	subgroup at this time	this time	this time
Students with Disabilities	Not available	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups
African American Students	Not available	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	Not available	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	Not available	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	Not available	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups	Will meet or exceed state determined targets for all numerically significant subgroups

**Outcome #3:** Increase the number of English Learners who reclassify as Reclassified Fluent English Proficient (RFEP) as found in MiSiS.

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

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	English Learners 13.2%	2% Increase 15.2%	2% Increase 17.2%	2% Increase 19.2%	2% Increase 21.2%	2% Increase 23.2%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

## LCFF STATE PRIORITIES-Student Engagement

### GOAL #5

#### School Attendance Rate

The school will annually increase the number of students that attend 173-180 days each school year (i.e. achieve individual attendance rate of 96% or higher).

#### Related State Priorities:

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

#### Chronic Absenteeism Rate

The school will decrease by 1-2% annually the number of students missing 16 days or more each school year.

#### Local Priorities:

- ☐  
☐

#### Student Suspension Rate

The school will maintain the number of suspension incidents at 0% for all subgroups: English learners, low-income students, African- American students, and students with disabilities.

### Specific Annual Actions to Achieve Goal

- Promote and strengthen the home-school partnership through an annual schedule of programs and activities implemented by the Parent Support Officer.
- Increase annually the percentage of students attending 173-180 days.
- Maintain attendance incentive programs.
- Contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership with regard to attendance.

- Decrease the number of students missing 16 or more school days each year.

### Expected Annual Measurable Outcomes

**Outcome #1:** The school will annually increase the number of students that attend 173-180 days each school year (i.e. achieve individual attendance rate of 96% or higher).

#### Metric/Method for Measuring: Student Attendance Rates

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	97%	Increase 2% 99%	100%	100%	100%	100%
English Learners	95%	Increase 2% 97%	Increase 1% 99%	100%	100%	100%
Socioeconomically Disadvantaged Students	89%	Increase 2% 91%	Increase 2% 93%	Increase 2% 95%	Increase 2% 97%	Increase 2% 99%
Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	78%	Increase 4% 82%	Increase 4% 86%	Increase 4% 90%	Increase 4% 94%	Increase 4% 98%
African American Students	97%	Increase 1% 99%	100%	100%	100%	100%
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	98%	Increase 2% 100%	100%	100%	100%	100%
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	96%	Increase 2% 98%	Increase 2% 100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time

White Students	96%	Increase 2% 98%	Increase 2% 100%	100%	100%	100%
<b>Outcome #2::</b> The school will decrease annually the number of students with chronic absenteeism (missing 16 days or more each school year or an attendance rate of 91% or lower school-wide).  <b>Metric/Method for Measuring:</b> Chronic Absenteeism Rates (Students at Far Below Basic in Attendance)						
APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019-2020	2020- 2021	2021- 2022
All Students (School-wide)	3.1% Decrease by 1%	Decrease by 1% 2.1%	Decrease by 1% 1.1%	Decrease by 1% 0.1%	0%	0%
English Learners	7% Decrease by 1%	Decrease by 1% 6%	Decrease by 1% 5%	Decrease by 1% 4%	Decrease by 1% 3%	Decrease by 1% 2%
Socioeconomically Disadvantaged Students	4% Decrease by 1%	Decrease by 1% 3%	Decrease by 1% 2%	Decrease by 1% 1%	0%	0%
Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	12% Decrease by 1%	Decrease by 1% 11%	Decrease by 1% 10%	Decrease by 1% 9%	Decrease by 1% 8%	Decrease by 1% 7%
African American Students	3% Decrease by 1%	Decrease by 1% 2%	Decrease by 1% 1%	0%	0%	0%
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	5% Decrease by 1%	Decrease by 1% 4%	Decrease by 1% 3%	Decrease by 1% 2%	Decrease by 1% 1%	Decrease by 1% 0%
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	2% Decrease by 1%	Decrease by 1% 1%	Decrease by 1% 0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	Not significant subgroup at	Not significant subgroup at	Not significant	Not significant	Not significant subgroup at	Not significant subgroup at

	this time	this time	subgroup at this time	subgroup at this time	this time	this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	3% Decrease by 1%	Decrease by 1% 2%	Decrease by 1% 1%	0%	0%	0%

**Outcome #3:** Maintain low number of suspensions.

**Metric/Method for Measuring:** Student Suspension Rate

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	0	0	0	0	0	0
English Learners	0	0	0	0	0	0
Socioeconomically Disadvantaged Students	0	0	0	0	0	0
Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	0	0	0	0	0	0
African American Students	0	0	0	0	0	0
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	0	0	0	0	0	0
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	0	0	0	0	0	0
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	0	0	0	0	0	0

## LCFF STATE PRIORITIES – School Climate

### GOAL #6

The school will maintain the number of suspension and expulsion incidents at 0% school-wide.	Related State Priorities:
	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3      X 6
Local Priorities:	
<input type="checkbox"/> <input type="checkbox"/>	

### Specific Annual Actions to Achieve Goal

- Continue to implement positive behavior support plans and activities, as well as social skills training to maintain the number of suspension and expulsion incidents at 0% school-wide.
- Continue to implement a “Character Counts” program that trains and supports students’ positive behavior to prevent, de-escalate, and resolve conflicts.
- Promote and strengthen home-school partnership to manage discipline.
- Maintain safe and positive school environments.

### Expected Annual Measurable Outcomes

**Outcome #1:** Maintain low number of suspensions.

**Metric/Method for Measuring:** Monthly School Suspension Data

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	0%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	0%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	0%	0%	0%	0%	0%	0%
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	Not significant subgroup at	Not significant subgroup at	Not significant subgroup at	Not significant	Not significant subgroup at	Not significant subgroup at



	this time	this time	this time	subgroup at this time	this time	this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	0%	0%	0%	0%	0%	0%

**Outcome #2:** Maintain the low percentage of students expelled from school.

**Metric/Method for Measuring:** Number of Instructional Days Lost to expulsion Data

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (School-wide)	0%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	0%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	0%	0%	0%	0%	0%	0%
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	0%	0%	0%	0%	0%	0%

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

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

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (School-wide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%

Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	100%	100%	100%	100%	100%	100%

## LCFF STATE PRIORITIES-Course Access

### GOAL #7

The school will provide the core subjects of English Language Arts, Mathematics, History/Social Studies, and Science, and offer a comprehensive enrichment program. All student groups will have access to the core subjects and the school's enrichment program.

Related State Priorities:

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

Local Priorities:

- ☐  
☐

### Specific Annual Actions to Achieve Goal

- Conduct an annual review of the school's master schedule, student schedules, and other information.

### Expected Annual Measurable Outcomes

**Outcome #1:** The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, Science, and Physical Education to 100% of its students every year.

**Metric/Method for Measuring:** Annual Review of Master Schedule and Student Schedules

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
---------------------------	----------	-----------	-----------	-----------	-----------	-----------

All Students (School-wide)	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program	Maintain 100% of students having access to the core subjects and the school's enrichment program
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	100%	100%	100%	100%	100%	100%

**Outcome #2:** The school will offer a comprehensive arts enrichment program to 100% of its students every year.

**Metric/Method for Measuring:** Purchase of art itinerants as seen in the Master Schedule

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	Not significant	Not significant	Not significant	Not	Not significant	Not significant

	subgroup at this time	subgroup at this time	subgroup at this time	significant subgroup at this time	subgroup at this time	subgroup at this time
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	100%	100%	100%	100%	100%	100%

**Outcome #3:** The school will offer a comprehensive technology and science program. 100% of the students will use the school-wide science lab and computer lab.

**Metric/Method for Measuring:** School-wide science lab and computer lab schedules

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	100%	100%	100%	100%	100%	100%

## LCFF STATE PRIORITIES-Other Student Outcomes

### GOAL #8

All students TK-2 will participate in our Early Language Literacy Plan (ELLP), which provides foundational literacy instruction as part of Tier 1 Teaching. ELLP professional developments will help organize efforts in literacy and language instruction to best serve the students in need of foundational skills.

Maintain training of all teachers and paraprofessionals in the ELLP on an ongoing basis.

Related State Priorities:

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

Local Priorities:

- ☐  
☐

### Specific Annual Actions to Achieve Goal

- Provide off-site professional development for ELLP for all teachers, as school budget allows.
- Continue on-site training of teachers and paraprofessionals in ELLP through current grade-level “experts” and Instructional Coach.
- Data walls will be displayed to show student progress in DIBELS and TRC across all grade levels. Student privacy will be guaranteed by using codes instead of names.

### Expected Annual Measurable Outcomes

**Outcome #1:** Maintain training of all teachers and paraprofessionals in the Early Language and Literacy Plan on an ongoing basis.

**Metric/Method for Measuring:** Review of DIBELS, benchmark assessments, DIBELS progress monitoring, and teacher observations.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (TK-2)	Maintain 100% of students being instructed and having access to the school's adopted ELLP program	Maintain 100% of students being instructed and having access to the school's adopted ELLP program	Maintain 100% of students being instructed and having access to the school's adopted ELLP program	Maintain 100% of students being instructed and having access to the school's adopted ELLP program	Maintain 100% of students being instructed and having access to the school's adopted ELLP program	Maintain 100% of students being instructed and having access to the school's adopted ELLP program
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time

Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	100%	100%	100%	100%	100%	100%

**Outcome #2:** At risk students will be administered the Phonological Awareness Screener for Intervention (PASI) for classroom Tier II support and small group intervention.

**Metric/Method for Measuring:** Phonological Awareness Screener for Intervention (PASI)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (TK-2)	% of students below the benchmark on DIBELS assessment at Middle of the Year 12%	Decrease by 2% 10%	Decrease by 2% 8%	Decrease by 2% 6%	Decrease by 2% 4%	Decrease by 2% 2%
English Learners	% of students below the benchmark on DIBELS assessment at Middle of the Year 18%	Decrease by 2% 16%	Decrease by 2% 14%	Decrease by 2% 12%	Decrease by 2% 10%	Decrease by 2% 8%
Socioeconomically Disadvantaged Students	% of students below the benchmark on DIBELS assessment at Middle of the Year 17%	Decrease by 2% 15%	Decrease by 2% 13%	Decrease by 2% 11%	Decrease by 2% 9%	Decrease by 2% 7%
Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	% of students below the benchmark on DIBELS assessment at Middle of the Year	Decrease by 2% 28%	Decrease by 2% 26%	Decrease by 2% 24%	Decrease by 2% 22%	Decrease by 2% 20%

	Year 30%					
African American Students	% of students below the benchmark on DIBELS assessment at Middle of the Year 1%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	% of students below the benchmark on DIBELS assessment at Middle of the Year .05%	0%	0%	0%	0%	0%
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	% of students below the benchmark on DIBELS assessment at Middle of the Year 77%	Decrease by 2% 75%	Decrease by 2% 73%	Decrease by 2% 71%	Decrease by 2% 69%	Decrease by 2% 59%
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	% of students below the benchmark on DIBELS assessment at Middle of the Year 11%	Decrease by 2% 9%	Decrease by 2% 7%	Decrease by 2% 5%	Decrease by 2% 3%	Decrease by 2% 1%

**Outcome #3:** At risk students who score below benchmark will be progress monitored once a month. At risk students who score way below benchmark will be progress monitored every other week. Overall goal is for at risk students to reach benchmark on grade level goals.

**Metric/Method for Measuring: DIBELS Progress Monitoring**

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (TK-2)	% of students below the benchmark on DIBELS Progress Monitoring 21%	Decrease by 2% 19%	Decrease by 2% 17%	Decrease by 2% 15%	Decrease by 2% 13%	Decrease by 2% 11%

English Learners	% of students below the benchmark on DIBELS Progress Monitoring <b>39%</b>	Decrease by 2% <b>37%</b>	Decrease by 2% <b>35%</b>	Decrease by 2% <b>33%</b>	Decrease by 2% <b>31%</b>	Decrease by 2% <b>29%</b>
Socioeconomically Disadvantaged Students	% of students below the benchmark on DIBELS Progress Monitoring <b>27%</b>	Decrease by 2% <b>25%</b>	Decrease by 2% <b>23%</b>	Decrease by 2% <b>21%</b>	Decrease by 2% <b>19%</b>	Decrease by 2% <b>17%</b>
Foster Youth	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students with Disabilities	% of students below the benchmark on DIBELS Progress Monitoring <b>57%</b>	Decrease by 2% <b>55%</b>	Decrease by 2% <b>53%</b>	Decrease by 2% <b>51%</b>	Decrease by 2% <b>49%</b>	Decrease by 2% <b>47%</b>
African American Students	% of students below the benchmark on DIBELS Progress Monitoring <b>13%</b>	Decrease by 2% <b>11%</b>	Decrease by 2% <b>9%</b>	Decrease by 2% <b>7%</b>	Decrease by 2% <b>5%</b>	Decrease by 2% <b>3%</b>
American Indian/Alaska Native Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Asian Students	% of students below the benchmark on DIBELS Progress Monitoring <b>14%</b>	Decrease by 2% <b>12%</b>	Decrease by 2% <b>10%</b>	Decrease by 2% <b>8%</b>	Decrease by 2% <b>6%</b>	Decrease by 2% <b>4%</b>
Filipino Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Latino Students	% of students below the benchmark on DIBELS Progress Monitoring <b>29%</b>	Decrease by 2% <b>27%</b>	Decrease by 2% <b>25%</b>	Decrease by 2% <b>23%</b>	Decrease by 2% <b>21%</b>	Decrease by 2% <b>19%</b>
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
Students of Two or More Races	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time	Not significant subgroup at this time
White Students	% of students below the benchmark on DIBELS Progress Monitoring <b>14%</b>	Decrease by 2% <b>12%</b>	Decrease by 2% <b>10%</b>	Decrease by 2% <b>8%</b>	Decrease by 2% <b>6%</b>	Decrease by 2% <b>4%</b>



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

Dearborn staff, administration, and families share a common goal that all students have a natural motivation to learn in a positive, self-determining way by creating a supportive environment. We take the “whole child” approach, which encompasses the students’ cognitive, socio-emotional and physical developments to promote self-motivation and build competence.

Dearborn educators engage student learning by incorporating multiple modalities, challenging curriculum, active participation, high-interest lessons, and art disciplines. Our accomplished teachers inspire students using high expectations, as well as providing positive and encouraging feedback. They attend professional development to continually grow as educators and engage students through best teaching practices. Teachers ensure that students continue to build on the skills necessary to be successful lifelong learners. Teachers engage students in lessons, activities, and experiments that provide opportunities to demonstrate their learning. This helps to build confidence as developing scholars.

Dearborn students have access to experts, from our classroom teachers, enrichment specialists, and administrative team, who are also role models that embody dedication, commitment, and the love of learning.

### **INSTRUCTIONAL DESIGN –**

Dearborn Elementary Charter Academy has several goals within our educational program to enable our students to become, or remain, self-motivated, competent, and lifelong learners. These goals include promoting creative thinking, encouraging students to work creatively independently and with others, developing critical thinking and problem solving skills, communicating clearly, and supporting collaborative work.

All classes are taught by fully credentialed teachers, some of whom are pursuing a National Board certification. Teachers receive assistance by classroom aides who are currently pursuing a higher-level degree. Students in targeted populations, such as limited English proficient, are placed in classrooms with teachers who have received additional training in meeting the needs of that subgroup. Ongoing training during the school year also takes place to continue to guide instruction using newest methodologies available to best teach these subgroups. This is also true of other subgroups such as Gifted and Talented and special needs (autism and developmentally delayed).

Dearborn Elementary Charter Academy’s curriculum is based on the Common Core State Standards and associated frameworks in language arts, mathematics, science, social studies, visual and performing arts, and physical education. The curriculum meets

all California CCSS and LAUSD standards. We believe that powerful learning and addressing the needs of our targeted population are best accomplished through a balanced program. "To prepare for work in the 21st century, opportunities must exist to enable students to work and learn in a team-like environment." (Uchida et al., 1996) Systematic direct instruction, guided practice, and the application of skills through expansive multi-disciplinary selections ensure that all students are exposed to Common Core mandated standards.

Our teaching methodologies are framed around differentiated or inquiry based instruction. Brain Research is confirming what many teachers already know: When learning is linked to real-life experiences, students apply and retain information in meaningful ways. (Westwater & Wolfe, 2000) All of our methodologies will be supported by authentic assessments utilizing LAUSD, teacher-created, performance, and publisher assessments. While addressing multiple intelligences, Dearborn Charter uses experimental and open-ended inquiry and project based learning that will lead to self-motivated, well balanced, competent, and life-long learners. "When students generate their own questions, they become actively engaged in reading and motivated by their own queries rather than those of the teacher." (Report of the National Reading Panel, 2000)

Dearborn Elementary Charter Academy's curriculum is aligned with Common Core State Standards (CCSS) for ELA and mathematics, California ELD Standards, Next Generation Science Standards, and California State Standards for Social Studies. Cross- curricular, hands-on project-based enrichment curricula meet or exceed state standards for music, art, physical education, and technology. Dearborn's program is based on 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:*** Dearborn seeks to provide a challenging, 21st Century curriculum that will not only meet, but also exceed, the minimum thresholds established by the District and the state.

***Trained Teachers:*** If students are going to be held to high standards, they need teachers who know the subject matter and know how to teach that subject matter to their students. We provide pertinent and ongoing professional development to all teachers and support staff.

The teachers and staff at Dearborn work hard to prepare students to be successful and contributing members of society. Our goal is to have all students show mastery in the following areas:

***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, 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 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. Students will formulate their own hypotheses and conduct experiments utilizing the scientific method as they engage in hands-on critical thinking experiments in our Science Lab.

**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.

**Technology:** Students will learn word processing and formal keyboarding skills. 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. All students at Dearborn will have regularly scheduled time in the Computer Lab as well as have access to iPads.

**Arts:** Students will develop knowledge of and appreciation for all of the forms of the arts including as music, visual arts, theatre, and dance/creative movement. Their experiences will be enhanced 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 activities/drills that follow the physical education standards. These activities include dedicated time for psychomotor skills development and a dance enrichment program.

**Leadership, Collaboration and Cooperation:** Students will know and be able to demonstrate the adaptive and associative skills appropriate to their level. Students will be able to participate effectively in conversations and collaborate with coworkers. They will be able to build upon the ideas of others and be able to express their own ideas clearly and persuasively.

**Goal Setting:** Students will be able 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 be effective problem solvers and will develop critical-thinking skills. They will be able to analyze and evaluate information that is provided and be able to ask questions 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 with others in order to solve a conflict.

**Citizenship:** Students will practice their civic duties and responsibilities. They will show an appreciation of their impact on the immediate community and the larger world.

### **Teaching Methodologies**

The teachers of Dearborn Elementary Charter Academy use current research and student data to drive instruction at each grade level. The teachers believe that it is our responsibility as educators to meet the needs of all student populations. Teachers in all grades collaborate to integrate curricular standards in order to maximize student learning. We provide consistent professional development to support the standard methodologies including standards in “student friendly” language to ensure academic goals are attained.

**Academic Rigor** - Students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts.

**Clear Expectations** - Teachers clearly define and articulate state Dearborn Elementary Charter Academy has several goals within our educational program to enable our students to become, or remain, self-motivated, competent, and lifelong learners. These goals include promoting creative thinking, encouraging students to work creatively independently and with others, developing critical thinking and problem solving skills, communicating clearly, and supporting collaborative work. Dearborn Elementary Charter Academy’s curriculum is based on the Common Core State Standards and associated frameworks in language arts, mathematics, science, social studies, visual and performing arts, and physical education. The curriculum meets all California CCSS and LAUSD standards. We believe that powerful learning and addressing the needs of our targeted population are best accomplished through a balanced program. “To prepare for work in the 21st century, opportunities must exist to enable students to work and learn in a team-like environment.” (Uchida et al., 1996) Systematic direct instruction, guided practice, and the application of skills through expansive multi-disciplinary selections ensure that all students are exposed to Common Core mandated standards.

**Collaborative Groupings** - Teachers form small groups in order for students to interact with their peers. Students share their thinking processes with the members of their group. Cooperative groups promote diverse perspectives, student centered learning, and teamwork.

**Criteria Charts and Rubrics** - These tools help focus students to effectively meet and exceed the teacher expectations and objectives of the assignment. Charts and rubrics are based upon curricular standards and high expectations for the students.

**Direct Instruction** - Teachers use carefully planned direct instruction to teach standards-based material.

**Guided and Independent Practice** - We provide students with adequate time to be successful at demonstrating their understanding of the concepts or skills being taught.

**Small Group Instruction** - Teachers create small groups to target students who need extra instructional as well as to preview and review content matter.

**Differentiated Instruction** - Teachers provide lessons and assignments within the core curriculum that allow students to perform and produce finished products at their appropriate academic levels while maintaining or exceeding state standards.

**Higher Level Thinking** - Teachers design lessons that develop critical thinking skills, which help to solve complex problems with depth and complexity. Teachers use the highest stages of Bloom's Taxonomy while questioning to provide students the opportunity to stretch their thinking through synthesis, analysis, and evaluation.

### **Curriculum and Instruction –**

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

### **Instructional Framework**

Dearborn's curriculum is based on the California State Standards and Associated Frameworks in language arts, mathematics, science, social studies, visual and performing arts, technology, and physical education. The curriculum meets all state and LAUSD standards. The charter plan assures that the school has transitioned to and implemented the Common Core State Standards. The school has developed a plan to address instructional shifts and professional development. Dearborn teachers and staff believe that powerful learning and addressing the needs of its student population are best accomplished through a balanced program, which combines curriculum centered and student-centered instruction. Systematic direct instruction, guided practice, and the application of skills through an expansive reading selection ensure that all students are exposed to state and District-mandated standards. Subsequently, addressing multiple intelligences (Howard Gardner) through the use of experiential and open-ended (Bloom's Taxonomy) inquiry based learning produces self-motivated and well-balanced learners. We believe that integrating these modalities will help our students to become

analytical (Sandra Kaplan) as well as creative thinkers.

### **Delineation Of The Core Subjects**

Dearborn will follow State and Common Core Content Standards in the following areas: English Language Arts, English Language Development, mathematics, social studies, health, physical education, the arts, and science. We follow these by using the state adopted programs approved by LAUSD.

### **English Language Arts**

English language arts incorporate the strands of reading, writing, listening, and speaking. The infusion of Depth and Complexity, Bloom's Taxonomy and Webb's Depth of Knowledge (DOK) is key to providing rigorous instruction to our students. Our framework and curriculum are aligned to the CCSS ELA standards. The phonological/phonics continuum assists our TK-2 students in learning to read and improving their fluency. DIBELS assessments are used to help evaluate the students' reading deficiencies. Text Reading Comprehension (TRC) is used with our students in grades 3-5 to assess reading comprehension.

The English language arts framework for K - 3 students is to guide instruction in foundational skills including: (1) fluency and decoding multi-syllabic words; (2) exposure to narrative and expository text, recall sequence, main ideas, and supporting details; and (3) writing compositions that describe familiar events and experiences by constructing complete, correct sentences. In addition, students must be able to give oral presentations. The English language arts framework for grades 4 - 5 students focuses on: (1) determining structural patterns of text; (2) achieving an effective balance between researched information and original ideas; (3) evaluating credibility of a speaker; (4) presenting evidence/examples to support arguments, and differentiating between fact and opinion; and (5) identifying sequence of activities.

Our writing program, *Write from the Beginning*, addresses persuasive/opinion, narrative, and informative writing. Thinking Maps are used to encourage students to plan and organize their writing into coherent paragraphs. The maps help to provide a visual pattern in order to deepen comprehension. The writing process is embedded within the language arts program throughout each grade level.

The following is a list of activities that some of our grade levels participate in throughout the school year:

- Read Across America/Dr. Seuss' Birthday celebration: Students read books by Dr. Seuss, in their pajamas, make Cat In the Hat hats, eat green eggs and ham, and creatively write rhymes of their own. A Family Literacy Night called "Pajamarama" is a popular event for our families.

- Unit openers across grade levels introduce students to thematic units within various subjects.
- The use of collaborative writing prompts and publishing of student work. Students write across the curriculum and engage in projects like “Flat Stanley” and Pen Pals.
- OASIS volunteers read weekly with specific students to boost confidence, comprehension, and fluency.
- Cross age reading occurs when upper grade students partner with primary students to build fluency and the joy of reading.

### **English Language Development**

Dearborn continues to push our English Learner students toward the proficiency path of English Language Development. Initially, each teacher meets one-on-one with our EL designee. Together CELDT, DIBELS, work samples and SBAC scores are analyzed, and specific student goals are set. Our ELD designee meets with every EL student to review individual data (CELDT/DIBELS/Grades) and chooses specific reclassification goals for the academic school year.

Our school implements LAUSD’s English Learner Master Plan. Our students are strategically placed in classes according to their ELD levels in order to properly provide SDAIE/ELD instructional support. We use the ELD Framework and the district’s Constructive Conversation Skills: Start Smart curriculum. Teacher assistants are assigned to allow differentiated small group instruction and language support.

A variety of SDAIE/ELD strategies are used to provide support for our English Learners. These include, but are not limited to:

- Think-Pair-Share
- Visual Aids
- Graphic organizers/Thinking Maps
- Small Group Instruction
- Constructive Conversation Skills: Start Smart 1.0

Integrated ELD instruction is practiced throughout the school day in all subject areas. English learners receive the appropriate scaffolding, such as realia, visuals, manipulatives, conversation skills, and think/pair/share.

Designated ELD instruction is taught according to the District’s English Learner Master Plan. English Learners placed in a Structured English Immersion classroom (CELDT/ELPAC levels 1-3) receive 60 minutes of daily-designated ELD instruction. English Learners placed in a Mainstream English classroom (CELDT/ELPAC levels 4-5) receive 45 minutes of daily-designated ELD instruction. Teachers of English learners utilize the following during designated ELD instruction during the instructional day:

- Benchmark Advanced: English Language Development

- Start Smart 1.0
- Start Smart 1.0 Revised
- Start Smart 2.0
- Constructive Conversations Skills
- California Treasures: English Language Development

## **Mathematics**

Developing students' mathematical proficiency and mastery is key. Mc- Graw Hill California MyMath (district adopted mathematics program) is aligned to the CCSS as the core math curriculum. The mathematics framework focuses on understanding the structure and logic of mathematical concepts. Through interacting with and manipulating materials, reading, writing, listening, and speaking, students will clarify and demonstrate their understanding of mathematical ideas. Problem solving is an essential element of mathematics. Students must be able to approach problem solving using reasoning, critical thinking, and strategies.

The following is a list of activities that different grade levels have participated in throughout the school year:

- 100th Day of School: Students create a 100th day project by putting together a collection of 100 of some item, such as 100 cotton balls.
- Kidtown: Some students simulate the production of goods and the services that people provide to sell those goods. In the exchange, students are required to master addition and subtraction facts when products are "sold" and change is required to complete the payment transaction.
- Athenian Secret: Some third graders experience an Interact Kit that takes place in Ancient Greece. Students solve math and logic problems as they read myths and learn about ancient philosophers.

## **Science**

The science framework consists of an emphasis on the three strands, which include Life Science, Physical Science, and Earth Science. Our school is in the process of transitioning over to aligning lessons with the NGSS, the Next Generation Science Standards. FOSS Kits are used as the primary curriculum. The scientific method is used to develop hypotheses, test hypotheses through observing, investigating, and recording to form conclusions based upon results. Validity is based upon repeated testing and evaluating those results.

Our yearly Science Fair offers an opportunity for students to create science experiments and reports that attempt to solve real world problems such as the effects rainwater has on drinking water. Projects are based on grade level standards. Our school community gathers to view and participate in the science projects.

In the fall of 2016, we opened our doors to our Science Lab. Students can visit on a



weekly basis and are engaged in hands-on experiments that mimic real life scenarios. We partner with CSUN's biology department, and graduate-level students come on a regular basis to offer standards-based labs that are engaging and relevant to the real world.

Some of the experiences that were provided by CSUN this past year included invertebrates, Newton's Law, crystals, and surface tension. Students also experienced chromatography, bioluminescence, and the refraction of light through water.

Science is made more hands-on with these activities that different grade levels participate in throughout the school year:

- Students plant seeds in the class garden where they monitor daily growth and care for the plants by weeding and watering
- Del Air Rockhounds visit and present lecture and realia in connection with earth science standards
- STEM challenge kits use students' STEM skills (science, technology, engineering and math) and help provide a real-life context for that expertise
- Field trips to the Los Angeles Zoo, California Science Center, Santa Monica Pier Aquarium, Underwood Farms, Griffith Observatory, Discovery Cube, and other locations allow students opportunities to learn outside of the classroom

### **History/Social Science**

History and social science framework emphasizes historical events and important people, awareness of chronological and geographical content, and points-of-view. History and social science are brought to life at Dearborn through a rich variety of activities across the grade levels:

- Our school-wide Multicultural Fair, where students and classes construct projects and displays reflecting the diverse cultures represented at Dearborn. Samples of foods from around the world as well as music are part of this annual event.
- Thanksgiving Feast: classes culminate their learning about the Pilgrims and Native Americans with their very own Thanksgiving Feast, dressing up and reenacting the first feast, as well as craft activities such as "beaded" necklaces, dream catchers, and weaving.
- Fifth grade students travel to Riley's Farm where they participate in reenactments of life during the colonial period.
- Gold Rush Day teaches about the "rush" of people who traveled across America to "Strike it rich" in the hills of California.
- Students present a biography in first person, dressed in character.
- Students bring biographies to life by discovering and understanding their ancestry through oral presentations of family heritage.

- Students simulate the Kidtown Interact kit by creating an economy system using goods and services.
- Students create a “flat version” of themselves and mail it anywhere in the world. The Flat Stanley project allows students to learn about geography, other cultures, and mapping skills.
- Students learn about major symbols in American history by creating a three- dimensional abstract project of an assigned symbol, which includes an oral presentation.
- School journeys to various locations throughout the Los Angeles area helps bring history to life via venues such as, San Fernando Mission, Leonis Adobe, as well as Riley’s Farm.

### **Health and Physical Education**

The Health Framework places an emphasis on developing lifelong, positive, health-related attitudes and behaviors. It promotes healthy bodies and well-being into adulthood.

Students participate in psychomotor activities on alternate Fridays that focus on grade-level appropriate games. Every other Friday students take part in a Zumba class which focuses on movement through dance. Students are also talked to about the importance of making healthy eating choices.

The following is a list of activities that different grade levels participate in throughout the school year:

- Project LEAD is a ten-week program through the Los Angeles District Attorney's office which encourages students to make good choices, prevent juvenile delinquency, develop public speaking skills through role-playing and discussion
- Red Ribbon Week is taught by encouraging classes to participate in a wide variety of school activities. These are supported through lessons in the classroom to reinforce saying no to drugs and yes to healthy choices. Some of these activities include, but are not limited to, placing red ribbons on the perimeter gate to spell out “Say no to drugs,” door decorations to promote healthy options instead of doing drugs, songs and poems, as well as other spirit/awareness building opportunities
- Lessons are taught that support growth and development, body systems, and identifying risky behaviors
- Kindergarten through fifth grade use the Second Step program to role play and open discussions about problem solving, conflict resolution, and empathy
- The Dairy Council provides California schools with a program that educates students about the food groups, healthy eating habits, exercise and their effects on the mind and body
- Medal of Honor lessons emphasize character traits such as courage, sacrifice, integrity, and citizenship.

## **Arts**

The arts framework incorporates an appreciation of the arts through the various disciplines. It allows students to express themselves through dance, theater, visual art, and music.

At Dearborn Elementary Charter Academy, we believe in educating the whole child. All children need to be enriched physically and mentally. The arts allow children to be successful in areas other than academics. "National SAT scores from 1990 through 1995 give credence to the theory that music and the arts together have a positive effect on mathematics and verbal skills." (College Board, 2000) "There appears to be a high degree of correlation between how well children could read both standard and phonic material and how well they could discriminate musical pitch." (Lamb and Gregory, 1993) They address the needs of all learners including special needs children, ELs, and gifted. They allow children to gain self-confidence, to be imaginative, and to express themselves. The skills learned in the visual and performing arts transfer to academic success as well. We currently provide many enrichment activities that meet and enhance CA CCSS. Many of our teachers were part of the LAUSD Arts Prototype program for over 10 years and were trained in visual and performing arts by district specialists. Although this program has ended, teachers continue to share best practices with colleagues at grade level meetings.

A professor in the education department at CSUN provides professional development using theater games and movement activities that build self-esteem and improve social interaction. A summer training program is also offered to teachers who want to advance their understanding of the arts and how to incorporate these lessons into the classroom. Many of our teachers have taken advantage of this opportunity.

## **Visual Arts**

The students learn about art history, artists, primary and secondary colors, lines, techniques, and different art mediums. They produce products that tie into many curriculum areas. After learning about a specific artist, they create a drawing based on that artist's techniques. Art teaches listening skills, following directions, sequencing, history, and math. It also allows students to express themselves and be imaginative and creative. Success in art also increases self-confidence.

## **Dance**

Our 4th and 5th grade students participate in a ballroom dance program, Best Foot Forward. Once a week they are given instruction in ballroom dances such as the tango and waltz. This not only teaches them the culture, music, and basic movements of ballroom dance, but also teaches them social etiquette. When learning the ballroom dances, they utilize listening, sequencing and memorization skills, as well as reinforce

coordination. Each year several of our students compete in a ballroom dance competition.

## **Music**

Our music curriculum at each grade level meets Common Core State Standards and reinforces skills in language arts, math, social studies, and science. Music helps students with math, patterns, listening skills, sequencing, memorization, and vocabulary which all lead to increased academic performance. Our two music specialists, one instrumental and one vocal, provide our students with a comprehensive program that includes rhythm, beat, tone, tune, melody, different music genres, and musical instruments while tying songs into curriculum areas. Our music program shows continuity and an increase in music knowledge through the years. Each year students in the orchestra perform the pieces they have been learning to play on their instrument of choice. This show highlights skills learned during the school year. There is also an annual holiday program that includes all students performing with their grade level. The performance includes speeches, songs, dances, and interpretive motions to accompany the music.

## **Theater/Drama**

Teachers integrate the CA CCSS into the drama program by utilizing the standards in reading, listening, speaking, and writing by creating and performing short skits and plays. Performing in these plays not only teaches the elements of drama, they teach language, voice projection and enunciation, music elements, listening and following directions, self- confidence, and provide another opportunity for students to be successful. After select classrooms have seen the plays, students use their writing skills to summarize and review them. We also provide additional opportunities for our students to perform in class with oral presentations, share times, current events, and star of the week presentations. All of these skills also help to create academic success.

The following are some activities that different grade levels have participated in throughout the school year:

- Art history instruction is provided by an art disciplinarian for all third and fourth graders. These lessons focus on the Great Masters Art Program. The lessons include artist background, art history, and a project based on the work of an artist. This program culminates in a field trip to the Norton Simon Museum.
- Fifth grade ballroom dance instruction is provided for twenty weeks of the year ending with participation in the Best Foot Forward Ballroom Dance Competition.
- Instrumental music instruction is offered to students in fourth and fifth grades, where they can learn to play a musical instrument.

- Music instruction is provided during the school year. Vocal music class is offered to kindergarten through third grade. Third graders learn to play the recorder to prepare them for joining orchestra in fourth grade.
- Select classes were able to participate in a series of drama/theater lessons taught by a district art itinerant instructor.
- Students sing and dance at annual performances.

## **Technology**

Technology plays an integral role in our program at Dearborn Elementary Charter Academy. Through the use of Smart Boards, students have the opportunity to participate interactively as well as collaboratively in the classroom. Smart Boards are used across the curriculum to enrich and enhance student mastery of the CA CCSS. Document cameras provide students the ability to view and edit original work in a whole class setting. Our computers, school-wide, uses Google Docs which allows individual classrooms the ability to access student files and folders. We also have a full time computer instructor who instructs students in Microsoft Word, Microsoft Movie Maker, and Microsoft Publisher. Students also become proficient in touch typing. From first grade on, they start to learn basic keyboarding techniques through the program Type to Learn 4. Students also learn about the main components of a computer as well as the correct terminology related to PC's, and are tested on how to perform basic tasks such as powering the computer on and off, setting up a printer, and how to troubleshoot common issues. Internet skills such as basic browsing and research skills are also emphasized. English Language Development programs such as the reading and writing components of Brain Pop are utilized by English Language Learners as well as by those in primary grades. Students in grades 3-5 are instructed on using computers to practice common core standard based questions that simulate those that are on the Smarter Balance Test.

## **Transitional Kindergarten**

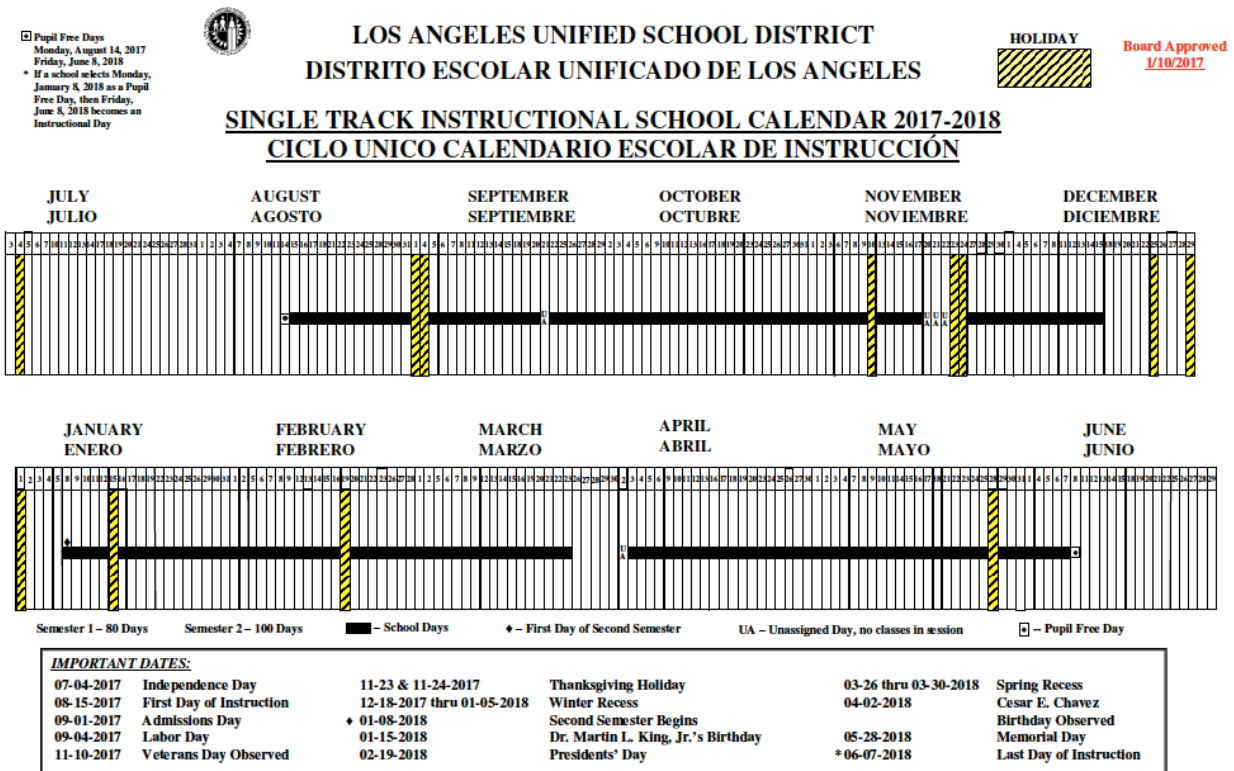
Charter School shall comply with all applicable legal requirements and District policy regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at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

This program prepares students for kindergarten and beyond by introducing them to an academic setting while continuing to develop their social skills. The class is the first of a two-year kindergarten program. Emphasis is placed on developing oral language skills, integrated experiences in language and literacy, social-emotional development, mathematics, physical development, the arts, science, social sciences, and English language development. It will use the same core curriculum and materials as the kindergarten program, with curricular modifications and developmentally appropriate practices.

## Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, related to work year, academic calendars, and schedules.

## LAUSD 2017-2018 CALENDAR



## DEARBORN ELEMENTARY CHARTER ACADEMY — BELL SCHEDULES

**2016-2017 ELEMENTARY SCHOOL BELL SCHEDULE**  
**Single Track**

School Information		
School Name: DEARBORN EL	Local District: NW	Location Code: 3377

**Regular Days**

No. of Days: 131

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Actual Minutes	Required Minutes	Difference
A.M. Kindergarten	:					:		200	
P.M. Kindergarten	:					:		200	
All Day Kindergarten	7:52	10:00	10:20	12:05	12:40	2:10	323	319	4
Grades: 1 4	7:52	10:00	10:20	12:05	12:40	2:10	323	319	4
Grades: 2 3 5	7:52	10:00	10:20	12:25	1:00	2:10	323	319	4
Grades:	:	:	:	:	:	:		319	
Grades:	:	:	:	:	:	:		319	
Grades:	:	:	:	:	:	:		319	
Grades:	:	:	:	:	:	:		319	

**Professional Development Banked Days**

No. of Days: 38

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Actual Minutes	Required Minutes	Difference
A.M. Kindergarten	:					:		200	
P.M. Kindergarten	:					:		200	
All Day Kindergarten	7:52	10:00	10:20	12:05	12:40	1:10	263	259	4
Grades: 1 4	7:52	10:00	10:20	12:05	12:40	1:10	263	259	4
Grades: 2 3 5	7:52	10:00	10:20	12:25	1:00	1:10	263	259	4
Grades:	:	:	:	:	:	:		259	
Grades:	:	:	:	:	:	:		259	
Grades:	:	:	:	:	:	:		259	
Grades:	:	:	:	:	:	:		259	

## Minimum Days

No. of Days: 9

Day1: 08/25/2016 Thursday	Day2: 10/05/2016 Wednesday	Day3: 10/06/2016 Thursday	Day4: 10/07/2016 Friday
Day5: 12/16/2016 Friday	Day6: 04/27/2017 Thursday	Day7: 06/07/2017 Wednesday	Day8: 06/08/2017 Thursday
Day9: 06/09/2017 Friday			

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Actual Minutes	Required Minutes	Difference
A.M. Kindergarten	:					:		200	
P.M. Kindergarten	:					:		200	
All Day Kindergarten	7:52	10:15	10:45	:	:	12:31	249	249	0
Grades: 1 4	7:52	10:15	10:45	:	:	12:31	249	249	0
Grades: 2 3 5	7:52	10:35	11:05	:	:	12:31	249	249	0
Grades:	:	:	:	:	:	:		249	
Grades:	:	:	:	:	:	:		249	
Grades:	:	:	:	:	:	:		249	
Grades:	:	:	:	:	:	:		249	

## Shortened Days

No. of Days: 2

Day1: 10/28/2016 Friday	Day2: 06/05/2017 Monday		
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	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Actual Minutes	Required Minutes	Difference
A.M. Kindergarten	:					:		200	
P.M. Kindergarten	:					:		200	
All Day Kindergarten	7:52	10:00	10:20	12:05	12:40	1:35	288	284	4
Grades: 1 4	7:52	10:00	10:20	12:05	12:40	1:35	288	284	4
Grades: 2 3 5	7:52	10:00	10:20	12:25	1:00	1:35	288	284	4
Grades:	:	:	:	:	:	:		284	
Grades:	:	:	:	:	:	:		284	
Grades:	:	:	:	:	:	:		284	
Grades:	:	:	:	:	:	:		284	

## Academic Calendar/Sample Daily Schedule

Dearborn Elementary Charter Academy will follow the Traditional Academic calendar set forth by the Los Angeles Unified School District, utilizing in each classroom a morning block scheduling for language arts and math, with the last portion of the day for social studies, science, and enriching activities. Below are sample daily schedules for each grade, which includes the subjects being taught, minutes, dismissal time, as well for Shortened Day, Minimum Day and Banked Day (Professional Development Day). Per district policy. Breakfast in the Classroom (BIC) is part of the instructional minutes.

Sample Daily Schedules for Grades TK/K thru 5:



## Transitional Kindergarten Grade

	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
7:52- 8:07	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes
8:07- 10:00	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan
10:00- 10:20	Recess	Recess	Recess	Recess	Recess	Recess	Recess
10:20- 12:05	Independent Work Time 30 minutes Mathematics 60 minutes Story Time 15 minutes	Independent Work Time 30 minutes Mathematics 60 minutes Story Time 15 minutes	Independent Work Time 30 minutes Mathematics 60 minutes Story Time 15 minutes	Independent Work Time 30 minutes Mathematics 60 minutes Story Time 15 minutes	Independent Work Time 30 minutes Mathematics 60 minutes Story Time 15 minutes	Independent Work Time 30 minutes Mathematics 60 minutes Story Time 15 minutes	Independent Work Time 30 minutes Mathematics 60 minutes Story Time 15 minutes
12:05- 12:40	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
12:40- 2:10	Science 30 minutes Social Studies 30 minutes Health 20 minutes Clean- Up 10 minutes Dismissal	Science 20 minutes Clean- Up 10 minutes Dismissal  <b>Early Dismissal 1:10pm</b>	Science 30 minutes Social Studies 30 minutes Health 20 minutes Clean- Up 10 minutes Dismissal	Science 30 minutes Social Studies 30 minutes Health 20 minutes Clean- Up 10 minutes Dismissal	Science 30 minutes Social Studies 30 minutes Health 20 minutes Clean- Up 10 minutes Dismissal	Science 30 minutes Social Studies 15 minutes Clean- Up 10 minutes Dismissal <b>Shortened Day Dismissal 1:35pm</b>	Clean- Up 10 minutes Dismissal  <b>Minimum Day Dismissal 12:31pm</b>

## Kindergarten Grade

	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
7:52- 8:07	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes
8:07- 10:00	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan
10:00- 10:20	Recess	Recess	Recess	Recess	Recess	Recess	Recess
10:20- 12:05	Independent Work Time 30 minutes Mathematics 60 minutes Story Time 15 minutes	Independent Work Time 30 minutes Mathematics 60 minutes Story Time 15 minutes	Independent Work Time 30 minutes Mathematics 60 minutes Story Time 15 minutes	Independent Work Time 30 minutes Mathematics 60 minutes Story Time 15 minutes	Independent Work Time 30 minutes Mathematics 60 minutes Story Time 15 minutes	Independent Work Time 30 minutes Mathematics 60 minutes Story Time 15 minutes	Independent Work Time 30 minutes Mathematics 60 minutes Story Time 15 minutes
12:05- 12:40	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
12:40- 2:10	Science 30 minutes Social Studies 30 minutes Health 20 minutes Clean- Up 10 minutes Dismissal	Science 20 minutes Clean- Up 10 minutes Dismissal  <b>Early Dismissal 1:10pm</b>	Science 30 minutes Social Studies 30 minutes Health 20 minutes Clean- Up 10 minutes Dismissal	Science 30 minutes Social Studies 30 minutes Health 20 minutes Clean- Up 10 minutes Dismissal	Science 30 minutes Social Studies 30 minutes Health 20 minutes Clean- Up 10 minutes Dismissal	Science 30 minutes Social Studies 15 minutes Clean- Up 10 minutes Dismissal <b>Shortened Day Dismissal 1:35pm</b>	Clean- Up 10 minutes Dismissal  <b>Minimum Day Dismissal 12:31pm</b>

## First Grade and Fourth Grade

	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
7:52- 8:07	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes
8:07- 10:00	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan
10:00- 10:20	Recess	Recess	Recess	Recess	Recess	Recess	Recess
10:20- 12:05	Independent Work Time 30 minutes Mathematics 60 minutes Story Time 15 minutes	Independent Work Time 30 minutes Mathematics 60 minutes Story Time 15 minutes	Independent Work Time 30 minutes Mathematics 60 minutes Story Time 15 minutes	Independent Work Time 30 minutes Mathematics 60 minutes Story Time 15 minutes	Independent Work Time 30 minutes Mathematics 60 minutes Story Time 15 minutes	Independent Work Time 30 minutes Mathematics 60 minutes Story Time 15 minutes	Independent Work Time 30 minutes Mathematics 60 minutes Story Time 15 minutes
12:05- 12:40	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
12:40- 2:10	Science 30 minutes Social Studies 30 minutes Health 20 minutes Clean- Up 10 minutes Dismissal	Science 20 minutes Clean- Up 10 minutes Dismissal  <b>Early Dismissal 1:10pm</b>	Science 30 minutes Social Studies 30 minutes Health 20 minutes Clean- Up 10 minutes Dismissal	Science 30 minutes Social Studies 30 minutes Health 20 minutes Clean- Up 10 minutes Dismissal	Science 30 minutes Social Studies 30 minutes Health 20 minutes Clean- Up 10 minutes Dismissal	Science 30 minutes Social Studies 15 minutes Clean- Up 10 minutes Dismissal <b>Shortened Day Dismissal 1:35pm</b>	Clean- Up 10 minutes Dismissal  <b>Minimum Day Dismissal 12:31pm</b>

## Second Grade

	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
7:52- 8:07	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes
8:07- 10:00	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan
10:00- 10:20	Recess	Recess	Recess	Recess	Recess	Recess	Recess
10:20- 12:25	Mathematics 60 minutes Independent Work Time 45 minutes Read Out Loud 20 minutes	Mathematics 60 minutes Independent Work Time 45 minutes Read Out Loud 20 minutes	Mathematics 60 minutes Independent Work Time 45 minutes Read Out Loud 20 minutes	Mathematics 60 minutes Independent Work Time 45 minutes Read Out Loud 20 minutes	Mathematics 60 minutes Independent Work Time 45 minutes Read Out Loud 20 minutes	Mathematics 60 minutes Independent Work Time 45 minutes Read Out Loud 20 minutes	Mathematics 60 minutes Independent Work Time 45 minutes Read Out Loud 20 minutes Clean- Up 10 minutes Dismissal
12:25- 1:00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
1:00- 2:10	Science 30 minutes Social Studies 20 minutes Health 10 minutes Clean- Up 10 minutes Dismissal	Clean- Up 10 minutes Dismissal  <b><u>Early Dismissal 1:10pm</u></b>	Science 30 minutes Social Studies 20 minutes Health 10 minutes Clean- Up 10 minutes Dismissal	Science 30 minutes Social Studies 20 minutes Health 10 minutes Clean- Up 10 minutes Dismissal	Science 30 minutes Social Studies 20 minutes Health 10 minutes Clean- Up 10 minutes Dismissal	Science 30 minutes Social Studies 15 minutes Clean- Up 10 minutes Dismissal <b><u>Shortened Day Dismissal 1:35pm</u></b>	<b><u>Minimum Day Dismissal 12:31pm</u></b>



### Third Grade

	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
7:52- 8:07	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes
8:07- 10:00	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan
10:00- 10:20	Recess	Recess	Recess	Recess	Recess	Recess	Recess
10:20- 12:25	Mathematics 60 minutes Independent Work Time 45 minutes Read Out Loud 20 minutes	Mathematics 60 minutes Independent Work Time 45 minutes Read Out Loud 20 minutes	Mathematics 60 minutes Independent Work Time 45 minutes Read Out Loud 20 minutes	Mathematics 60 minutes Independent Work Time 45 minutes Read Out Loud 20 minutes	Mathematics 60 minutes Independent Work Time 45 minutes Read Out Loud 20 minutes	Mathematics 60 minutes Independent Work Time 45 minutes Read Out Loud 20 minutes	Mathematics 60 minutes Independent Work Time 45 minutes Read Out Loud 20 minutes Clean- Up 10 minutes Dismissal
12:25- 1:00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
1:00- 2:10	Science 30 minutes Social Studies 20 minutes Health 10 minutes Clean- Up 10 minutes Dismissal	Clean- Up 10 minutes Dismissal  <u>Early Dismissal 1:10pm</u>	Science 30 minutes Social Studies 20 minutes Health 10 minutes Clean- Up 10 minutes Dismissal	Science 30 minutes Social Studies 20 minutes Health 10 minutes Clean- Up 10 minutes Dismissal	Science 30 minutes Social Studies 20 minutes Health 10 minutes Clean- Up 10 minutes Dismissal	Science 30 minutes Social Studies 15 minutes Clean- Up 10 minutes Dismissal <u>Shortened Day Dismissal 1:35pm</u>	<u>Minimum Day Dismissal 12:31pm</u>

## Fifth Grade

	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
7:52- 8:07	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes	Morning Routine Breakfast in the Classroom (BIC) 15 minutes
8:07- 10:00	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan	ELA 100 minutes including 45/60 minutes of ELD instruction according to EL Master Plan
10:00- 10:20	Recess	Recess	Recess	Recess	Recess	Recess	Recess
10:20- 12:25	Rotations (Science Social Studies Art/ Health) 60 minutes Mathematics 65 minutes	Rotations (Science Social Studies Art/ Health) 60 minutes Mathematics 65 minutes	Rotations (Science Social Studies Art/ Health) 60 minutes Mathematics 65 minutes	Rotations (Science Social Studies Art/ Health) 60 minutes Mathematics 65 minutes	Rotations (Science Social Studies Art/ Health) 60 minutes Mathematics 65 minutes	Rotations (Science Social Studies Art/ Health) 60 minutes Mathematics 65 minutes	Rotations (Science Social Studies Art/ Health) 60 minutes Mathematics 55 minutes Clean- Up 10 minutes Dismissal
12:25- 1:00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
1:00- 2:10	Library 30 minutes Physical Education 30 minutes Clean- Up 10 minutes Dismissal	Clean- Up 10 minutes Dismissal  <b>Early Dismissal 1:10pm</b>	Computer Lab 30 minutes Physical Education 30 minutes Clean- Up 10 minutes Dismissal	Ballroom Dance 30 minutes Physical Education 30 minutes Clean- Up 10 minutes Dismissal	Library 30 minutes Physical Education 30 minutes Clean- Up 10 minutes Dismissal	Physical Education 25 minutes Clean- Up 10 minutes Dismissal <b>Shortened Day Dismissal 1:35pm</b>	<b>Minimum Day Dismissal 12:31pm</b>

## 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 the requirements of Education Code sections 60851.5 and 60851.6.

## **WASC Accreditation**

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

## **PROFESSIONAL DEVELOPMENT**

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

Quality professional development is essential in order to improve student academic outcomes. A professional development schedule is created at the end of every year to be implemented the following year. In order to address the determined area of need, which is determined by teacher surveys, student data, and district initiatives, the principal or coordinator researches and contacts the best resources available to disseminate information. Professional development sessions are facilitated via the principal, coordinator, teachers, or guest speakers. In an effort to improve academic outcomes for our subgroups, we have created instructional symposiums. The staff is separated into groups of three and each group roves to each symposium for three rounds of twenty-minute presentations. Each round consists of:

- English Learner Instruction: Reclassification requirements, ELD strategies, Start Smart Demo Lessons, and data analysis.
- Gifted Instruction: Gifted Identification criteria, The Otis-Lennon School Ability Test (OLSAT) Training, Depth and Complexity icons, Webb's Depth of Knowledge and data analysis.
- Special Education Instruction: How to review an IEP, Becoming familiar with accommodations/modifications in an IEP, addressing behaviors in students with disabilities and data analysis.

Some of the school's professional development sessions have been facilitated via guest speakers. Each one focuses on his/her own area of expertise. These include:

- Ronald Reagan Library-Medal of Honor: The speakers introduced pillars of character development that connect stories of American Veterans during War. Teachers reviewed core literature lessons that infused character development teaching.
- California State University Northridge: An arts professor visits Dearborn to help teachers learn how to address the social/emotional needs of students by using team-building activities.
- Dr. Howard-UCLA: A presentation for educators and parents focused on the importance of understanding trauma and how it affects our students and their academic outcomes.

## **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*.

Dearborn Elementary Charter Academy (DECA) continues to work with English Learners to ensure that they meet or exceed English language proficiency and grade level standards comparable to their fluent English proficient peers. The principal and EL designee/TSP Coordinator work closely with teachers and families to ensure the District's English Learner Master Plan is being followed and district accountabilities are met. The principal and EL designee collaborate with teachers of English learners to ensure EL students make adequate progress in English Language Development requirements.

There is open communication with parents through our monthly English Language Advisory Committee (ELAC) meetings. Topics include CELDT testing, CAASPP/SBAC testing, Common Core State Standards, California State ELD Standards, English learner program elements, Master Plan Program Options, and reclassification. Dearborn Elementary Charter Academy (DECA) provides English Learners with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum.

Instructional plans for English learners are: (1) based on sound educational theory, (2) adequately supported with trained teachers and appropriate materials and resources, and (3) periodically evaluated to make sure the program is successful and modified when needed. Dearborn Elementary Charter Academy (DECA) follows the Master Plan for the education of our English Learners to provide opportunities for non-English speaking students to become fluent and literate in English. The EL designee/ TSP coordinator works closely with teachers of English learners to plan and implement meaningful English Language Development (ELD) lessons. Teachers incorporate many resources and strategies in their daily EL lessons. Specific instructional strategies used include SDAIE techniques including use of realia, total physical response, think pair share, scaffolding, reciprocal teaching, thinking maps, and the use of Constructive Conversation Skills lessons. Teachers of English Learners also use ELD lessons from the California Treasures reading series including visual vocabulary cards and specific EL leveled readers.

Dearborn Charter's goals for our English Learners are to move students up by at least one English development level each academic school year, while maintaining a positive self-image toward their own cultural background. In order to identify potential English Learners Dearborn Charter will include the home language survey as part of the enrollment forms upon a student's initial enrollment into our school. All students who indicate that their home language is other than English will take the California English



Language Development Test (CELDT)/ ELPAC. The results of this test will determine if they are EL or not. The CELDT will be given annually to all designated EL's until re-designated as fluent English proficient through the EL reclassification process.

Dearborn Charter follows the Los Angeles Unified School District's Master Plan for the education of our English Learners to provide opportunities for non-English speaking students to become fluent and literate in English. Since we only have a few ELs at each grade level, they are clustered according to CELDT proficiency levels. Students with CELDT levels 1-3 are placed in a Structured English Immersion (SEI) program. These students receive 60 minutes of designated English language development instruction each day. Those with CELDT levels of 4-5 are placed in a Mainstream English Immersion (ME) program. These students receive 45 minutes each day of designated English language development instruction.

The ELD standards are used along with CA Common Core State Standards (CCSS) to provide a comprehensive program for our EL students. Struggling EL students will be identified using the annual CELDT results, DIBELS, Smarter Balance Assessments, and results of principal/teacher data chats. These students will be provided with instruction in identified areas of difficulty.

Each academic school year, the principal, EL designee/ TSP coordinator, and teachers evaluate the EL program by:

- Insuring that all students identified by the home language survey were given the initial CELDT.
- Insuring that all annual CELDT tests were given.
- Monitoring the reclassification of EL students.
- Insuring that the minimum daily EL instructional minutes requirements were met.
- Insuring that the ELD standards were incorporated into classroom lessons.
- Monitoring the DIBELS, CAASPP, SBAC, and grades of our EL students.

To reclassify students in grades 2-5, the students need an annual overall CELDT score of 4 or 5 with scores of 3 or higher in listening, speaking, reading, and writing. The students need progress report grades of 3 or 4 in reading, writing, listening, and speaking. The students must have benchmark scores on all DIBELS subtests on the Middle of Year (MOY) or End of Year (EOY) benchmark assessments.

For students in grades K-1, the students need either an overall CELDT score of 4 with scores of 4 or higher in reading, writing, listening, and speaking, or an overall CELDT score of 5 with scores of 3 or higher in reading, writing, listening, and speaking, report card grades of 3 or 4 in reading, writing, listening, and speaking. They also benchmark scores on all the subtests of DIBELS in MOY or EOY, and the parent or guardian is required to give approval.

Dearborn's Reclassified Fluent English Proficient (RFEP) students' progress is monitored every three to four months using principal data chats. During the data chats

the principal, EL designee, and classroom teacher review the most current DIBELS scores, progress report card grades in reading, writing, listening, and speaking. RFEP students that are not making adequate academic progress are offered intervention services. These intervention services include before school, during school, and after school. Dearborn's "Early Risers Reading Program" is a before school intervention service. English Learners that are way below the DIBELS benchmark are invited to attend. To ensure a 100% attendance rate, the office calls the families before the program begins and gathers data on which time works best for each family. If a specific grade level receives enough participants that prefers an after school session, a group is created after school.

Small group support with our Limited Contract Teachers (LCT) is a during school intervention offered to struggling English Learners. DIBELS benchmark scores are used to identify the English Learners that require additional English Language Arts academic support. Academic support is given to English Learners at the earliest skill deficit level on DIBELS. Students receive intervention in DIBELS Oral Reading Fluency (DORF), Nonsense Word Fluency (NWF), Phoneme Segmentation Fluency (PSF), First Sound Fluency (FSF), and Letter Name Fluency (LNF). The Limited Contract Teacher (LCF) uses 95 Percent curriculum and centers from the Florida Center for Reading Research to teach each area of academic need.

Dearborn currently does not have any Long Term English Learners (LTELs). During the 2016-2017 school year, sixteen EL students have been classified as Potential Long Term English Learners. After school intervention was provided for those sixteen students, and was successful enough for ten to pass the LAUSD/CELDT. Principal, teacher, and EL designee data chats are held after each reporting period to monitor the academic progress and requirements towards reclassification for Potential Long Term English Learners. Dearborn Charter provides after- school intervention services to students classified as Potential Long Term English Learners in reading and writing.

Reclassified Fluent English Proficient (RFEP) students are progressed monitored three times a year after each report card period. The principal, teacher, and EL designee conduct a Student Success and Progress Team (SSPT) meeting for each RFEP student that has reclassified within a two- year window. In addition, the EL designee uploads the RFEP progress monitoring evidence onto the District's Instructional Online Accountability Systems (OLAS).

### **Gifted and Talented Students and Students Achieving Above Grade Level**

Charter School shall 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 in accordance with the "General Fund School Program Manual" or equivalent as it may change from time to time.

At Dearborn, many students demonstrate higher level thinking skills and the ability to achieve beyond grade level standards. According to the 2016- 2017 GATE student roster in My Integrated Student Information System (MiSiS), 48 out of our population of 539 have been classified as gifted and/or talented. This amounts to 8.9% of our students having a classification of gifted or talented. Students are identified through second grade OLSAT testing. Starting in 2017, Dearborn will use two years of SBAC scores in the highly advanced band to identify fifth graders in the category of high achievement. Additionally, the classroom teacher refers students who demonstrate advanced abilities to the gifted coordinator for intellectual testing. Dearborn understands that the psychologist must be LAUSD authorized to complete GATE testing. Dearborn will continue to use LAUSD's GATE identification process and policy and reimburse the District for testing and processing on a fee-for-service basis.

Students who meet criteria could qualify for the gifted program in areas other than academics. Those areas would include creative ability and leadership (4<sup>th</sup> grade and up) as well as visual or performing arts (2<sup>nd</sup> grade and up).

All students, regardless of ethnicity or background, are considered for placement in SAS classes and testing for Gifted Identification. Special Education teachers and teachers with EL groups have submitted names for Gifted testing and placed students in SAS classes. Teachers look for students who demonstrate rapid language acquisition when referring for gifted testing. We have students from all six out of six different ethnic groups who are identified as gifted and participate in SAS or SAS screening classes. Several of our SAS students qualify as low income.

#### GATE Student Data from My Integrated Student Information System (MiSiS)

Ethnicity	# Identified Gifted	# Students	% Identified Gifted
AMERICAN INDIAN/ALASKA NATIVE			
ASIAN	3	33	9.1%
BLACK	3	31	9.7%
HISPANIC	20	307	6.5%
WHITE	19	139	13.7%
FILIPINO	2	28	7.1%
PACIFIC ISLANDER	1	2	50.0%
UNKNOWN			
<b>Overall</b>	<b>48</b>	<b>540</b>	<b>8.9%</b>

Language Classification	# Identified Gifted	# Students	% Identified Gifted
EO	40	402	10.0%
IFEP	4	31	12.9%
LEP	1	75	1.3%
RFEP	3	31	9.7%
UNKNOWN		1	
<b>Overall</b>	<b>48</b>	<b>540</b>	<b>8.9%</b>

Poverty Indicator Description (Y/N)	# Identified Gifted	# Students	% Identified Gifted
NO	28	235	11.9%
YES	20	305	6.6%
<b>Overall</b>	<b>48</b>	<b>540</b>	<b>8.9%</b>

Students who demonstrate high achievement, but who do not qualify for official identification, are offered the same opportunities as identified GATE students. Differentiated instruction, which meets or exceeds state and national guidelines, occurs school-wide. Teachers are given the opportunity to receive extensive professional development in the use of the prompts of Depth and Complexity, Bloom's Taxonomy, Norman Webb's Depth of Knowledge Levels, Thinking Maps, and current research-based developments in educating the gifted and talented student.

Dearborn emphasizes higher-level thinking skills by providing students with many opportunities to study the core curriculum with increased depth, complexity, and novelty. Classroom differentiation allows for individualized extensions of the curriculum, creative problem solving activities, and acceleration and compacting of the curriculum when appropriate. Students are encouraged to demonstrate their learning in creative and innovative ways, which reflect the 21st century learner. Technology is used to help extend the curriculum with classroom computers, a computer lab, and interactive whiteboards. Additional higher-level learning opportunities include independent and small group projects and investigations, and independent subject groups, wherein students work with challenging and above grade level materials. Student progress in the GATE program is assessed on an annual basis by the GATE coordinator.

Our SAS teachers meet once a month to share information about best practices, knowledge gained through trainings, conference opportunities, and ideas for program improvement. We created an SAS Continuum to show how the program progresses from kindergarten through fifth grade.

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

Students achieving below grade level are identified using classroom assessments, anecdotal records/classroom observations, as well as District and State standardized assessments. Dearborn Elementary Charter Academy will utilize standardized summative and formative assessments which include, but are not limited to: Common Core State Standards Assessment/SBAC for Grades 3-5 (yearly), CELDT/ELPAC (yearly), DIBELS Reading Assessments, CA Treasures Assessments (weekly and per unit), and District Interim Assessments for ELA and Math. Data from these different assessments is collected and studied by teachers independently or at grade-level collaboration meetings. Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers. Once identified, students not achieving grade-level standards are referred for interventions. Dearborn provides these students with several interventions throughout the year.

**Limited Contract Teachers** - Dearborn has two part time intervention teachers who work with small groups on Tuesday, Wednesday, and Thursday mornings. Groups are formed with students from every grade level to help with mastery of ELA skills taught in the classroom.

**Learning Center** - One resource specialist program serves students with IEPs in small groups to help them access the curriculum at their grade level.

**Class Size Reduction Teacher** - We purchased an additional classroom teacher to provide intervention services. Smaller class size allows for more individualized attention and differentiated learning. This allows the classrooms in the upper grades to have fewer students which enables teachers to give more personalized attention to students who are performing below benchmark.

**After school intervention** - Select Dearborn teachers conduct an after school intervention program for students in first through fifth grades who are identified as achieving below grade level. For ten weeks, one day per week is dedicated to teaching English Language Development, another for English Language Arts, and a third for Mathematics. Students may be able to qualify to attend once, twice, or even all three days of the intervention sessions depending on the need of the student. Student attendance is logged into MiSiS and displays on each progress report card. Students who are eligible and do not attend the intervention session is noted on the student's red intervention folder and student attendance record on MiSiS.

Students with satisfactory intervention attendance (three or less absences) receive positive incentives such as school-wide recognition at our Monday Morning Assembly and lunch with the principal. Although there are no consequences for not attending after school intervention, and because we value our working parents' schedules, students are enrolled in small group, pull out support with our Limited Contract Teacher.

**Before school intervention** – Teachers in grades one through five recommend students who are below the 50<sup>th</sup> percentile in fluency. On Monday, Wednesday, and Thursday, teachers will use Florida Center for Reading and The 95<sup>th</sup> Percent Group to aide in fluency practice for 30 minute periods during a 10-week session.

Although there are no consequences for not attending before school intervention, and because we value our working parents' schedules, students are enrolled in small group, pull out support with our Limited Contract Teacher.

**Oasis tutors** - engages older adults who have the time and desire to help. Tutors work one-on-one with children each week throughout the school year, giving them undivided attention, tuning in to discover each child's interests and providing personalized activities to build motivation to learn. Teachers recommend students who are struggling readers and need support and personal attention based upon their DIBELS data and informal classroom assessments. Tutors and teachers meet in the beginning of the year to discuss matching each student candidate with an appropriate tutor based on personality, need, and specialized training by the Oasis program.

**Small group instruction within the classroom** – teachers make groups based on ability level to meet the needs of each student.

**Early Language and Literacy Plan** – Data is used to groups students who have not yet mastered basic reading skills. These are foundational skills such as phonological awareness, phonics, sight words, and fluency. Students practice these differentiated skills using Read Works, NewsELA, Florida Center for Reading Research, and the 95 Percent Group instructional materials.

Through our series of interventions, we have consistently and significantly helped more students achieve at grade level, with fewer students scoring basic or below. Progress is monitored using data chats, DIBELS progress monitoring, interim assessments, benchmark tests, and teacher observation. Progress monitoring will be conducted by the receiving literacy academy teacher and if applicable the homeroom teacher.

### **Socioeconomically Disadvantaged Students**

. Students who are socioeconomically disadvantaged and are achieving below benchmark are offered several enrichment opportunities. They start the year by being identified by the teacher as needing assistance. The teachers have a data chat with the administrator, and the focus for small groups is decided. Small group instruction is provided daily in the classrooms. They participate in before school as well as after school interventions.

Socioeconomically disadvantaged students are offered scholarships for afterschool childcare in programs such as YMCA and Creative Kids. They help with homework, provide snacks, and supervise physical activity. Zumba is provided after school one day a week for no cost to students. Afterschool enrichment classes, such as those provided by Peak Adventures, Computerwise Kids, and Sky High Dance offer scholarships for low-income families. Good News Club is offered for free to students.

To help low income families navigate through life's daily needs, Dearborn participates in Operation School Bell. Students from low-income families are taken to a center where they are given shoes, clothing, and school supplies. Dearborn families donate food, clothing, toiletries, gifts, and other necessities. These items are collected in large boxes in each classroom in order to create gift baskets for families. Each class "adopts" a particular family. These families are determined by need, and each basket is tailored to the particular make-up of the family. The data from each of these students is reviewed via data chats, progress report cards, and teacher observation.

### **Students with Disabilities**

#### **Special Education**

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the

District, and shall be responsible for meeting all the requirements of the Modified Consent Decree along with the District Affiliated Charter School.

## **Conversion Affiliated Charter**

### **1. District Affiliated Charter School's Special Education Responsibilities**

#### **a. General Requirements**

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

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

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

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs ("IEPs") in the format required by the District and will enter accurate assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review. The District Affiliated Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

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

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

The District Affiliated Charter School will participate in internal validation review (“DVR”).

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

**b. Transferring Students**

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

**c. Assessments**

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

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



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

**d. Alternative Placements**

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

**e. Least Restrictive Environment**

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

**f. Staffing Requirements**

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

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

**g. Student Discipline/Inclusion**

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

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

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

## **2. Procedural Safeguards/Due Process Hearings**

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

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

## **3. Complaints**

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

## **4. Funding of Special Education**

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

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

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

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

### **\*Modified Consent Decree Requirements**

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

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

- # The Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- # Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.

- # CBEDS, which is due at the end of October of Each School Year.
- # All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- # Graduation Status of 12<sup>th</sup> Grade Students Enrolled on December 1, due at the end of June every school year.

The MCD requires all District authorized schools, including District affiliated charter schools, to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

Students are identified in other subgroups if there are 30 or more students in specific targeted student populations such as Foster Youth, and Standard English Learners. Our school aims to identify students in these subgroups using misis rosters that are generated and distributed to every teacher at the beginning of the year. We use the enrollment paperwork (Home Language and Ethnicity information & Title IVV Student Eligibility Certification, Migrant Education Program questionnaire, Student Residency Questionnaire) to determine which students fall into other subgroup categories. Dearborn strives to meet the needs of every student. Students in subgroups will be identified and teachers will meet with the principal for Data Chats to discuss the student's needs and create small group instruction and specific strategies aimed to support their academic success.

In addition our Standard English Learner District Coordinator has come in to provide Culturally Relevant and Responsive strategies to our teachers to target our Standard English Learners and other subgroups. These strategies consist of Call and Response, and providing culturally relevant literature that each subgroup can identify with.

Our Coordinator and principal will monitor their academic progress through informal classroom observations, DIBELS scores and Math Assessments.

Our teachers will monitor these subgroups through their weekly grade-level meetings. They will use informal and formal assessments and brainstorm with their colleagues about instructional strategies and reflecting upon their best practices.

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

Adults, parents, and students begin to arrive each morning around 7:20 am. Some parents take advantage of the valet service to allow for easy drop-off of their children as they continue on to work or other responsibilities. Other parents walk onto campus in the morning and escort their children to the yard.

Students gather and play on the yard area until the warning bell rings at 7:47 a.m. At that time, students assemble at their designated line-up area on the yard, are greeted by their teachers, and escorted to their classrooms. On Mondays, students and parents

gather outside around the grassy quad area for a Monday Morning Assembly. They are greeted by the principal, who helps to usher in a fresh week with announcements of upcoming events and activities that will be available to all students and their families. Each week, a different class starts the assembly with the flag salute, and then performs a song, poem, or other presentation for the school community. These presentations are usually related to a patriotic theme, pillar of character, current event, or a holiday.

Once in the classrooms, students begin the day with Breakfast in the Classroom. While eating, many classrooms capitalize on the quiet eating time to review information, wrap up work begun the previous day, or introduce new learning with a story or interactive video. This allows the class to transition into warm-up activities in different content areas designed to challenge students' thinking and help them focus on the instructional day.

The students' instructional day is divided into three main instructional blocks:

- The first block is approximately 120 minutes and is followed by a 20-minute school-wide recess.
- The second instructional block is roughly 120 minutes between recess and lunch.
- Following a 35-minute lunch, and the last instructional block is approximately 75 minutes.

In most classrooms, English language arts and mathematics instruction occurs before lunch. Many classrooms have a span of several English language learner levels and weave phonemic awareness and/or constructive conversation skills into these academic areas. Universal access is observed in classrooms as small group instruction takes place in order to target specific, individual needs of students. After lunch, students focus on history, science, physical education, health, and/or arts for the remainder of the school day. Teachers have discretionary authority to plan their instructional day in the best interest of their students. Throughout the week, each class is scheduled library and computer lab times.

Classroom visitors see students eagerly participating in learning. In every classroom, students learn through a variety of differentiated instructional methodologies. Students are engaged in rigorous, standards-based instruction with teachers who explicitly define and articulate the common core standards that students are expected to meet and exceed. Descriptive criteria, rubrics, and models of work that illustrate these standards are displayed in classrooms. Students participate in evaluating their own work and in setting learning goals for themselves. The curriculum encourages students to gain a deep conceptual understanding of topics or concepts and maintain a high level of engagement through the learning process. Teacher assistants, under the direction of the classroom teacher, can be seen assisting with instruction, working with small groups on either remedial skills or advanced lessons, and promoting student learning on a daily basis.

The regular classroom routines are enhanced throughout the week with a rotation every other week between psychomotor and Zumba instruction, visual and performing arts

instruction, and grade level team teaching for differentiation to meet students' diverse instructional needs. Arts instruction is provided by both District as well as private donations. Dearborn enjoys common core instruction from a music teacher in both vocal and instrumental music, theater arts teacher, a ballroom dance instructor for fourth and fifth grade, and an art disciplinarian for third and fourth graders participating in the Great Master's Art Program. The lessons include artist backgrounds, art history, and a project based on the work of an artist. In September of 2016, our new science lab had its grand opening. The lab is stocked with grade level science materials where students can go to experience hands-on learning as a scientist.

At the elementary school level, we are able to offer several after school programs for students. Dearborn provides Homework Club Monday through Thursday for an hour after school. In Homework Club, a paraprofessional, as well as the librarian, supervise and assist students in completing homework assignments. Youth Services (YS), operated by Beyond the Bell, provides supervision for a block of time set aside to complete homework as well as organized activities for students on the yard from dismissal until 6 pm. The YS coach also instructs teams of students that compete within the District in football, basketball, softball, and soccer. These programs extend and enhance learning by providing additional experiences such as Chess Club, cooking, dance, Science Academy, Anatomy Academy, KidsArt, performing arts, crafts, computer lab skills, and Lego Robotics.

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

*“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)*

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

### **STANDARDIZED TESTING**

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

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

Charter School shall work toward meeting all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD’s Local Control and Accountability Plan (LCAP), as it 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 (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

## **MEASURING PUPIL OUTCOMES:**

### **SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

Grades TK thru 5 conduct three DIBELS benchmark assessments (beginning, middle and end of year) throughout the school year. The beginning of the year assessment is conducted on all students to acquire a baseline for reading and comprehension levels, as well as which students are in need of intervention. The middle and end of year assessments are to reassess these students to ensure that the intervention strategies being applied are indeed working. Grades TK through 2 give the required District Writing Assessment in the spring every school year. These results are directly reported to the Principal. Additionally, students will be given an End of the Year Assessment found in the MyMath curriculum. The Language Arts assessment is chosen collaboratively via the District Interim Assessment Bank by grades TK-2. TK/Kindergarten will utilize the District Kindergarten Checklist Formative Assessment. The results are broken down at grade level meetings, where strategies to improve lessons and intervention techniques are discussed. The results are also given directly to the Principal. With the implementation of the SBAC, grades 3 through 5 will be given Interim Assessment Blocks throughout each year to assess the students in English Language Arts (reading/comprehension and writing) and Mathematics. These Blocks will be used to assess the students' knowledge in these areas. The scores will be evaluated by the teachers and used to improve lesson planning/lessons within the classrooms, as well as apply intervention strategies for those students working below grade level. These results are given to the Principal at the end of each semester. In the spring, grades 3 through 5 will take the SBAC in English Language Arts and Mathematics. The results are sent directly to the Principal in the fall. 5th grade students are given the California Science Test in the spring each year. Additionally, CELDT/ELPAC testing is performed yearly. Over the course of our Charter we have used the summative assessments data and have set goals for our future Charter term:

### **Measurable Goals for the Charter Term**

(Smarter Balanced Assessment Consortium & Science CST):

- Based on Dearborn's 2015-2016 SBAC ELA scores, 51% met or exceeded standard in ELA. *Our Measurable Goal is to increase 2% (or greater) the number of students who will score in the met or exceeded standard in English Language Arts (ELA).* **See LCFF State Priority Goal 2 Outcome 1 graph.**
  - Based on Dearborn's 2015-2016 SBAC ELA scores, 4% of English Learners met or exceeded standard in ELA. *Our Measurable Goal is to increase 4% (or greater) the number of students who will score in the met or exceeded standard in English Language Arts (ELA).* **See LCFF State Priority Goal 2 Outcome 1 graph.**
  - Based on Dearborn's 2015-2016 SBAC ELA scores, 9% of Students with Disabilities met or exceeded standard in ELA. *Our Measurable Goal is to increase 2% (or greater) the number of students who will score in the met*



or exceeded standard in English Language Arts (ELA). **See LCFF State Priority Goal 2 Outcome 1 graph.**

- Based on Dearborn's 2015-2016 SBAC Mathematics scores, 48% met or exceeded standard in Mathematics. *Our Measurable Goal is to increase 2% (or greater) the number of students who will score in the met or exceeded standard in Mathematics.* **See LCFF State Priority Goal 2 Outcome 1 graph.**
  - Based on Dearborn's 2015-2016 SBAC Mathematics scores, 0% English Learners met or exceeded standard in Mathematics. *Our Measurable Goal is to increase 2% (or greater) the number of students who will score in the met or exceeded standard in Mathematics.* **See LCFF State Priority Goal 2 Outcome 1 graph.**
  - Based on Dearborn's 2015-2016 SBAC Mathematics scores, 0% Students with Disabilities met or exceeded standard in Mathematics. *Our Measurable Goal is to increase 2% (or greater) the number of students who will score in the met or exceeded standard in Mathematics.* **See LCFF State Priority Goal 2 Outcome 1 graph.**
- 100% of English Learners will advance one level on the CELDT/ELPAC test each year according to the district's English Learner Master Plan. (AMAO1-CELDT Annual Growth or ELPAC)
- 97% percent of students will have 96% or higher attendance. **See LCFF State Priority Goal 5 Outcome 1 graph.**

## **MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT**

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

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

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

- DIBELS Maze Comprehension Task (DAZE)
- Benchmark- Advanced End of the Unit Assessment: given weekly or bi-weekly
- MyMath benchmark assessments for grades TK-2: given four times per year after each instructional block
- Students in TK-2 will be given the MyMath end of year assessment: once a year
- District Interim Math Assessments: given twice a year to grades 3-5
  - One performance task
  - One computer adaptive test
- District Interim Assessments for ELA: given twice a year to grades 3-5
  - One performance task
  - One computer adaptive test

In addition, Dearborn utilizes authentic formative assessments. Authentic formative assessments are ongoing and can better evaluate the student over time and in a variety of settings. Authentic assessments may include, but are not limited to:

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

These types of assessments allow for meaningful application of essential knowledge and skills, and provide a wealth of data for teachers to evaluate student improvement, performance, and achievement.

We use a variety of assessment tools in order to get a comprehensive representation of student achievement. Data is collected and studied by teachers independently and at grade-level collaboration meetings. Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers.

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

### **DATA ANALYSIS AND REPORTING**

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

<b>Data Type</b>	<b>Role/use to inform curriculum/ <u>instruction/ enrichment</u></b>	<b>Role/Use to monitor/improve educational program/operations</b>	<b>Role/Use to inform stakeholders of school performance</b>
DIBELS Grades TK-5	ELLP Academies Literature Groups Intervention Grouping Grade-Level Common Planning <u>Reteach/Preteach</u>	Phonemic Awareness Continuum PD Planning Potential GATE Placement Principal Data Chats	School Report Card Report Cards Parent Newsletter
Mathematics Interim Smarter Balanced Assessment Grades 3-5	Intervention Grouping Small Groups Grade-Level Common Planning Lesson Planning Skill Drill Down <u>Reteach/Preteach</u>	Math PD Planning Principal Data Chats Math Strategy focus	School Report Card Report Cards
ELA Interim Smarter Balanced <u>Assessment</u> <u>Grades 3-5</u>	Intervention Grouping Small Groups Lesson Planning Skill Drill Down	ELA Strategy focus Principal Data Chats	School Report Card Report Cards
MISIS Discipline Referral	SSPT Referrals Positive Discipline Team Review 2 <sup>nd</sup> Step Curriculum	TA buddy system Mental Health Referrals Classroom Placement Restorative Justice Circles	School Report Card Parent Newsletter
Attendance	SSPT Referral	Extended Recess Incentive At-Risk Parent Letters	School Report Card Report Card

- Teachers and administrators use data from assessments (DIBELS, CELDT/ELPAC, SBAC Interim Assessment, SBAC Summative Assessment, MyMath Unit Tests, English Language Arts Benchmark Assessments) to identify and prioritize areas of need.
- District assessment results and authentic assessment (DIBELS, CELDT/ELPAC, SBAC Interim Assessment, SBAC Summative Assessment, MyMath Unit Tests, English Language Arts Benchmark Assessments) results are communicated to parents (by teaching staff) throughout the school year.
- School-wide data is shared in a public forum at monthly meetings, when it's available, in order to discuss upcoming program development and education intervention priorities.

Students' progress is reported to parents in several ways. Individual classroom teachers are primarily accountable for assessing their students' achievements with regard to standards-based, grade-level work, and achievement of grade appropriate content standards. Student progress toward meeting expected student outcomes is monitored on an ongoing basis at each grade level by regular student assessments

aligned to the school's, District's, and state's curricular standards as appropriate for each grade level and content area.

Student progress toward achieving the school's desired grade-level standards 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 Reports, and regular conferences with students' teachers.

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

The LAUSD Progress Report uses a 4-point scoring rubric that aligns with classroom teachers' daily work assignments. Students earn a "4" for Advanced Proficient Levels; "3" for Benchmark Proficient Levels; "2" for Partial Proficient Levels; and "1" for Not Proficient Levels. The academic standards include specific learning topics in the different subject areas for each grade level: language arts including reading, writing, listening, and speaking; mathematics; history and social science; science; health education; physical education; and the arts. The standards for lifelong learning (i.e., work and study habits) include use of time, independence, organizational skills, and quality and completeness of work. The standards for character development (i.e., learning and social skills) include respect, cooperation, dependability, responsibility, self-control, and the ability to play fairly.

### **GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION**

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

## ELEMENT 4 – GOVERNANCE

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

### GENERAL PROVISIONS

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

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

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

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

The District reserves the right to appoint a non-voting single representative to Charter School’s local governing council.

### LEGAL AND POLICY COMPLIANCE

As a District affiliated charter school, 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.



## **STAKEHOLDER INVOLVEMENT**

Parents play a critical role in the success of our school. Parental involvement is high at Dearborn.

The process by which Dearborn consults with all stakeholders (parents, teachers, staff, administrators, and students) to develop its LCAP and annual update occurs through a variety of councils, coffee with the principal, workshops, needs assessment survey, and individual stakeholder feedback.

We consult with parents and teachers regarding the school's educational program via our school's mission and vision statement. All parents are welcome to attend the beginning of the year power point presentation by the principal, school report card, and through advisory councils and committees.

### **Parent Opportunities**

Every Monday, our school has a Monday Morning Assembly. One class performs a song, related to a character-building theme or holiday, and parents attend to watch their children and listen to important announcements. Parents also may attend workshops that focus on topics such as: A-G Requirements, homework, parenting, and social/emotional support for their children.

## **FEDERAL PROGRAM COMPLIANCE**

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



## ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

### EQUAL EMPLOYMENT OPPORTUNITY

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

### STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements (subject to any applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing, credentialing, and assignments.

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

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

### CERTIFICATED PERSONNEL

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and class assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other

alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

### **CLASSIFIED PERSONNEL**

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

## **ELEMENT 6 – HEALTH AND SAFETY PROCEDURES**

*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)*

### **GENERAL PROVISIONS**

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergency 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 preparedness, including but not limited to the required creation, maintenance, and implementation of a 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 (Safe School Plan), and keep it readily available for use and review upon District request.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

## **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

As a District affiliated charter school, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, contractors (vendors), and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

## **SAFE PLACE TO LEARN ACT**

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

## ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

*“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.”* (Ed. Code § 47605(b)(5)(G).)

### COURT-ORDERED INTEGRATION

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

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

## ELEMENT 8 – ADMISSION REQUIREMENTS

*“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)*

### GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(2)(A).) As an existing District school that has converted to become a District affiliated charter school, Charter School’s first priority is to admit students who reside in the former attendance boundary of the school. (See Ed. Code § 47605(d)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(d)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(d).) Charter School shall provide a second priority admission preference for prospective students residing within LAUSD boundaries, but not residing within the former attendance area of Charter School. (Ed. Code § 47605(d)(2)(B).)

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

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.

### **School Tours/Lottery Information**

Dearborn Elementary Charter Academy will conduct four prospective parent tours per school year, one each month in the spring. Interested families may receive enrollment information at the tour, on the Dearborn website, or by visiting or calling the school office. Dearborn Charter will recruit and reach out to new students from all subgroups via the school website, monthly newsletters, school marquee, and through our partnership with the North Valley YMCA. School brochure will be distributed to perspective applicants. Information to perspective families will be translated into in English and Spanish according to our language census.

Our Parent tours aim to showcase our Special Education Program, Intervention services and enrichment programs for all students. Our brochures and tours are translated to provide a welcoming environment to all.

Enrollment is done by a lottery system when interest in our school exceeds capacity. The lottery application period starts the first week in April and closes the last week of May. The application, with a signature, must be turned in to the office no later than the last instructional school day in May by 4:00pm. Applications can be downloaded from the school website or picked up in the main office. An information card is handed to each applicant with deadline information regarding the application period and lottery date and time. The method followed to ensure that lottery procedures are fairly executed includes supplying each applicant with a number upon arrival to the main office to submit the Charter Lottery Application. Applicants that are unable to come to the main office to submit the lottery application, can send it through regular mail. The main office staff will telephone the applicant to inform give them confirmation that they received the application in the mail. Office staff oversees selection to make sure procedure is followed. Lottery drawings are held in the school auditorium the first instructional day in June, and perspective families are invited to attend.

Should the number of pupils who wish to attend Dearborn Elementary Charter Academy exceed the number of seats available, a public random lottery will take place to determine the school enrollment A waiting list will be completed when the number of applications exceeds the number of available seats. The waiting list will prioritize candidates according to the order in which they were pulled during the random drawing.

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

- Resident students, as defined above, shall have first admission preference and thus are deemed exempt from the lottery.
- Prospective students who (a) are siblings of students enrolled at Dearborn at the time of the lottery and (b) reside within LAUSD boundaries, but not within the

former attendance boundaries of Dearborn, shall have second admission preference.

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

Parents of the applicants who do not attend the drawing will be notified by phone, email, and a letter will be mailed to the address listed on the application stating either admittance for enrollment or placement on a waiting list with an assigned number. The method for documenting the fair execution of lottery and waitlist procedures is carried out by the office technicians. One technician picks the number out of a box and announces the number, the second office technician checks the list and calls out the name of the applicant, the third office technician records the number that was announced. The waitlist is kept in a file and updated and reviewed by office technicians before any waitlist names are contacted.

Documents related to the lottery process, including certification of the lottery procedures, the enrollment list, the waiting list, and student enrollment forms will be kept on file in the Dearborn office for a period of two years based upon the lottery date.

### **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 state law and related District policies and procedures regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

## **NON-DISCRIMINATION**

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

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

## **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

## ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

## **ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES**

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

### **GENERAL PROVISIONS**

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

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

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

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

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

### **STUDENTS WITH DISABILITIES**

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

Charter School shall implement proper 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. In the case of a

student who has an IEP, an IEP team, including a District representative, 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 504 Plan, Charter School's administrator shall 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 Charter School's failure to implement 504 Plan?

### **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 shall notify the Superintendent of the school district of the student's last known address within 30 days of the expulsion, 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.

### **OUTCOME DATA**

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

### **READMISSION**

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

### **GUN-FREE SCHOOLS ACT**

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

## ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

## ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

## ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

## ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School:

Dearborn Elementary Charter Academy  
c/o School Principal  
9240 Wish Avenue  
Northridge, CA 91325

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 or under the auspices of the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

## ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

### CLOSURE ACTION

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

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

### REVOCATION OF THE CHARTER

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

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

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

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils, or otherwise takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

### **REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS**

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request approval to revert voluntarily to a non-charter District school, Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status.

### **CLOSURE PROCEDURES**

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

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

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

and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

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

## **ADDITIONAL PROVISIONS**

### **FACILITIES**

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

Charter School shall adhere to all applicable district, state, and federal laws, regulations, and policies 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.

## **ADDENDUM**

### **District Required Language for District Affiliated Charter School Petitions (New and Renewal) and Material Revisions**

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

Dearborn Elementary Charter Academy (also referred to herein as “Dearborn Academy”, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(c)(2).)

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

NOTE: This Charter contains specific "District Required Language" (DRL), including the Assurances, Affirmations, and Declarations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

## **ELEMENT 1 – THE EDUCATIONAL PROGRAM**

*“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(5)(A)(i).)*

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

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

### **Local Control Funding Formula (LCFF) Requirements**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (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 annual update.” (Ed. Code § 47606.5(e).)

### **Curriculum and Instruction**

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

### **Transitional Kindergarten**

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

### **Academic Calendar and Schedules**



Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, related to work year, academic calendars, and schedules.

### **Mathematics Placement Act**

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

### **High School Exit Examination**

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

### **WASC Accreditation**

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

## **PROFESSIONAL DEVELOPMENT**

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

## **MEETING THE NEEDS OF ALL STUDENTS**

### **English Learners**

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

### **Gifted and Talented Students and Students Achieving Above Grade Level**

Charter School shall 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 in accordance with the "General Fund School Program Manual" or equivalent as it may change from time to time.

## **Students with Disabilities**

### **Special Education**

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree along with the District Affiliated Charter School.

### **Conversion Affiliated Charter**

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

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs ("IEPs") in the format required by the District and will enter accurate assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review. The District Affiliated Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

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

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

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

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

Upon a parent's request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the

request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

#### **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 MCD reports indicating range of services and number of students served at individual District affiliated charter schools.

### **2. Procedural Safeguards/Due Process Hearings**

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

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

### **3. Complaints**

The District will investigate and respond to all special education complaints the District receives pertaining to the District Affiliated Charter School including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of

Education Special Education Compliance. The District Affiliated Charter School will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

#### **4. Funding of Special Education**

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

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

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

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

#### **\*Modified Consent Decree Requirements**

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

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

- # The Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- # Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- # CBEDS, which is due at the end of October of Each School Year.
- # All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- # Graduation Status of 12<sup>th</sup> Grade Students Enrolled on December 1, due at the end of June every school year.

The MCD requires all District authorized schools, including District affiliated charter schools, to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

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

*“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)*

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

### **STANDARDIZED TESTING**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with District policies and procedures and the requirements of California Code of Regulations,

title 5, section 861. 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.

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

Charter School shall work toward meeting all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD's Local Control and Accountability Plan (LCAP), as it 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 (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

### **MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT**

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

### **GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION**

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



## ELEMENT 4 – GOVERNANCE

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

### GENERAL PROVISIONS

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

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

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

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

The District reserves the right to appoint a non-voting single representative to Charter School's local governing council.

### LEGAL AND POLICY COMPLIANCE

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

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

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

## **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

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

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

## **RESPONDING TO INQUIRIES**

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

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

## **NOTIFICATION OF THE DISTRICT**

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

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

## **STUDENT RECORDS**

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

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

## **PARENT ENGAGEMENT**

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

## **FEDERAL PROGRAM COMPLIANCE**

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

## ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

### EQUAL EMPLOYMENT OPPORTUNITY

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

### STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements (subject to any applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing, credentialing, and assignments.

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

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

### CERTIFICATED PERSONNEL

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and class assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other

alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

## **CLASSIFIED PERSONNEL**

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

## **Element 6 – Health and Safety Procedures**

*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)*

## **GENERAL PROVISIONS**

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergency preparedness, as they may be changed from time to 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 preparedness, including but not limited to the required creation, maintenance, and implementation of a 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 (Safe School Plan), and keep it readily available for use and review upon District request.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

As a District affiliated charter school, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, contractors (vendors), and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

### **SAFE PLACE TO LEARN ACT**

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

## ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

*“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)*

### COURT-ORDERED INTEGRATION

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

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

## Element 8 – Admission Requirements

*“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)*

### GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(2)(A).) As an existing District school that has converted to become a District affiliated charter school, Charter School’s first priority is to admit students who reside in the former attendance boundary of the school. (See Ed. Code § 47605(d)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(d)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(d).) Charter School shall provide a second priority admission preference for prospective students residing within LAUSD boundaries, but not residing within the former attendance area of Charter School. (Ed. Code § 47605(d)(2)(B).)



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

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.

### **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 state law and related District policies and procedures regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

## **NON-DISCRIMINATION**

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

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

## **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

## **ELEMENT 9 – ANNUAL FINANCIAL AUDITS**

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

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

## **Element 10 – Suspension and Expulsion Procedures**

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

### **GENERAL PROVISIONS**

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

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

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

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

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

### **STUDENTS WITH DISABILITIES**

Charter School shall implement District policies and procedures ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement,

pending the completion of the expulsion process, to be determined in coordination with the appropriate LAUSD Special Education Service Center and/or other appropriate District office.

Charter School shall implement proper 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. In the case of a student who has an IEP, an IEP team, including a District representative, 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 504 Plan, Charter School's administrator shall convene a Link Determination meeting to ask the following two questions:

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

### **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 shall notify the Superintendent of the school district of the student's last known address within 30 days of the expulsion, 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.

### **OUTCOME DATA**

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

### **READMISSION**

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

### **GUN-FREE SCHOOLS ACT**

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

## **ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS**

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

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

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

## **ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

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

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

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

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

## ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

## ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

- 4) 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:	Dearborn Charter Elementary Academy c/o School Principal 9240 Wish Avenue Northridge, CA 91325
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To District:	LAUSD Attn: Director, Charter Schools Division Los Angeles Unified School District 333 South Beaudry Avenue, 20th Floor Los Angeles, California 90017
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- 5) 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.
- 6) If the Dispute cannot be resolved by mutual agreement at or under the auspices of the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

## **ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES**

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

### **CLOSURE ACTION**

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

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

### **REVOCATION OF THE CHARTER**

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education

and/or any provision of the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils, or otherwise takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

## **REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS**

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request approval to revert voluntarily to a non-charter District school, Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status.

## **CLOSURE PROCEDURES**

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

transferred to LAUSD. The District reserves the right to conduct a close out audit or other audit.

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

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

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

## **ADDITIONAL PROVISIONS**

### **FACILITIES**

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

Charter School shall adhere to all applicable district, state, and federal laws, regulations, and policies 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.