



# LOS ANGELES UNIFIED SCHOOL DISTRICT

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## Open Charter Magnet

A DISTRICT AFFILIATED CHARTER SCHOOL

5540 West 77th Street

## Renewal Petition

Submitted

March 9, 2018

### TERM OF PROPOSED CHARTER

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

# TABLE OF CONTENTS

|   |     |
|---|-----|
| Assurances, Affirmations, and declarations .....                                  | 3   |
| Element 1 – The Educational Program.....  | 5   |
| Element 2 – Measurable Pupil Outcomes, and  |     |
| Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured ..... | 81  |
| Element 4 – Governance.....   | 85  |
| Element 5 – Employee Qualifications.....  | 98  |
| Element 6 – Health and Safety Procedures .....                                    | 100 |
| Element 7 – Means to Achieve Racial and Ethnic Balance .....                      | 102 |
| Element 8 – Admission Requirements .....  | 103 |
| Element 9 – Annual Financial Audits.....  | 106 |
| Element 10 – Suspension and Expulsion Procedures.....                             | 107 |
| Element 11 – Employee Retirement Systems .....                                    | 109 |
| Element 12 – Public School Attendance Alternatives.....                           | 110 |
| Element 13 – Rights of District Employees .....                                   | 111 |
| Element 14 – Mandatory Dispute Resolution .....                                   | 112 |
| Element 15 – Charter School Closure Procedures.....                               | 114 |
| Additional Provisions .....   | 116 |
| Addendum.....   | 117 |

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

Open Charter Magnet School (also referred to herein as “Open School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter

School for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code.

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

## ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

### GENERAL INFORMATION

|  |                                  |
|--|----------------------------------|
| • The contact person for Charter School is:  | Antoinette Cass                  |
| • The address of Charter School is:  | 5540 West 77th Street            |
| • The phone number for Charter School is:  | (310)568-0735                    |
| • Charter School is located in LAUSD Board District:   | 4                                |
| • Charter School is located in LAUSD Local District:   | West                             |
| • The grade configuration of Charter School is:  | K-5                              |
| • The number of students in the first year of this Charter will be:  | 410                              |
| • The grade levels of the students in the first year will be:  | K-5                              |
| • Charter School's scheduled first day of instruction in 2018-2019 is:   | August 14, 2018                  |
| • The current operational capacity of Charter School is:<br><br>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.) | 431                              |
| • The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:   | Traditional                      |
| • The bell schedule (start and end of day) for Charter School will be:   | 8:05am-2:30pm                    |
| • The term of this Charter shall be from:  | July 1, 2018 to<br>June 30, 2023 |

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

### **Overview**

The Open Charter Magnet School (the “Open School”) is an innovative and highly successful public magnet school. The Open School was founded by parents in 1977 as the first magnet school in the Los Angeles Unified School District (the “District”), with the purpose to provide an integrated educational experience. As a magnet school, our charge is to help eliminate, reduce or prevent long-standing patterns of racial isolation. Our program is designed to prepare our students to be knowledgeable citizens of the 21st century and empower them to meet the challenges of a rapidly changing world. Academic excellence and commitment to the values of diversity, community and collaboration is emphasized. Openings are determined by the need to maintain a racially balanced enrollment and by available space. Seeking to continually advance and evolve, Open School petitioned to be an Affiliate Charter, which was granted in 1993.

Based on our outstanding student results, we received the prestigious California Distinguished School and the Magnet School of Merit awards in 1997. In addition, our charter has been unconditionally renewed four times, further highlighting both our students’ success and that of our site-based governance system. In 2001, the Open School was one of three schools chosen in the County of Los Angeles to be the recipient of the Los Angeles Educational Partnership Excellence Award, and received the California Distinguished School award again in 2003 and 2012.

The cutting-edge educational program at the Open School consists of thematic, integrated, and experiential instruction, guided by the standards and needs and interests of each child. Our instructional program is based on the constructivist philosophies of Bruner, Dewey, and Piaget, and is designed by teams of two teachers sharing the same “cluster” of students. Technology is fully integrated into the curriculum and accessible to all students. Parents, teachers, and the administration govern the school through a dynamic and successful collaborative structure. Our overall goal is to spark children’s love of learning, enabling them to master the skills that will be required of them as lifelong learners and responsible citizens in our ever-changing society. We believe that the constructivist-learning environment we have created puts us at the forefront of innovative and creative solutions to the many problems facing education today. Constructivism also facilitates integration of the common core standards while effectively addressing the needs of our 21<sup>st</sup> century learners.

We strongly believe that students learn best when they have many opportunities to apply skills in context. Our holistic approach to learning takes into account that learning skills in isolation leaves gaps in a child’s learning. We adhere to teaching children in a constructivist manner, in which problem-based and project-based experiences are the foundation for our learning. We are committed to teaching children how to think and where to seek the knowledge that they are interested in. We believe in real-world application and teaching children so that they emerge from Open School with a well-rounded depth of knowledge.

## **Performance Data Analysis**

At the Open School, we use a variety of instruments to monitor our students in a holistic manner. In addition to standardized measures such as statewide tests (school and subgroup performance reviewed in depth below), we utilize portfolios, various rubrics and scoring guides. Goal-setting during student-led conferences also delivers a more personalized and whole-child approach to summative evaluation.

Constructivist pedagogy is aligned with project-based, cooperative learning with limited emphasis on isolated test-taking strategies. However, the core concepts and higher order thinking skills acquired through this approach translate to a variety of contexts, including performance on the annual state summative testing, the Smarter Balanced Assessment.

For the past three school years, Open School has demonstrated consistent results on the SBA, with more than 71% of students having met or exceeded English Language Arts (ELA) standards (78% in 2014-15, 79% in 2015-16 showing a 1% increase, and 71% in 2016-17 showing an 8% decrease) and with more than 66% of students having met or exceeded Math standards (72% in 2014-15, 66% in 2015-16 showing a 6% decrease, and another 66% in 2016-17). Although we saw a decline in some years in our ELA and Math data, we are committed to shifting instructional practices as the needs of our students evolve.

| <b>Smarter Balanced – Trends<br/>Percentage Met/Exceeded in ELA</b> |                |                |                |
|---|----------------|----------------|----------------|
| <b>OPEN<br/>SCHOOL</b>  | <b>2014-15</b> | <b>2015-16</b> | <b>2016-17</b> |
| ELA   | 78%            | 79%            | 71%            |
| MATH  | 72%            | 66%            | 66%            |

Data from the Smarter Balanced Assessment from 2016-17 shows significant increases when compared with results from the District and the State for both ELA and Mathematics. Open School had on average 44% more of our students meet or exceed the standards in ELA (45% more in 2014-15, 54% more in 2015-16, and 32% more in 2016-2017) and an average of 40% or more of our students meet or exceed the standards in Math (47% more in 2014-15, 37% more in 2015-16 and 36% more in 2016-17) in comparison to students in LAUSD on a whole.

Open School students also had on average 29% or more of our students meet or exceed the standards in ELA (34% more in 2014-15, 30% more in 2015-16 and 22% more in 2016-17) and an average of 32% of our students meet or exceed the standards for Math (39% more in 2014-15, 29% more in 2015-16, and 28% more in 2016-17) across the three years when comparing Open School students to students overall in California.

With the latest results for the 2016-17 school year, 71% of our students met/exceeded the standards, whereas only 39% did in LAUSD and 49% did in California. In Math, 66% of students met/exceeded the standards, whereas only 28% did in LAUSD and 37% did in California. We continue to exceed District and State testing performance levels.

| Smarter Balanced - Comparative Data for<br>District and State<br>Percentage Met/Exceeded in ELA |         |         |         |
|---|---------|---------|---------|
|   | 2014-15 | 2015-16 | 2016-17 |
| OPEN SCHOOL   | 78%     | 79%     | 71%     |
| STATE of CA   | 44%     | 49%     | 49%     |
| LAUSD   | 33%     | 25%     | 39%     |

| Smarter Balanced - Comparative Data for<br>District and State<br>Percentage Met/Exceeded in Math |         |         |         |
|--|---------|---------|---------|
|  | 2014-15 | 2015-16 | 2016-17 |
| OPEN SCHOOL  | 72%     | 66%     | 66%     |
| STATE of CA  | 33%     | 37%     | 38%     |
| LAUSD  | 25%     | 29%     | 30%     |

Looking regionally, in 2016-17, Open School also outperformed our Network of Schools in ELA by 16% and Local District West by 26%. In Math, there are similar trends, in that Open School exceeded our Network Schools by 17% and Local District West by 31%. We continue to surpass Network and Local District testing performance levels.



| Smarter Balanced - Comparative Data for<br>Network and LD West<br>Percentage Met/Exceeded in ELA |         |         |         |
|--|---------|---------|---------|
|  | 2014-15 | 2015-16 | 2016-17 |
| OPEN SCHOOL  | 78%     | 79%     | 71%     |
| NETWORK  | 47%     | 64%     | 31%     |
| LD WEST  | 38%     | 44%     | 45%     |

| Smarter Balanced - Comparative Data for<br>Network and LD West<br>Percentage Met/Exceeded in Math |         |         |         |
|---|---------|---------|---------|
|   | 2014-15 | 2015-16 | 2016-17 |
| OPEN SCHOOL   | 72%     | 66%     | 66%     |
| NETWORK   | 42%     | 57%     | 49%     |
| LD WEST   | 30%     | 34%     | 35%     |

Open School students also outperformed those of neighboring District schools in both ELA and Math across the past three years. In 2016-17 we surpassed our neighboring schools in students who met or exceeded the standards in ELA by a range of 9%-35%. In Math, for the 2016-17 school year, we exceeded our neighbors in students who met or exceeded the standards in Math by a range of 14%-36%.

| Smarter Balanced - Comparative Data for Neighboring Schools |         |         |         |
|---|---------|---------|---------|
| Percentage Met/Exceeded in ELA                              |         |         |         |
| School Location Name  | 2014-15 | 2015-16 | 2016-17 |
| OPEN SCHOOL   | 78%     | 79%     | 71%     |
| WESTPORT HTS EL   | 34%     | 30%     | 36%     |
| KENTWOOD EL   | 49%     | 63%     | 57%     |
| COWAN AVE EL  | 31%     | 47%     | 62%     |

| Smarter Balanced - Comparative Data for Neighboring Schools |         |         |         |
|---|---------|---------|---------|
| Percentage Met/Exceeded in Math                             |         |         |         |
| School Location Name  | 2014-15 | 2015-16 | 2016-17 |
| OPEN SCHOOL   | 72%     | 66%     | 66%     |
| WESTPORT HTS EL   | 22%     | 29%     | 30%     |
| KENTWOOD EL   | 28%     | 38%     | 43%     |
| COWAN AVE EL  | 26%     | 45%     | 52%     |

Many ethnic groups are represented in the diverse community at Open School. When looking at statistically significant ethnic subgroups for data analysis, African American and White students are included. The data for the past three years shows, on average, 86% of our White students met or exceeded the ELA standards (86% in 2014-15, 87% in 2015-16 and 84% in 2016-17) and 76% on average met or exceeded in Math (84% in 2014-15, 72% in 2015-16, 71% in 2016-17). In addition, 67% of our African American students, on average, met or exceeded the ELA standards (68% in 2014-15, 73% in 2015-16 and 61% in 2016-17), while 58% of our African American students, on average, met or exceeded the Math standards (63% in 2014-15, 54% in 2015-16 and 56% in 2016-17). Reflecting on these results highlights the need to increase the percentage of African American students who meet or exceed the standards in both ELA and Math.

The beauty of a small population is that no one goes unnoticed--all of our students are accounted for individually. Although considered statistically insignificant, our Latino and Asian students have been included in the chart below because they are a significant part of the diversity of Open School and we believe in examining the achievement of all of our students. Our Latino student population continues to increase yearly, as our Asian population seems to be decreasing. As our demographics change, so does the focus on targeted support, interventions and enrichment. Through constant reflection on specific student progress, we are able to pinpoint growth opportunities, as well as celebrate subgroup successes. Our Asian students are meeting and exceeding all standards. Although our Latino students are surpassing District and State norms, within Open School we strive for them to increase their overall performance. It is our goal to have all of our students, across all ethnic groups, performing on par with one another.

| <b>Smarter Balanced – Ethnic Subgroups</b><br><b>Open School</b><br><b>Percentage Met/Exceeded in ELA</b> |         |         |         |
|---|---------|---------|---------|
|   | 2014-15 | 2015-16 | 2016-17 |
| WHITE   | 86%     | 87%     | 84%     |
| AFRICAN AMER  | 68%     | 73%     | 61%     |
| LATINO  | 78%     | 77%     | *52%    |
| ASIAN   | *71%    | *87%    | *84%    |

\*Statistically insignificant

| Smarter Balanced – Ethnic Subgroups |         |         |         |
|-------------------------------------|---------|---------|---------|
| Open School                         |         |         |         |
| Percentage Met/Exceeded in Math     |         |         |         |
|                                     | 2014-15 | 2015-16 | 2016-17 |
| WHITE                               | 84%     | 72%     | 71%     |
| AFRICAN AMER                        | 63%     | 55%     | 56%     |
| LATINO                              | 71%     | 64%     | *55%    |
| ASIAN                               | *59%    | *82%    | *92%    |

\*Statistically insignificant

Comparing like ethnic groups from neighboring schools shows our White and African-American students are outperforming students of the same ethnicity. In the 2016-17, there is a significant difference when comparing White students at Open School to those in neighboring schools. Open School exceeded Westport Heights and Kentwood in ELA by 34% and 13% respectively. Our data indicates that from 2015-2017, on average, Open School's White students exceeded its neighboring schools, on average, by 27% in ELA. In Math, Open School exceeded the same schools by 21% and 16%, in 2016-17, respectively. The average from 2015-2017 Open School data indicates that 29% more White students have met or exceeded the standards in Math.

| Smarter Balanced - Comparative Data for           |         |         |         |
|---|---------|---------|---------|
| Neighboring Schools                               |         |         |         |
| Percentage Met/Exceeded in ELA for White Students |         |         |         |
| School Location Name                              | 2014-15 | 2015-16 | 2016-17 |
| OPEN SCHOOL                                       | 86%     | 87%     | 84%     |
| WESTPORT HTS EL                                   | 57%     | 43%     | 50%     |

| <b>Smarter Balanced - Comparative Data for<br/>Neighboring Schools<br/>Percentage Met/Exceeded in ELA for White Students</b> |                |                |                |
|--|----------------|----------------|----------------|
| <b>School<br/>Location Name</b>  | <b>2014-15</b> | <b>2015-16</b> | <b>2016-17</b> |
| KENTWOOD EL  | 54%            | 77%            | 71%            |
| COWAN AVE EL   | *83%           | *60%           | *100%          |

\*Statistically insignificant

| <b>Smarter Balanced - Comparative Data for<br/>Neighboring School<br/>Percentage Met/Exceeded in Math for White Students</b> |                |                |                |
|--|----------------|----------------|----------------|
| <b>School<br/>Location Name</b>  | <b>2014-15</b> | <b>2015-16</b> | <b>2016-17</b> |
| OPEN SCHOOL  | 84%            | 72%            | 71%            |
| WESTPORT<br>HTS EL   | 35%            | 43%            | 50%            |
| KENTWOOD EL  | 45%            | 52%            | 55%            |
| COWAN AVE EL   | *75%           | *60%           | *100%          |

\*Statistically insignificant

Similarly, Open School's African American students are surpassing those at nearby schools on average by 26% in ELA and 29% in Math. In comparing our African American students for the 2016-17 school year, to the students at Westport Heights, Kentwood and Cowan, our students are exceeding in ELA by 21%, 13% and 2%, respectively. Also, in Math we find the same trends for 2016-17, as Open School's African American students exceeded the students from the same three schools by 32%, 26% and 7%, respectively.

Therefore, in comparison to like schools, we find that within all subgroups, our students are excelling and helping to mitigate the District wide and statewide achievement gap.

| <b>Smarter Balanced - Comparative Data for<br/>Neighboring School<br/>Percentage Met/Exceeded in ELA for Afr. Amer. Students</b> |                |                |                |
|--|----------------|----------------|----------------|
| <b>School<br/>Location Name</b>  | <b>2014-15</b> | <b>2015-16</b> | <b>2016-17</b> |
| OPEN SCHOOL  | 68%            | 73%            | 61%            |
| WESTPORT<br>HTS EL   | 27%            | 30%            | 40%            |
| KENTWOOD EL  | 46%            | 53%            | 48%            |
| COWAN AVE EL   | 27%            | 43%            | 59%            |

| <b>Smarter Balanced - Comparative Data for<br/>Neighboring School<br/>Percentage Met/Exceeded in Math for<br/>Afr. Amer. Students</b> |                |                |                |
|---|----------------|----------------|----------------|
| <b>School<br/>Location Name</b>   | <b>2014-15</b> | <b>2015-16</b> | <b>2016-17</b> |
| OPEN SCHOOL   | 63%            | 54%            | 56%            |

| <b>Smarter Balanced - Comparative Data for<br/>Neighboring School<br/>Percentage Met/Exceeded in Math for<br/>Afr. Amer. Students</b> |                |                |                |
|---|----------------|----------------|----------------|
| <b>School<br/>Location Name</b>   | <b>2014-15</b> | <b>2015-16</b> | <b>2016-17</b> |
| WESTPORT<br>HTS EL  | 22%            | 27%            | 24%            |
| KENTWOOD EL   | 17%            | 30%            | 30%            |
| COWAN AVE EL  | 21%            | 42%            | 49%            |

For our socioeconomically disadvantaged group, there was a 13% difference in ELA from the rest of the school population in 2014-15, 24% difference in 2015-16 and a 22% difference in 2016-2017. In Math, there was a 14% difference from those not socioeconomically disadvantaged in 2014-15, but only a 3% gap in 2015-2016, and then the gap widened to 26% in 2016-17. We can see from this data that there is work to be done to stabilize the achievement of our socioeconomically disadvantaged students in all areas.

| <b>Smarter Balanced – Socioeconomic. Disadvantaged<br/>Open School<br/>Percentage Met/Exceeded in ELA</b> |                |                |                |
|---|----------------|----------------|----------------|
| <b>OPEN SCHOOL</b>  | <b>2014-15</b> | <b>2015-16</b> | <b>2016-17</b> |
| NON-SED   | 80%            | 83%            | 75%            |
| SOC. ECON<br>DISADVANTAGED  | 67%            | 59%            | 53%            |

| <b>Smarter Balanced – Socioeconomic. Disadvantaged</b><br><b>Open School</b><br><b>Percentage Met/Exceeded in Math</b> |         |         |         |
|--|---------|---------|---------|
|  | 2014-15 | 2015-16 | 2016-17 |
| <b>OPEN SCHOOL</b>   |         |         |         |
| NON-SED  | 74%     | 66%     | 70%     |
| SOC. ECON<br>DISADVANTAGED   | 60%     | 63%     | 44%     |

When we compare our socioeconomically disadvantaged students to those similar students from neighboring schools, we find that across the three years, on average, 60% of our socioeconomically disadvantaged students have met or exceeded the standards in ELA and 56%, on average, have done the same in Math, compared to only 37% and 27%, respectively. This means 23% more of the socioeconomically disadvantaged students at Open School are meeting or exceeding the standards in ELA and 29% more students in Math, than socioeconomically disadvantaged students from the other schools.

| <b>Smarter Balanced - Comparative Data for</b><br><b>Neighboring School</b><br><b>Percentage Met/Exceeded in ELA for Soc. Econ. Disadv.</b> |         |         |         |
|---|---------|---------|---------|
| School<br>Location Name   | 2014-15 | 2015-16 | 2016-17 |
| OPEN SCHOOL   | 67%     | 59%     | 53%     |
| WESTPORT<br>HTS EL  | 29%     | 30%     | 33%     |
| KENTWOOD EL   | 26%     | 51%     | 50%     |
| COWAN AVE EL  | 14%     | 36%     | 63%     |



| <b>Smarter Balanced - Comparative Data for<br/>Neighboring Schools</b><br><b>Percentage Met/Exceeded in Math for Soc. Econ. Disadv.</b> |                |                |                |
|---|----------------|----------------|----------------|
| <b>School<br/>Location Name</b>   | <b>2014-15</b> | <b>2015-16</b> | <b>2016-17</b> |
| OPEN SCHOOL   | 60%            | 63%            | 44%            |
| WESTPORT<br>HTS EL  | 16%            | 29%            | 27%            |
| KENTWOOD EL   | 8%             | 31%            | 28%            |
| COWAN AVE EL  | 16%            | 38%            | 51%            |

Because we believe that traditional standardized tests are only one small measure of a student's progress and are limited in measuring complex thinking and problem solving skills in real-world situations, we use additional assessment information to ensure growth in every learner. We use rigorously developed assessments at every step to support and to guide the learning process, to differentiate appropriately, and to deliver targeted instruction. Assessments, whether anecdotal, formative or summative, allow teachers to pinpoint students' abilities along their continuum of learning, providing crucial information needed to differentiate instruction based on individual needs.

In summary, Smarter Balanced test data, in-house assessments of skill proficiency, and the successful completion of collaborative projects demonstrate that the Open School students as a whole are performing above expectations.

### **Next Steps: English Language Arts**

Open School is committed to the achievement of all students. Historically, Open School has been committed to early intervention in Language Arts from K-Gr. 2. Due to budgetary constraints, reconfiguration of personnel resources, and District mandates, from 2015-2017, Open School was unable to fulfill this commitment in the same meaningful way we always had. Our Tier II intervention program was greatly affected for two years. The results of this gap are now before us, and this year we are charged with restoring our program.

Our current (Winter 2018) ELA data from our K-2 grade students is enlightening and proof that early intervention is key. Our K-2 data based on the Columbia Teacher's College Assessment that we use school wide, show that our primary grade students are mainly on or above grade level in Reading:

- 100% of kindergarteners are at or above benchmark
- 63% of first graders are at or above benchmark and 16% are near benchmark
- 92% of our second graders are at or above benchmark and 3% are near benchmark

We are taking the following steps to mitigate the decline in scores:

- Reinstate our push-in model, Tier II, early intervention program for K-Gr. 2
- Continue our Tier II intervention for Gr. 3-5
- Review data on a personalized level (continue to know students and their needs individually)
- Conduct SSPT meetings
- Continue Partnership with Growing Educators (Reading and Writing Workshop Support)
- Renew our partnership with a community organization, which will send volunteers to read with students (e.g., Koreh LA, Loyola Marymount University)
- Beyond School Intervention
- Cotsen Sponsored Reading and Writing Workshop Observations
- Cotsen Sponsored Lab Days- Teacher lesson development and classroom observations
- Vertical Team Planning
- Grade Level Planning
- Continue to instill a love of learning through such programs as:
  - ✓ Tier I Instruction that is engaging
  - ✓ School wide, themed Read-a-thon (e.g., Twisted Tales, Star Wars)
  - ✓ One Book-One School Program
  - ✓ Author visits through Children's Book World
  - ✓ Book Fairs
  - ✓ Home-to-School Book Policy (leveled reading packs to go from home to school)
  - ✓ Book Swap Program in the Library
  - ✓ Cross-grade Level Reading Buddies
  - ✓ Community Service Reading Program
  - ✓ Open Thought (school wide, published anthology of student writing)

### **Next Steps: Mathematics**

Open School's diverse population lends itself to the complexities that bring challenges in addressing all of our student needs. In addition to the SBA school data and comparative data provided above, we use other data to get a complete picture as to who our children are individually and how we can help them achieve academic success. Many of the factors that we will continue to look at to understand the whole child are:

- Access to Technology
- Access to After School Classes and Activities
- Homework Assistance
- Home Setting (such as distance, quiet study area, supervision)
- Socio-economic Status
- Targeted Student Population Support

As a part of our plan to improve student performance for all students, including our subgroups the following section will outline the programs that will be implemented raise student achievement.

## INTERVENTION

Students are identified through their achievement data (SBA, classroom assessments, SSPT, and teacher identified need to name a few data sources) and supported with a variety of interventions. These students are provided opportunities to have their academic needs addressed before/after school, during the school day, and Saturdays. We also provide our students with push-in, opportunities, learning labs and small group instruction.

After School Math provides an opportunity for students to receive small group instruction, interaction, and support with math. We meet our student where they are academically and provide them with tools to advance their math proficiency.

Moving forward, we will implement or strengthen the following interventions for our students on an individual basis:

- After School Math
- Strategic Mathematical Partnerships
- Differentiated Groupings
- Small Group Instruction
- Enrichment in our Upper Grades
- Coding and Robotics for Logic and Problem Solving Strategies

## MATH BUDDIES

Our newly piloted math buddies program is a way to connect teachers, staff and administration to students who are not in their class but need extra math support. The adults become the student's math buddy. We have staff to specifically, yet informally check in with students on a regular basis outside of the academic setting. These check-ins are designed to create opportunities for our students in their everyday life and to explore factors, which may be affecting academic progress. Each session is authentic and contoured to the needs of each student. These connections with other adults bring another voice into the conversation as well as another ear to listen, and shows our students that our community cares.

## ESTABLISHMENT OF PROFESSIONAL DEVELOPMENT AND FAMILY COLLABORATION OPPORTUNITY

There will be eight to ten staff development opportunities per year for teachers to share and learn techniques, strategies and best practices for math. Our math coach, as well as other teachers with knowledge and experience, who are passionate about the subject, leads meetings. We invite outside professionals with expertise to assist the staff with tackling areas that are a challenge to our growth. Support is provided to assist teachers as they review data and explore implications. Teachers read articles and books from leading researchers and educators to deepen understanding about the teaching of math. This is also the time that the whole staff develops and works on common language and vertical articulation. Through our commitment to personal teacher professional development, teachers are encouraged to go to self-selected professional development conferences, which are fully funded. Our teachers have enthusiastically participated in the following professional development and will continue to explore the most current and innovative approaches in math to best serve our students:

- Professional Book Clubs
- UCLA Mathematics Project – CGI Training
- Chosen Sponsored CGI Observations
- Chosen Sponsored Lab Days- Teacher lesson development and classroom observations
- National Mathematics Conference
- Vertical Team Planning
- Grade Level Planning
- Unpacking the Common Core Mathematical Practices
- Open School Mathematical Field Guide Creation
- Teacher Coaching
- Educator Effectiveness Grant for Coding and Robotics Teacher Training

## MATHEMATICAL FIELD GUIDE

Creating a mathematical field guide will serve as a school resource specific to the mathematical needs of Open. As a living document that will be grown and edited periodically, common language around concepts will be established from grade level to grade level. In addition to language of the practice, common ground will also be established through activities, assignments, games and projects that will be shared school wide. The rationale and thought process behind this aspect of the field guide is to maintain the teacher's professional autonomy as they create their own curriculum, while simultaneously infusing greater mathematical continuity among clusters. In an effort to further realize the goals of the math field guide, a rating system of math apps, math videos and aspects of various math programs will be established for additional classroom and professional support. The field guide will give teachers access to the following in one organized place:

- Common Math Language and Vocabulary
- Publishing or Videos of Mathematical Theorists
- Math Games
- Apps
- Websites
- Teacher Created Lessons

## AUTHENTIC ASSESSMENT

We will continue to create and implement a tool that gives teachers authentic information about the students' mathematical abilities by strand and concept. Similar to the Columbia Reading Assessment we use for English Language Art, we are developing a way to look at students individually that gives a clearer picture of math proficiency. This tool seeks to assess depth of knowledge that includes that math practices in the Common Core standards such as reasoning, application, modeling strategies, precision and perseverance. Some of the benefits of having a more authentic assessment will be the ability to set more specific with individual goals as well as serve as another metric to create groupings. While other schools may only use traditional testing scores, Open School strives to take a see the student as a complex, multi-layered, dynamic person who needs to be viewed through various lenses. These assessments may include, but are not limited to:

- Projects
- Videotaped Problem Solving

- Cooperative Group Problem Solving
- Portfolios

## **STUDENT POPULATION TO BE SERVED**

The Open School will continue to be a Magnet school within the District's Magnet system. As such, we will continue our forty-year history of educating a multicultural group of students who are motivated to be at the school and willing to try new things. As a Magnet school, selection of students will continue to come from Student Integration Services under the current enrollment system. The school will continue to serve approximately 431 elementary-aged students.

## **GOALS AND PHILOSOPHY**

### **Mission and Vision**

Open School is a unique, diverse, collaborative, dynamic and joyous community of learners. Every learner will leave Open empowered and able to direct his/her own learning with enthusiasm and excitement and conduct themselves with integrity, initiative, and kindness.

### **Educational Philosophy**

There are several key points in the Open School's educational philosophy. Our philosophical context is derived from Piaget, Bruner, and Dewey in that we view children as naturally curious, motivated learners capable of integrating and categorizing experiences in order to add to their understanding of the world around them. We believe that our students are motivated by their interests, and, through developmentally appropriate practices, should be guided in their ability to construct conceptual understandings from meaningful experiences. Through the use of our thematic and integrated curriculum, our teachers facilitate these experiences for their students, using current research to guide their practice.

John Dewey said, "Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results." As Dewey states, we believe that learning happens best in context and through meaningful activities. Context enables students to recall, reuse, and connect what is learned to new experiences. A context-driven curriculum builds student interest and enthusiasm while also providing focal points for the infusion of standards. The teaching of basic skills then becomes a tool for student learning rather than the primary goal. Contextual focal points not only lead to a deeper understanding of what is being learned, but also frame unexpected teachable moments as building blocks of a cohesive learning community.

We believe that learning is dynamic and happens best in a community. Teaching teams work together to establish their classroom environments in order to foster interaction and design learning experiences to be as collaborative as possible. There is a real hum of activity and a sense of purposefulness as you walk through the classrooms. This sense of purpose is not restricted to the classroom environment, but also extends to our garden, art studio, vocal and instrumental music environments, and physical fitness activities. Here teachers and specialists work collaboratively in order to deepen children's connections between the classroom, studios, garden, and playground.

Through the variety of educational experiences provided by the various educational programs, students are expected to take responsibility for, and ownership of, their learning. Small group instruction, cooperative group projects, one-on-one conferences with a teacher, independent study time, and whole group instruction are a few of the instructional configurations utilized at Open School. In their endeavors to construct their learning our students are guided and supported by the model of entire school community.

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

As our world is changing rapidly, with innovations in science and technology, it is difficult to predict exactly what our students will need to know and be able to do in order to be successful in college and their careers. We therefore need to not limit ourselves to teaching basic academic information and skills. Our students need to know how to learn for themselves, as well as how to interact effectively with people and information. Students will need to be able to ask thought-provoking and insightful questions, find, communicate, organize, and apply information, collaborate, take initiative, assume leadership, take responsible risks, manage their time, work across disciplines, be creative, and use critical thinking and problem solving skills. Our curriculum and methodology allows us to foster and develop all of these academic and personal skills in our students.

Our curricular focus on thematic instruction provides our students with a framework with which to access what they are learning and connect it across subject areas. As citizens of the 21<sup>st</sup> century, our students will have the facility to apply knowledge and experiences from one context to another, a key element for effective problem solving in unanticipated situations. The emphasis on the complexities in the ways issues, information, and events are represented provides our students with experiences in exploring multiple perspectives. These experiences serve as foundations for further strengthening students’ ability to analyze information in order to make wise decisions.

Classroom projects and group assignments provide our students with many opportunities to practice clear communication and collaboration, allowing them to develop essential teamwork skills. Teachers do more than just provide opportunities for students to work together, they also facilitate the students’ learning of effective ways to question, support, learn from, and extend each other’s thinking and ideas.

Our school wide emphasis on student responsibility for learning goes hand in hand with the expectation that students be independent thinkers and learners who are respected for their inquisitiveness and encouraged to solve problems creatively. Student independence is achieved through a consistent emphasis on literacy, writing throughout content areas, inquiry across the curriculum, a strongly developed grasp of basic skills, a hands-on science program, and an analytical approach to problem solving. The integrated use of technology and the sequential development of technological skills further empower students as they confidently access, assimilate, and share multiple sources of information and present what they have learned in a variety of ways.

The school wide focus on respecting our environment also informs our students’ learning. Hands-on experiences and in depth inquiry personalize the children’s relationship with their surroundings and shared responsibility creates respect for and a commitment to the environment. Through explicit funding via grants, a robust garden program, a restored cistern, and our school wide natural

habitat, we are continuing to embed a lifelong love of the environment in our students. Their global awareness will allow them to continue to interact with the environment in a manner that is responsible, flexible, purposeful, and creative. The healthy sustenance of our planet depends upon citizens who are cognizant of the Earth's fragility and conscious of its underlying physical and biological principles. We are instilling this cognition in our students.

Graduates of the Open School will carry with them many empowering experiences preparing them to be both college and career ready, as well as responsible members of their communities. These experiences will help establish the students' deeply rooted self-concept as autonomous, productive, lifelong learners, who are part of a larger, interconnected, interdependent global society. We strive to develop civic-minded thinkers with an ability to respectfully challenge their communities to bring about change.

We are proud of the educational legacy that the Open School provides for all stakeholders in our school community. The collaborative nature of our community, from teacher partnerships, to student teams, and parent involvement, serves as a model for our students' future contributions and community participation. Together, we take our commitment to educating citizens for the 21st century seriously and feel that our school's climate and its programs demonstrate and celebrate our dedication to this goal.

## **How Learning Best Occurs**

Modern cognitive research has found that students learn best when they are given the opportunity to actively incorporate what they are studying into their own experiences, concepts, and understanding of how the world works. We believe that learning how to think and learning subject matter content are not separate processes and are best developed within an authentic context. In a thinking curriculum, skills are best acquired in the context of meaningful learning experiences that build on a child's interests. Our program is hands-on, student-centered, experiential, and provides for greater depth of understanding in a wide range of knowledge areas. Our teachers also model the Open model of life-long learning and incorporate new practices as research and exciting curricular developments occur.

Differentiation is a cornerstone of our curriculum and is automatically built into the structure of learning. As much of what we do is individualized and guided by each student's achievement and needs, differentiation happens naturally as we work with small groups and have individual writing, reading, and math conferences. Our goal each year is to take our students from where they are and go as far as we can with each one.

Carol Dweck's work strongly demonstrates the positive effects student agency has on an individual's motivation to learn and challenge themselves and this research finding also informs our practice. Students who believe that their brains can grow and change through effort and hard work have higher levels of academic achievement than those who believe their brains are fixed. Our teachers and supervisory staff have integrated teaching about these concepts into the curriculum, emphasizing the importance of being willing to take risks, make mistakes, and stretch yourself with hard work. The more students understand that their success is based on their own effort and initiative, and that failure and mistakes are a natural outcome of challenge, the more tenacious and resilient our future citizens will be. We equip our students with a growth mindset.

As our school motto, “We respect ourselves, we respect others, and we respect the environment” indicates, we recognize that we cannot just teach cognitive skills, we also need to address our students’ social-emotional well-being, as both areas are important for student success. Research has shown that Social Emotional Learning (SEL) can improve academic achievement by as much as 11 percentile points, increase pro-social behavior, improve how students feel about school, and reduce stress and depression (Dural et al, 2011). Additionally, the self-regulation skills that are developed in SEL curriculums apply directly to the focus and management of the inherent frustrations encountered when learning something new. Because we so highly value the whole child-learning model and are constantly studying ways to effectively support our students’ growth, we created our own SEL program, entitled Roots of Respect. This program is customized to our community to support our students acquiring and applying the knowledge, attitudes, and skills necessary for effective and responsive personal relationships, positive decision-making, and a healthy self-image.

### **Guiding Principles of the Educational Program**

It is our belief at the Open School that we are able to maintain consistently high levels of achievement for all our students through the development and implementation of a comprehensive, constructivist, standards-based instructional program. Our educational efforts stem from a unified vision of learning and a school-wide commitment to pursuing and supporting high levels of excellence and expectation for both teachers and students. Our guiding principles are as follows:

- We are committed to being a community of respect; we respect ourselves, we respect others, and we respect the environment;
- Instruction is student-centered, hands-on, and project-based;
- Learning is fun, interactive, and meaningful;
- Learning is a social process that happens best in a dynamic, supportive, and effective community;
- We recognize and meet the needs of individual learners;
- Not all learning is classroom-based;
- Making connections to life experiences leads to meaningful and lasting learning;
- Contextual, interdisciplinary learning is more effective than teaching isolated information;
- Students need opportunities to explore, verbalize, question, think, create, and discover their own answers;
- Students are explicitly taught strategies for life-long learning, including independence, personal responsibility, and goal setting;
- It is important to have the opportunity to both succeed and fail, take risks, and learn from mistakes;



- Students need opportunities to learn using all modalities;
- Allowing students to make meaningful choices within a curricular context engenders ownership of learning;
- Our teachers are professionals who write their own curriculum and are supported in their professional growth;
- Observation, assessment, and reflection are used to guide future instruction;
- We value everyone's diverse ideas and cultures and honor their contributions as essential components of a successful learning community.

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

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

The following are completed LCFF tables of goals, actions, and outcomes addressing the eight state priorities as set forth in the Local Control Accountability Plan.

## LCFF STATE PRIORITIES

### GOAL #1

*Open School is committed to Proficiency for All of our students.*

Related State Priorities:

☐ 1      x 4      x 7  
 x 2      x 5      ☐ 8  
☐ 3      ☐ 6

Local Priorities:

☐ :  
☐ :

### Specific Annual Actions to Achieve Goal

- *Review the administration and delivery of the core standards-based educational programs/services as well as school operations*
- *Implement a highly-differentiated academic program with intervention and enrichment opportunities (push-in/pull-out models) to improve achievement in the areas of English Language Arts and Mathematics for all students, including English Language Learners, Socio-economically Disadvantaged Students, and Students with Disabilities*
- *Provide training opportunities to explore current research-based professional development in order to integrate effective teaching strategies and innovative curricular components*

### Expected Annual Measurable Outcomes

**Outcome #1:** Open School will annually increase the number of students who score Proficient or above in English Language Arts

**Metric/Method for Measuring:** Percentage of students performing at or above proficiency level on the Smarter Balanced Assessment

\*statistically insignificant

| APPLICABLE STUDENT GROUPS                 | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (School wide)                | 71%      | 73%       | 75%       | 77%       | 79%       | 81%       |
| English Learners                          | --       | --        | --        | --        | --        | --        |
| Socioeconomically Disadvantaged Students  | 53%      | 54%       | 56%       | 58%       | 60%       | 62%       |
| Foster Youth                              | --       | --        | --        | --        | --        | --        |
| Students with Disabilities* (19)          | 37%      | 39%       | 41%       | 43%       | 45%       | 47%       |
| African American Students                 | 61%      | 65%       | 67%       | 69%       | 71%       | 73%       |
| American Indian/Alaska Native Students    | --       | --        | --        | --        | --        | --        |
| Asian Students* (25)                      | 84%      | 85%       | 86%       | 87%       | 88%       | 89%       |
| Filipino Students                         | --       | --        | --        | --        | --        | --        |
| Latino Students* (29)                     | 52%      | 54%       | 56%       | 58%       | 60%       | 62%       |
| Native Hawaiian/Pacific Islander Students | --       | --        | --        | --        | --        | --        |
| Students of Two or More Races             | 70%      | 72%       | 74%       | 76%       | 78%       | 80%       |

| White Students   | 84%      | 85%       | 86%       | 87%       | 88%       | 89%       |
|--|----------|-----------|-----------|-----------|-----------|-----------|
| <b>Outcome #2::</b> Open School will annually increase the number of students who score Proficient or above in Mathematics<br><b>Metric/Method for Measuring:</b> Percentage of students performing at or above proficiency level on the Smarter Balanced Assessment |          |           |           |           |           |           |
| APPLICABLE STUDENT GROUPS  | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| All Students (School wide)   | 66%      | 70%       | 72%       | 74%       | 76%       | 78%       |
| English Learners   | --       | --        | --        | --        | --        | --        |
| Socioeconomically Disadvantaged Students   | 44%      | 48%       | 50%       | 52%       | 54%       | 56%       |
| Foster Youth   | --       | --        | --        | --        | --        | --        |
| Students with Disabilities   |          |           |           |           |           |           |
| African American Students  | 56%      | 60%       | 62%       | 64%       | 66%       | 68%       |
| American Indian/Alaska Native Students   | --       | --        | --        | --        | --        | --        |
| Asian Students   |          |           |           |           |           |           |
| Filipino Students  | --       | --        | --        | --        | --        | --        |
| Latino Students  |          |           |           |           |           |           |
| Native Hawaiian/Pacific Islander Students  | --       | --        | --        | --        | --        | --        |
| Students of Two or More Races  |          |           |           |           |           |           |
| White Students   | 71%      | 75%       | 77%       | 79%       | 81%       | 83%       |

| GOAL #2  |  |
|--|--|
| <i>Open School is committed to promoting 100% Attendance.</i>  | Related State Priorities:<br><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7<br><input type="checkbox"/> 2    x 5 <input type="checkbox"/> 8<br><input type="checkbox"/> 3 <input type="checkbox"/> 6 |
|  | Local Priorities:<br><input type="checkbox"/> :<br><input type="checkbox"/> :  |
| Specific Annual Actions to Achieve Goal  |  |
| <i>Review the effectiveness of incentive programs to increase school attendance rates and decrease chronic absenteeism</i>   |  |
| Expected Annual Measurable Outcomes  |  |
| <b>Outcome #1:</b> Open School will annually increase the number of students attending 173-180 days each school year (96% attendance rate)<br><b>Metric/Method for Measuring:</b> Percentage of students attending 173-180 days each school year (96% attendance rate)<br>*statistically insignificant |  |

| APPLICABLE STUDENT GROUPS                  | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|--|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (School wide)                 | 81.1%    | 81.5%     | 82%       | 82.5%     | 83%       | 83.5%     |
| English Learners*                          |          |           |           |           |           |           |
| Socioeconomically Disadvantaged Students   | 70.4%    | 74%       | 77%       | 79%       | 80%       | 81%       |
| Foster Youth                               |          |           |           |           |           |           |
| Students with Disabilities*                |          |           |           |           |           |           |
| African American Students                  | 85.6%    | 86%       | 86.5%     | 87%       | 87.5%     | 88%       |
| American Indian/Alaska Native Students     |          |           |           |           |           |           |
| Asian Students*                            |          |           |           |           |           |           |
| Filipino Students*                         |          |           |           |           |           |           |
| Latino Students*                           |          |           |           |           |           |           |
| Native Hawaiian/Pacific Islander Students* |          |           |           |           |           |           |
| Students of Two or More Races              |          |           |           |           |           |           |
| White Students                             | 79.3%    | 81%       | 81.5%     | 82%       | 82.5%     | 83%       |

**Outcome #2:** Open School will annually decrease/maintain the percentage rate of students missing 16 days or more each school year.

**Metric/Method for Measuring:** Percentage rate of students missing 16 days or more each school year

| APPLICABLE STUDENT GROUPS                 | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (School wide)                | 5.1%     | 5%        | 5%        | 5%        | 5%        | 5%        |
| English Learners                          |          |           |           |           |           |           |
| Socioeconomically Disadvantaged Students  | 7.9%     | 7.4%%     | 7%        | 6.5%      | 6%        | 5.5%      |
| Foster Youth                              |          |           |           |           |           |           |
| Students with Disabilities                |          |           |           |           |           |           |
| African American Students                 | 5.5%     | 5%        | 5%        | 5%        | 5%        | 5%        |
| American Indian/Alaska Native Students    |          |           |           |           |           |           |
| Asian Students                            |          |           |           |           |           |           |
| Filipino Students                         |          |           |           |           |           |           |
| Latino Students                           |          |           |           |           |           |           |
| Native Hawaiian/Pacific Islander Students |          |           |           |           |           |           |
| Students of Two or More Races             |          |           |           |           |           |           |
| White Students                            | 5.7%     | 5%        | 5%        | 5%        | 5%        | 5%        |

| GOAL #3   |  |           |           |           |           |           |
|---|--|-----------|-----------|-----------|-----------|-----------|
| <p><i>Open School is committed to Parent, Community and Student Engagement.</i></p>   | <div style="border-bottom: 1px solid black; padding-bottom: 5px;"> <p>Related State Priorities:</p> <div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> 1    <input type="checkbox"/> 4    <input type="checkbox"/> 7</span> <span><input type="checkbox"/> 2    <input type="checkbox"/> 5    <input type="checkbox"/> 8</span> </div> <div style="display: flex; justify-content: space-between;"> <span>X 3        X 6</span> </div> </div> <div style="padding-top: 5px;"> <p>Local Priorities:</p> <div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> :</span> <span><input type="checkbox"/> :</span> </div> </div> |           |           |           |           |           |
| Specific Annual Actions to Achieve Goal   |  |           |           |           |           |           |
| <p><i>Monitor the number of parents completing the Open School's Program Evaluation Survey as well as the District's School Experience Survey.</i></p> <p><i>Analyze the results of Open School's yearly Program Evaluation Survey with our Governing Council, will Provide programs for parents, including literacy, mathematics, technology, and science family workshops, to help parents support their child's academic progress at home. GATE, OLSAT, and Smarter Balanced Testing Information sessions will be offered.</i></p> |  |           |           |           |           |           |
| Expected Annual Measurable Outcomes   |  |           |           |           |           |           |
| <p><b>Outcome #1:</b> Open School will annually increase the number of parents completing the Open School's Program Evaluation Survey.</p> <p><b>Metric/Method for Measuring:</b> Number of parents completing the Open School's Program Evaluation Survey.</p>   |  |           |           |           |           |           |
| APPLICABLE  | Baseline   | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| Parents (Guardians)   | 217  | 227       | 237       | 242       | 247       | 252       |
| <p><b>Outcome #2:</b> Open School will annually increase the percentage of parents completing the School Experience Survey</p> <p><b>Metric/Method for Measuring:</b> Percentage of parents completing the School Experience Survey annually</p>  |  |           |           |           |           |           |
| APPLICABLE<br>STUDENT GROUPS  | Baseline   | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| Parents (Guardians)   | 40%  | 50%       | 60%       | 65%       | 70%       | 75%       |
| <p><b>Outcome #3:</b></p> <p><b>Metric/Method for Measuring:</b></p>  |  |           |           |           |           |           |
| APPLICABLE<br>STUDENT GROUPS  | Baseline   | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| All Students (School wide)  |  |           |           |           |           |           |
| English Learners  |  |           |           |           |           |           |
| Socioeconomically Disadvantaged Students  |  |           |           |           |           |           |
| Foster Youth  |  |           |           |           |           |           |
| Students with Disabilities  |  |           |           |           |           |           |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| African American Students                 |  |  |  |  |  |  |
| American Indian/Alaska Native Students    |  |  |  |  |  |  |
| Asian Students                            |  |  |  |  |  |  |
| Filipino Students                         |  |  |  |  |  |  |
| Latino Students                           |  |  |  |  |  |  |
| Native Hawaiian/Pacific Islander Students |  |  |  |  |  |  |
| Students of Two or More Races             |  |  |  |  |  |  |
| White Students                            |  |  |  |  |  |  |

| GOAL #4   |          |           |           |   |           |           |
|---|----------|-----------|-----------|---|-----------|-----------|
| <i>Open School is committed to Ensuring School Safety.</i>  |          |           |           | <b>Related State Priorities:</b><br><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7<br><input type="checkbox"/> 2 <input type="checkbox"/> 5    x 8<br><input type="checkbox"/> 3    x 6 |           |           |
|   |          |           |           | <b>Local Priorities:</b><br><input type="checkbox"/> :<br><input type="checkbox"/> :  |           |           |
| Specific Annual Actions to Achieve Goal   |          |           |           |   |           |           |
| <i>Review the Single Student Suspension Rate and Number of Instructional Days Lost to Suspension.</i><br><i>Continue to implement Open School's Roots of Respect – Social Emotional Learning Curriculum</i><br><i>Continue to implement the Open School motto: We Respect Ourselves, We Respect Others, We Respect the Environment</i><br><i>Monitor Maintenance &amp; Operations and campus aides to ensure school safety plans.</i> |          |           |           |   |           |           |
| Expected Annual Measurable Outcomes   |          |           |           |   |           |           |
| <b>Outcome #1:</b> Open School will annually maintain/decrease the Single Student Suspension Rate.<br><b>Metric/Method for Measuring:</b>   |          |           |           |   |           |           |
| APPLICABLE STUDENT GROUPS   | Baseline | 2018-2019 | 2019-2020 | 2020-2021   | 2021-2022 | 2022-2023 |
| All Students (School wide)  | 0.2%     | 0%        | 0%        | 0%  | 0%        | 0%        |
| English Learners  | 0%       | 0%        | 0%        | 0%  | 0%        | 0%        |
| Socioeconomically Disadvantaged Students  | 1.61%    | 0%        | 0%        | 0%  | 0%        | 0%        |
| Foster Youth  | 0%       | 0%        | 0%        | 0%  | 0%        | 0%        |
| Students with Disabilities  | 0%       | 0%        | 0%        | 0%  | 0%        | 0%        |
| African American Students   | 0.78%    | 0%        | 0%        | 0%  | 0%        | 0%        |
| American Indian/Alaska Native Students  | 0%       | 0%        | 0%        | 0%  | 0%        | 0%        |
| Asian Students  | 0%       | 0%        | 0%        | 0%  | 0%        | 0%        |
| Filipino Students   | 0%       | 0%        | 0%        | 0%  | 0%        | 0%        |
| Latino Students   | 0%       | 0%        | 0%        | 0%  | 0%        | 0%        |
| Native Hawaiian/Pacific Islander Students   | 0%       | 0%        | 0%        | 0%  | 0%        | 0%        |

|                               |    |    |    |    |    |    |
|-------------------------------|----|----|----|----|----|----|
| Students of Two or More Races | 0% | 0% | 0% | 0% | 0% | 0% |
| White Students                | 0% | 0% | 0% | 0% | 0% | 0% |

**Outcome #2:** Open School will annually maintain/decrease the number of Instructional Days Lost to Suspension.

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

| APPLICABLE STUDENT GROUPS                 | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (School wide)                | 1        | 0         | 0         | 0         | 0         | 0         |
| English Learners                          | 0        | 0         | 0         | 0         | 0         | 0         |
| Socioeconomically Disadvantaged Students  | 1        | 0         | 0         | 0         | 0         | 0         |
| Foster Youth                              | 0        | 0         | 0         | 0         | 0         | 0         |
| Students with Disabilities                | 0        | 0         | 0         | 0         | 0         | 0         |
| African American Students                 | 0        | 0         | 0         | 0         | 0         | 0         |
| American Indian/Alaska Native Students    | 0        | 0         | 0         | 0         | 0         | 0         |
| Asian Students                            | 0        | 0         | 0         | 0         | 0         | 0         |
| Filipino Students                         | 0        | 0         | 0         | 0         | 0         | 0         |
| Latino Students                           | 0        | 0         | 0         | 0         | 0         | 0         |
| Native Hawaiian/Pacific Islander Students | 0        | 0         | 0         | 0         | 0         | 0         |
| Students of Two or More Races             | 0        | 0         | 0         | 0         | 0         | 0         |
| White Students                            | 0        | 0         | 0         | 0         | 0         | 0         |

**Outcome #3:** Open School will annually increase the percentage of students who feel safe on school grounds.

**Metric/Method for Measuring:** Increase the percentage of students who feel safe on the school grounds (on the School Experience Survey)

| APPLICABLE STUDENT GROUPS | Baseline | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| All Students              | 94%      | 95%       | 96%       | 96%       | 96%       | 96%       |

| GOAL #5  |   |
|--|---|
| <p><i>Open School is committed to providing Basic Services.</i></p>  | <p>Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;">x 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;">x 2</div> <div style="margin-right: 10px;">x 5</div> <div style="margin-right: 10px;"><input type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input type="checkbox"/> 6</div> </div> <p>Local Priorities:</p> <div style="margin-bottom: 5px;"><input type="checkbox"/> :</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> :</div> |
| Specific Annual Actions to Achieve Goal  |   |
| <p><i>Utilize the following general fund staffing and resources, as allocated by the District and based on enrollment and/or other factors, for purposes of maintaining and operating the school facilities:</i></p> |   |

- Plant Manager
- Buildings and Grounds Worker

Recruit and maintain highly effective teachers.

#### Expected Annual Measurable Outcomes

**Outcome #1:** Open School will maintain the percentage of teachers who are appropriately credentialed for the student they are assigned to teach.

**Metric/Method for Measuring:** Percentage of teachers who are appropriately credentialed for the student they are assigned to teach

| APPLICABLE<br>STUDENT GROUPS | Baseline | 2018-<br>2019 | 2019-<br>2020 | 2020-<br>2021 | 2021-<br>2022 | 2022-<br>2023 |
|------------------------------|----------|---------------|---------------|---------------|---------------|---------------|
| All Teachers                 | 100%     | 100%          | 100%          | 100%          | 100%          | 100%          |

**Outcome #2:** Open School will obtain the percentage of 20% of teachers completing the Educator Development and Support for Teachers (EDST)

**Metric/Method for Measuring:** Percentage of teachers completing the Educator Development and Support for Teachers (EDST)

| APPLICABLE<br>STUDENT GROUPS | Baseline | 2018-<br>2019 | 2019-<br>2020 | 2020-<br>2021 | 2021-<br>2022 | 2022-<br>2023 |
|------------------------------|----------|---------------|---------------|---------------|---------------|---------------|
| All On-Roster Teachers       | 27%      | 20%           | 20%           | 20%           | 20%           | 20%           |

**Outcome #3:** Open School will increase/maintain the percentage of school-based staff attending 96% or above

**Metric/Method for Measuring:** Percentage of school-based staff attending 96% or above

| APPLICABLE<br>STUDENT GROUPS | Baseline | 2018-<br>2019 | 2019-<br>2020 | 2020-<br>2021 | 2021-<br>2022 | 2022-<br>2023 |
|------------------------------|----------|---------------|---------------|---------------|---------------|---------------|
| All Employees                | 77%      | 78%           | 78%           | 78%           | 78%           | 78%           |

**Outcome #4:** Open School will maintain the percentage of students with standards based instructional materials by meeting Williams Act requirements.

**Metric/Method for Measuring:** Percentage of students with standards based instructional materials by meeting Williams Act requirements

| APPLICABLE<br>STUDENT GROUPS | Baseline | 2018-<br>2019 | 2019-<br>2020 | 2020-<br>2021 | 2021-<br>2022 | 2022-<br>2023 |
|------------------------------|----------|---------------|---------------|---------------|---------------|---------------|
| All Students                 | 100%     | 100%          | 100%          | 100%          | 100%          | 100%          |

**Outcome #5:** Open School will maintain the percentage of facilities in good repair

**Metric/Method for Measuring:** Percentage of facilities that are in good repair

| APPLICABLE<br>STUDENT GROUPS | Baseline | 2018-<br>2019 | 2019-<br>2020 | 2020-<br>2021 | 2021-<br>2022 | 2022-<br>2023 |
|------------------------------|----------|---------------|---------------|---------------|---------------|---------------|
| All Students                 | 100%     | 100%          | 100%          | 100%          | 100%          | 100%          |



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

Modern cognitive research has found that students learn best when they are given the opportunity to actively incorporate what they are studying into their own experiences, concepts, and understanding of how the world works. We believe that learning how to think and learning subject matter content are not separate processes and are best developed within an authentic context. In a thinking curriculum, skills are best acquired in the context of meaningful learning experiences that build on a child's interests. Our program is hands-on, student-centered, experiential, and provides for greater depth of understanding in a wide range of knowledge areas. Our program goals are aimed at teaching the whole child and utilizing strategies that enlist methods that are student-centered and develop our student's academic, as well as social emotional core. We enlist our parents as a part of their child's learning process, as well. We know that our parents are partners in the education of their children and we strive to utilize our partnership for student success. Through Student Support and Progress Team (SSPT), Parent-Teacher-Student Conferences, Open House, Back to School Night, and Parent Education Nights, we involve our parents in the core of our educational goals for student success.

## **INSTRUCTIONAL DESIGN**

Learning at the Open School takes place through a variety of organizational patterns: teacher-directed lessons to small groups, peer-to-peer instruction, students' independent activities, whole class instruction, small cooperative group activities, and one-to-one instruction. Since we believe that learning happens everywhere and from everyone, our groupings are flexible and designed to accommodate the goals and needs of the activity. In most circumstances, our groups are heterogeneous in nature so that a broad variety of perspectives, learning styles, and experiences are represented. If a teacher is working on a specific skill, however, groups might be organized around the degree of mastery of that skill. Students who are conducting research on a given topic might organize themselves into groups based on who is interested in a specific area of that topic.

## **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.

Common Core content standards are explicitly embedded in our thematic teaching curriculum. The standards for mathematical practices and language arts are at the heart of our teaching methodologies. The standards guide instruction within each cluster without mandating our curricular and instructional practices.

Our focus is on depth over breadth of knowledge, and our thematic, integrated curriculum affords the opportunity to address content and performance standards in an exciting and efficient manner. Teachers in each cluster develop a curriculum map for the year, including standards, projects and writing applications related to their theme across content areas (see Appendix A). The projects allow us to address multiple standards in a logical and meaningful context, rather than in a merely

linear fashion. We identify standards and benchmarks embedded in the curriculum by deconstructing our units and projects into their most basic components. Differentiation is inherently built into the curriculum, as individualization is at the heart of much of what we do. Assessments are linked to key standards to help guide instruction and chart a student's growth over time.

The following section provides a description of each core content area with examples of how instructional strategies are embedded into the standards based curriculum.

## **Reading**

A primary goal of the reading program at the Open School is to encourage students to value reading as a source of information and personal pleasure. Students' love of reading encourages their growth as readers and writers. We provide students with a variety of opportunities to read meaningful, self-selected literature that is at either their independent or instructional level. Many classrooms incorporate aspects of the Reading Workshop curriculum designed by Columbia's Teachers College. Curriculum in the early grades builds a strong foundation in phonics and phonemic awareness, utilizing strategies such as daily chants/songs, making words through manipulating word cards, and oral blending. In the upper grades, comprehension and decoding strategies are taught with increased sophistication, as students are now reading to learn instead of learning to read. The mini-lesson model is utilized in many classrooms as well. Students are presented with a lesson and then given the opportunity, through extensive time on text, to hone their reading skills.

Within lessons and projects related to their cluster theme, teachers use a variety of instructional strategies such as whole-group read aloud, small reading groups, literacy centers, listening centers, individual and partner reading conferences, and literature circles to differentiate instruction and meet the needs of all students. At Open School our reading program is fueled by an embedded school-wide love of reading. Our annual Read-a-thon event has the students and staff reading for thousands of hours within a three-week period. Programs like this instill a love of reading and engender an enthusiasm to read outside of the classroom, creating lifelong readers and lifelong learners.

In the next five years, we are working towards growing our reading communities with increasing classroom Book Clubs, participating in One School, One Book, and increasing our partnership work within the classroom. We would like to continue to work towards more integration of reading and writing, as well as finding ways to continue to authentically use technology to support the growth of both individual readers as well as our reading communities.

## **Writing**

The writing program at the Open School is modeled after the Writing Workshop curriculum developed by Columbia University and incorporates strategies from the Thinking Maps curriculum, Write From the Beginning. Many of our teachers have been to Columbia's Teachers College for formal training in Writing Workshop and have received the Thinking Maps training as well. Teacher collaboration in which standards-based units of study have been developed is the basis for our strong writing program at Open School. Through Writing Workshop lessons, teachers teach different genres and provide opportunities for modeling, discussing, writing, conferring, and publishing. Mini-lessons within writing instruction incorporate literature to teach content, voice, and grammar.

The students use rich teacher-selected literature as model writing that spans all genres and uses various writing techniques. Students have opportunities daily to practice writing strategies taught in this authentic way. Students are given opportunities to write from different perspectives and for different purposes throughout the day, across content areas, within thematic projects and skills-based lessons, to develop both fiction and non-fiction writing skills. Many of the students' writings are based on personal experience. They develop their writers' voice and style while writing about their own personal experiences. Teachers provide differentiated support to students during individual conferences centered on their writing and individualized writing conventions and techniques.

As writing is done in a variety of settings, for a variety of purposes, the form that our writing takes also varies. Some writing is done quickly, on paper, while other writing is researched, planned, drafted, revised, and edited, often with technological support. We lean on the expertise of published authors who frequently visit Open School to share the holistic process of their writing with our students. This added perspective from children's authors is so powerful because our students see first-hand the phases of the writing process and the dedication that is embedded in publishing meaningful writing.

As we continue to grow our Writing curriculum, we are looking towards our students expanding their audience by sharing their writing outside the classrooms. Students might publish their typed stories or e-books and have them available in the library for everyone to read or write newscasts of school events and share them at our all-school assembly. Some writing is published as part of various presentations and some stays in an author's notebooks and isn't as widely shared. Research-based writing gives us the chance to discuss point of view, accuracy, and authenticity of information, as our students practice finding, evaluating, and organizing information and then using their own words to share what they have learned. We are also hoping to create a school-wide resource bank of mentor texts that can be used during writing conferences.

## **Speaking and Listening**

Open School provides many opportunities for our students to develop both their speaking and listening skills. Our students from kindergarten to fifth grade participate in collaborative conversations, while building upon and expanding other people's ideas. They express their thoughts clearly and coherently, with an emphasis on understanding and appreciating the points of view of others, as well as verbalizing their own ideas. We encourage our students to ask and answer questions, as a quest to push the thinking of others and to clarify their own thoughts. Our students leave Open School able to synthesize their thoughts and the thoughts of others in an effective and organized manner.

## **Mathematics**

The goal of mathematics instruction is to produce students who demonstrate fluency with number sense and who have gained mathematical reasoning and problem-solving skills. This includes a strong math vocabulary and skill base. We want our students to have a balanced combination of mathematical understanding and procedural precision. At Open School, we develop students' abilities to make sense of problems and persevere to find solutions, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of themselves and others. Our students maintain in-depth mathematical discussions and explore many avenues for arriving at the same destination. They become competent and adept at solving problems in various ways. We find

that true learning takes place best not only from teacher to student, but also from student to student, in a teacher-supported, safe environment, which is intentionally dynamic, responsive to student interests and often messy.

As we create our own curriculum, Open School does not adopt one math program. Instead teachers use a variety of curricular resources, including many manipulative, to meet the needs of their students. Using these resources, teachers create standards-aligned curriculum that provides learners with opportunities to develop mathematical skills and understanding through daily routines, such as calendar discussions and activities, as well as projects and lessons related to cluster themes. Instructional strategies include whole group direct teaching to introduce concepts, math centers to reinforce skills and concepts, and small groups to differentiate instruction. Literature is incorporated to promote learning connections and to build mathematical vocabulary. Our Tuesday professional development time is used to build articulation and evaluate the effectiveness of our promising practices. Evaluation of our mathematics program entails vertical team meetings, lesson studies, reviewing authentic work samples and deepening our understanding of mathematical practices.

The mathematics program, like other parts of the curriculum, is technologically supported and keeps in step with current advances. The school has adopted the Spatial Temporal Mathematics (ST Math) program which is used for individual practice and homework support. Students are taken through a grade level worth of concepts that are taught and reinforced through brain-based math games that challenge students to apply knowledge of math concepts in a variety of ways. We have also found a variety of tools on the iPad that support our students' growth in attaining and developing their mathematical skills and understandings. We are always looking for ways to expand our use of technology to have our students share their math thinking.

To support our teachers' and students' mathematical growth, we have a Curriculum Extension Teacher. This specialist works across the school with both teachers and students, co-teaching, pulling students, planning with teachers, and providing professional development as we work towards increasing everyone's mathematical proficiency. This teacher is also supporting the development of what we are calling our Mathematical Field Guide, a document that illustrates mathematical practices and vocabulary used across clusters, giving teachers reference points to help students make connections with prior learning.

We are working towards expanding our assessments to include a more individualized approach and finding ways for our students to do more rigorous self-assessment and goal setting. As the Common Core Standards have changed the way in which math is taught, we are continuing to explore ways to educate our parents and involve them in their child's mathematical development.

## **Science**

The implementation of the Next Generation Science Standards is driven by the constructivist belief that students learn best in an inquiry-based, hands-on, investigative environment that builds upon previous learning. Our students work in cooperative groups to advance through the stages of the scientific process. It is through these cooperative groups that our students learn how to work together to solve a problem.

Every cluster incorporates science into their overarching theme. Science content is connected to other aspects of the curriculum and to the students' daily experiences. The children learn the true meaning of interdependence, as they see how science is infused into all aspects of life.

Teachers utilize a variety of resources, including FOSS Kits and other science materials, to develop a comprehensive curriculum, aligned to their theme and the NGSS standards, that includes the essential skills and knowledge students need to be scientifically literate. Throughout their school experience, students continually develop investigative and experimentation skills. Many of our field trips are directly linked to our science curriculum, affording our students the opportunities to have as many hands-on scientific experiences as possible. Additionally, our garden program and spontaneous site experiences or observations serve to further connect scientific concepts to the everyday lives and concerns of our students. These personal, first-hand experiences are then utilized to enrich the students' writing in Writing Workshop. We take every opportunity to connect curriculum to our students' daily experiences.

Through the NGSS standards, we are utilizing the engineering and design process as a part of our thematic science experiences. We use technology as part of this process, and are moving towards doing such things as using a 3D printer to design solutions for scientific problems or integrating coding and robotics into scientific projects. We have also been working towards a deeper and more connected use of our outdoor spaces, bringing in to the classroom more of what the students are learning in their Garden lessons, and expanding the environmental resources on our site.

## **History - Social Science**

The Social Studies curriculum is also connected to each clusters' theme, and addressing the California State Standards, with the goal of developing our students' critical understanding of history, geography, civics, and their own identity. Teachers utilize literature from around the world, non-fiction resources, and primary resources to foster a culturally sensitive perspective rooted in civic-mindedness and an appreciation for diversity. Field trips bring history and civics to life with visits to City Hall, Olvera Street, Riley's Farm (historical reenactments), and various museums and other cultural institutions. Guest speakers are brought in to share their experience and expertise, sharing their life experiences and artifacts, and continuing to bring history to life. Instruction provides opportunities for students to explore and celebrate history, community, diversity, and multiculturalism. Students apply what they have learned in simulations and classroom-based projects, making connections between topics and using what they have learned about the past to support their understanding of today.

As we continue to grow our Social Science curriculum, we are looking to deepen our connections between history and reading, writing, and the arts. As we further develop our Roots of Respect Social Emotional Learning curriculum, we are also introducing our students to extraordinary individuals who have made a positive and enduring impact on their communities and our world.

## ***Curricular Design: Cluster Configuration and Thematic Instruction***

Every cluster uses a constructivist approach to integrated thematic instruction. Within this context, each cluster has a unique emphasis based on a theme developed by its teaching team. Themes guide curricular organization (See Appendix A) and subject area content, providing a framework for meaningful implementation of California's Common Core standards and Next Generation Science Standards. Each Cluster sets their own daily schedule in accordance with district guidelines for instructional time allocations. Our school wide bell schedule adheres to the number of minutes of instruction set forth according to California Education Code.

### **Green Cluster K-1**

Cathy Furer and Christine Nagatsuka

The Green Cluster theme is "Who Am I? Discovering Myself And My World." The curriculum focuses on self-discovery and how we are connected to the world around us. During the first part of the year the children begin learning about themselves, their senses, and their bodies. They begin to express themselves through writing, based on the Columbia Writing Workshop model, through projects like, "Who Am I?," "All About Me" booklets, and personal narratives about the summer and fall seasons.

Later we expand this to include their families, their culture, and other cultures of the world community. They write family stories and begin to use their "poet's eyes" as a lens to see the world. We end the year by learning about the environment and how we influence and are influenced by it. We learn about life cycles by studying silkworms from eggs through adult moths and keep scientific journals on this process.

As children develop beginning reading skills, math awareness, and problem solving skills, they also develop as learners and friends. We start each day with Morning Calendar, which is a time to gather together and get ready for the school day. Some of the skills they are exposed to include learning the days of the week, ordinal numbers, patterns, the number line, the concept of odd and even, place value, equation writing, expanded notation, mental math, math terminology, counting by tens, fives, twos, ones, and palindromes, addition, subtraction, and beginning algebra. Children learn to develop listening and math skills through calendar activities and learning about our Student of the Day.

Shopping Day is an example of a constructivist project that we have created with the help of our students. We culminate our money unit by creating a shopping mall in our room, complete with stores, student designed storefronts, actual inventory, and parent shopkeepers. The children are able to shop throughout our Green Cluster Mall with real money. They decide what to purchase, make the transactions, and figure out the change they should receive.

Green Cluster emphasizes group cooperation and individual responsibility towards the group. Our activity-based program has many options from which children can choose, encouraging them to become independent, lifelong learners. Our emphasis is on early literacy and critical thinking and problem solving skills. We use a variety of approaches to guide and inspire children to develop a love of learning.

## **Red Cluster 1-2**

Ariel Roth and Josephine Mesri

Red Cluster's theme is "From Start to Finish: Learning About Growth and Change in Ourselves and in the World Around Us." We believe the best place to start is with activities that help students internalize the concepts of cycles, processes, and sequencing. Our units and field trips support these ideas.

This theme is the concept around which we design the bulk of our social studies and science curriculum. Using an excellent book series called "From Start to Finish," from the Lerner Publishing Company, as well as supplemental books, physical materials, multimedia presentations, and live specimens, we give our students the opportunity to observe, describe, and create change and growth in a variety of ways.

Our students raise frogs, butterflies, moths, ladybugs, and chickens to learn about life cycles, metamorphoses, habitat, co-dependence, and survival. In the From Egg to Chicken unit, students monitor fertile eggs daily and help care for baby chicks once they hatch. A plethora of content-based literature and a From Egg to Chicken webquest serve to supplement their learning in this unit.

We observe, plant, and/or harvest corn, cotton, and other crops to understand plant parts, life cycles, and uses. Literature, math, writing, and science are integrated in our From Seed to Pumpkin unit. Students learn about the life cycle of a pumpkin through a variety of books, use math strategies to count the seeds in a pumpkin, and create written and digital presentations to showcase their knowledge.

In social studies, learning about processes helps our students understand how people meet their needs using raw materials and changing them into useful items. Concepts of natural resources, workers, factory-made versus handmade, transportation, assembly lines, machinery, distribution, and sales are explored in units such as From Wax to Crayon and From Cotton to T-Shirt.

In order to build inquiry and research skills, children learn about sequence throughout the year. They first sequence pictures and puzzles. Later, they learn how to read and comprehend non-fiction texts by being guided through a study of nonfiction text features such as the table of contents, index, headings, captions, photographs, etc. Students use their knowledge of text structure to produce narrative and informational writing pieces about different topics and incorporate transition words and phrases like first, next, after that, and finally.

## **Silver Cluster 1-2**

Tina Wada and Kim Min

Silver Cluster's theme is "From Caterpillars to Calendar: Discovering Patterns and Cycles in the World Around Us."

We study nature year round by observing and discussing the plants and animals in our gardens and outdoor environments. We observe our environment daily so that the children begin to notice the subtle and obvious changes that occur throughout the year. We teach them to pay attention, so they

can realize that, if you are watching and remembering, you will see that the acorn buried by the squirrel in October morphs into a tiny oak seedling in February. We learn about predator/prey relationships when the ominous shadow of the red-tail hawk appears every time the rabbits are let out of their cages.

The nature studies culminate in a student field guide. Each spring their writings about the many different life forms of our ecosystem are studied individually and published. Each child chooses one creature to formally study after they have casually observed a variety of animals. Research, observation, and zoological illustration are some of the methods used by our students to gain expertise on their animal.

We serve a diverse population of students coming from many Los Angeles communities, so our holiday celebrations are tailored from year to year to reflect our current group of students. We have celebrated Rosh Hashanah, Dia de Los Muertos, Hanukkah, Christmas, Kwanzaa, and St. Patrick's Day, just to name a few. We notice the similarities and differences between cultures as we learn about their customs through traditions, dress, and food.

In addition, we develop cooking projects with the children to provide a rich cross-curricular experience. The cooking projects revolve around the various holidays that are celebrated in our classroom. For example, the students have the opportunity to make latkes. They read stories about Hanukkah and why this holiday is part of the Jewish culture, which helps to build cultural awareness. Through this project, the children interact with mathematical concepts in real world ways from cutting the potatoes into halves, quarters, and thirds to measuring out cups of flour and teaspoons of salt. The rich shared experience is drawn upon when the students write their procedural books about how to make latkes. The adjectives that are generated from the use of their senses, from the touch of the squishy shredded potatoes when they squeeze the liquid out to the smells of the savory potatoes, to the delicious taste of the crunchy latkes inform and color their writing. All food handling, preparation and consumption are compliant with all LAUSD policies and procedures.

We encourage community building through listening and respecting how others feel. We sit in a community circle in our backyard learning space. Students discuss various concepts that connect to our school-created Roots of Respect curriculum. We have discussed themes revolving around gratitude, perseverance, courage, and citizenship, to name a few. Our students hone their speaking and listening skills while learning to take turns and treat one another's ideas with respect and kindness.

At the end of each day, we gather for a shared writing experience. As we recount and reflect upon the events of the day, many writing skills are introduced and practiced. The daily writings are compiled weekly into a newsletter that is distributed to each child. The students and their families then have access to a diary of meaningful events for further, familiar, reading practice at home.



## **Indigo Cluster 2-3**

Regina Jeffery and Stacy Messaye

Have you seen a look of wonder and awe on your child's face recently? When children have the freedom to explore, these expressions come naturally, as do teaching and learning opportunities. Wonder surrounds us everywhere! In Indigo Cluster, our theme is "Wonder and Exploration."

Our Earth Year takes us on a student-led journey wondering and exploring Mother Earth. Students will learn about the diverse life forms that inhabit this planet and study them from a multitude of perspectives. And what about going beyond our world to our universe? In our alternate Space Year, children are intrigued about space and their natural curiosity leads them to explore far beyond our planet.

Indigo's thematic curriculum is developed around student interests and wonderings, which may lead to scientific explorations in geology, botany, zoology, archaeology, paleontology, physics, magnetism, astronomy, and engineering. Students venture to discover new ways to interact and problem solve by exploring long ago, today, and looking forward to the future. Indigo students also wonder and explore about people who make a difference, the amazing contributions they have made, and their impact on the world.

The Engineering Design Process is an integral part of student learning and exploration. The process begins with a wondering. It involves asking a question or defining the problem, brainstorming solutions, and then accessing and using information as well as acquired knowledge to develop a solution. Using project based learning, they are challenged to apply this knowledge in new and useful ways using an invent to learn model. Students create, build, and test their solutions and are not afraid to fail. They work, often cooperatively, to revise approaches and try again to improve their outcome. The Engineering Design process is not only used and applied in science, but is an approach to teaching and learning that is integrated throughout Indigo's curriculum and encouraged in daily life. Technology is fully integrated into several steps of this process as a tool of exploration, application, and creative presentation of knowledge.

We are excited each time a child discovers something for the first time! We encourage them to take risks, push the limits, and explore our world a little further. We strive to provide opportunities for students to explore actively, interact, and communicate with others thoughtfully, and feed a child's inquisitive nature. Indigo Cluster is a child-centered community of learners that uses a variety of strategies and methodologies to meet the needs of our diverse learners. Children are empowered to share and expand their thinking, while honoring diverse perspectives and strategies.

Imagine the possibilities when a child is allowed to explore and construct knowledge through their experiences and interests. We provide a hands-on, project based, thematic experience that allows children to touch, hold, move, and experience to construct foundational knowledge. Technology and the arts are fully integrated daily and embedded throughout projects.

## **Orange Cluster 2-3**

**Anne Granick and Tracey Maye**

Orange Cluster's Theme is "Toys and Games – Exploring Design and Strategy."

The building blocks of play - curiosity, discovery, novelty, risk taking, trial and error, games, social etiquette, strategic planning, and logical thinking- are concurrently the building blocks of learning. We play to learn, to create, to feel challenged, to calm and focus ourselves, to win competitively, to cooperate, and for the sheer joy of it.

Play teaches children perseverance. The rewards that come from learning a new game teaches them that perseverance is worthwhile. Play makes them happy, as it triggers creativity and innovation, encourages teamwork, and helps children see problems in new ways. In play, children are doing things they are interested in, so they have a natural motivation to learn. They develop concepts and skills together. They learn from other children and they develop a variety of skills, including problem solving, negotiating, taking turns, and learning to play by the rules. Research shows that active, creative play benefits just about every aspect of child development. In Orange Cluster, toys and games provide a framework for everything we study.

In social studies, we study and play as we learn about Toys and Games from Around the World. We study the Tongva, the local native people, and the way they played games. We compare and contrast games and toys today with those of an ancestor. The students also create an interactive computer game for other children to play.

In science, we study the physics of toys through the forces of gravity, balance, magnetism, and air resistance. At the end of the unit, each student researches the history of a toy and builds a new toy. We also study the properties and states of matter through hands on experiments and investigations. Students learn how the state of an atom affects their various states of matter as well as how energy can change the matter.

In math, games provide a starting point to develop the foundation of students' number sense. They will develop strategies and use logic, which will help strengthen their problem solving skills and reasoning abilities. The games will enhance their understanding of the concept-focused lessons, as well as their specific math skills.

Our language arts program is well balanced. We provide the students with lots of opportunities to grow as readers and writers through Readers Workshop, Writers Workshop, word study, poetry, spelling, and various literature read aloud. In Orange Cluster, we provide special projects such as photography, coding, robotics, wood-working, and visual art (including the Global Cardboard Challenge inspired by Caine's Arcade) to provide students with diverse experiences to show their varied talents.

## **Yellow Cluster 3-4**

**Denise Benjamin and Jessica Stewart**

Yellow Cluster's design-based theme is "We All Create: Designing Structures Helps Us Make Sense of Our World." The idea of building things as a way of developing skills and concepts runs throughout our curriculum, with the ultimate goal being the planning, designing, and building of a small-scale model city of the future on a three-dimensional site that sits in our classroom.

Cooperative learning groups known as neighborhood teams each design and build one fourth of the model city. Our classroom management structure also reflects the city structure, as each child completes job applications, collects references, and is hired as a city commissioner (e.g. Human Resources, Building and Safety) and becomes an advisor in one aspect of city planning. Employees are paid for their classroom jobs in Yellow Cluster currency. They also earn bonuses, pay rent monthly for their land parcel, and are charged fines for breaking the student-designed rules. Elections are held for students who wish to hold leadership positions as mayor, assistant mayor, city clerk and city attorney.

To begin the year, each student does research to choose the student can wear an object that represents his or her commission and then designs and builds a child-sized replica of this object that. Students must learn geometry and measurement to build a costume that looks like their object and will fit them. Other classroom subjects are also looked at through the lens of objects; for example, students may create personal timelines based on objects that tell their own personal stories. The students then wear their object costumes in a show that is performed for the whole school. The show always has a connection to the social studies we are learning; California, Los Angeles, or United States history, or to an important city idea or problem that we have been discussing.

The year continues as the building of the city further informs the curriculum. Grade level standards are incorporated into hands-on, city-related projects. For example, as students study aspects of California history, they might plan exhibits for a California History Museum that will be built in the city. Science informs our building, as we study such things as energy, motion, and electricity so that we can plan energy sources and transportation in the city. Reading and research inform planning and decision-making. Students write a variety of things in a variety of genres, from informative paragraphs to persuasive pieces to narratives set in the city. Technology is used in a variety of ways to inform and extend classroom learning and projects. Instructional units, discussions, walking trips, speakers, readings, current events, family conversations, and field trips form shared experiences, which, scaffolded by curriculum and skills, provide and frame a memorable project-centered experience.

## **Blue Cluster 4-5**

Lillian Alba and Imani Smith

In Blue Cluster, students learn the importance of being part of a community and being responsible. Using the theme “Patterns of Change”, we describe, analyze and find patterns in what we see happening in the world around us. For example, we look for these patterns in the literature we read as well as in the historical concepts that we study. We learn to understand how many of these big ideas such, such as cycles and systems, can be found across content areas. As we discover these various relationships and work to make sense of them, we reveal how looking at the past can help predict future patterns.

Blue Cluster stresses independence, work quality and time management skills as students move through the curriculum. Our program encourages children to make appropriate choices, both academically and socially. Students participate collaboratively in various group settings, such as in whole group or small group. Students can also work together based on interest. They show

leadership by performing jobs throughout the year to share the responsibilities of running the classroom—their classroom. At the end of the day, students take pride in being a part of the success of Blue Cluster.

Students learn to analyze, infer and make judgments as they write from a character’s perspective. In our Writing Workshop, we teach our students to *show* and not *tell* in their writing. Students go through the steps of producing their writing using Thinking Maps to expand on their “seed moments.” Our scholars learn to write from the heart rather than writing a grocery list of ideas.

Through investigations, students learn the many ways to problem solve in mathematical and scientific situations. While exploring scientific topics in life, physical, and earth science, students use the scientific process, which involves asking questions, making observations, gathering information, and representing data, and drawing scientific conclusions based on their observations.

Using technology, the students are encouraged to reach beyond the walls of the classroom to gain insight and knowledge from sources that the media makes available to them, while ensuring digital responsibility. The students explore and create visual presentations on applications such PowerPoint, Comic Life, or Book Creator to publish their research or creative writing projects. Students also use Stop Motion Animation as a vehicle to visually represent a story. Technology is used as an everyday resource where students readily go to find information and to create multimedia projects to show what they know.

Students in Blue Cluster participate in an additional music program in which they attend weekly to learn how to use percussion instruments and compose original pieces inspired by *Stomp*. Students learn self-management, teamwork, and how to express their creativity in their small and large group ensemble. Their work will culminate with a rousing performance filled with heart-thumping, foot-stomping student-created musical pieces.

## **Purple Cluster 4-5**

### **Greg Bryant and Kira Walker**

Purple Cluster’s curriculum centers around the overarching question, “What Makes Us Human?” This question is woven throughout the various content areas with an emphasis on the human capacities to change culture, affect the environment, and our ability to plan. All subjects are explored, but there is a strong emphasis on Science and Engineering concepts and practices.

The culminating project varies from year to year. One year the students function as Investigators and Detectives, reading and writing mysteries and engaging in inquiry science investigations. The culminating project that year is a Science Symposium, with each student presenting a science research project. Students also combine their knowledge of mysteries and environmental studies to create an original eco-mystery.

In the alternate year students become Engineers and Inventors. During this year they engage in the engineering problem solving processes and present their results in an Invention Convention. Each

student presents an invention that they designed to address a specific problem. They also research and write a report on an inventor of their choosing.

Connecting both years is an emphasis on the environment, particularly the role that water plays in human society. In our classroom we have a working model of a river that provides learning opportunities in both science and social studies. Our grade levels cover both California and early American history and we alternate our historical focus between the two years as well. When we focus on California, we study the Los Angeles River. We tour the river and study the ways people have used the river over time. Together with support from the Friends of the Los Angeles River (FOLAR), the students design recreational space around the river. They also engage in model bridge construction. During the year that we study American History, the river is the Missouri River, thus creating connections to the Lewis and Clark Expedition.

Our theme and various projects are the tapestry upon which we weave the skills and concepts that 4<sup>th</sup> and 5<sup>th</sup> grade students are expected to learn. Through these projects the students must apply their knowledge and skills in reading, writing, science, math, language, history, and art. The projects also develop collaborative skills and provide motivation and enthusiasm for learning among all types of learners.

### **Unique Features of the Open School Academic Program**

The Open School has developed a comprehensive academic program that provides students with the skills they need as well as the scaffolding to incorporate them into their knowledge base. The next section details specific attributes that have contributed to the Open School's academic achievement. These have helped us to bridge the achievement gap between students who underachieve and those who succeed.

### ***Social Emotional Learning***

We are committed to being a Community of Respect. Our students know from the start of school that our motto, "We respect ourselves, we respect others, and we respect the environment" should guide their behavior inside and outside the classroom.

At the Open School, we have created a spirit of community that permeates everything we do as demonstrated by the respect, caring, and commitment with which students treat each other. We emphasize the importance of our ability to live and work together, to accept and celebrate our differences, and to arrive at mutually satisfactory solutions to common problems.

We recognize the importance of teaching not just cognitive skills, but also social emotional learning. As such, after much research, investigation, and discussion, we recently created our Roots of Respect program. This curriculum provides a literature-based framework for our teachers to create curricular experiences that increase and develop our students' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

There are ten words that are the foundation of our Roots of Respect curriculum: courage, citizenship, empathy, integrity, optimism, gratitude, perseverance / grit, responsibility, cooperation, and communication. Each year we focus on 5 of those words for 6-8 weeks each and embed a variety of experiences into the classroom and school environment. Students are immersed in learning about, identifying, and practicing the values and behaviors that correlate with that trait.

Topics are introduced through discussion and related children's literature, both fiction and non-fiction, and teachers create activities to engage the students in thinking about and practicing the behaviors represented by each word. As we move through the year, we strive to have our students see the connection between these traits and the ways in which we can respect ourselves, each other, and the environment. As we grow and expand this program, we are working towards more fully integrating the arts and developing a wider range of activities for our students, as well as involving them in sharing what they are learning during school-wide assemblies.

Both school wide and in the classroom, students help establish the codes of acceptable behavior. When a conflict arises, students discuss and solve their own problems, either as a group or one-to-one, with adult guidance as needed. At times, the problem may need to be addressed with the whole group where every student is given an opportunity to speak, and every member of the circle is treated with equal importance. This can be in the form of a community circle, Council, or morning meeting. To help students build a sense of community, teachers give students many opportunities to develop the listening and speaking skills necessary to be able to resolve problems on their own.

Personal growth is also emphasized. Self-reflection and goal setting is established at the beginning of the year to help monitor progress. Students regularly evaluate their growth and participate in student-led parent/teacher/student conferences twice a year where they discuss personal responsibility, work habits, and contributions to the classroom community, review academic progress, and set goals.

Everything that happens at school sends a message to students about what we value and truly believe is important. Students culminate from Open School with the experience of having been a part of something greater than themselves. They realize the strength that lies in working together respectfully toward a common goal. Our school is a place where students make connections to one another, and come away informed, involved, empathetic, and compassionate. As reinforced every week at assemblies, "We are committed to being a community of respect." Every Open School student, teacher, and staff member truly takes these words to heart.

## ***Technology***

Open School has always been at the cutting edge of educational experimentation. In 1986, our passion for innovation captured the attention of Apple Computer when the company chose Open School as the home for its renowned "Vivarium" program, a comprehensive research project designed to explore ways of using technology to enhance the learning process. To facilitate the program, Apple donated nearly two hundred computers. Working together with the team from Apple, the school opted to integrate the computers into the classrooms rather than setting up separate computer labs. During the seven years of Apple's involvement at Open School, computers became integrated into the curriculum as fully as books, pencils, and paper.

Although the Vivarium project was phased out in the early 1990's, the use of technology and a culture of experimentation continues to flourish at Open School and remains at the heart of what defines and distinguishes our program. Students use computers for everything from journaling and story publishing to creating a various kinds of multimedia presentations and video games.

After Apple's project ended, substantial funding from grants and other sources has been dedicated to updating and expanding the use of technology in the curriculum. Currently, we have one

computer and one iPad for every two to three students, all located in the classrooms. Our technology plan emphasizes technology as a tool to be used by all students on a regular basis to support, amplify and clarify the curriculum. Our Technology Team and our Technology Consultant work together to regularly coach our staff, support our infrastructure, and provide for ongoing staff development.

In the last two years, we have expanded our Technology curriculum to include coding and robotics. We have found coding and robotics tools and curriculum that meet the developmental needs of each grade level and allow for our students to develop a deep understanding of coding and robotics that builds and grows from year to year.

The three fundamental philosophical principles for using technology at Open School are:

- Technology is used primarily as a knowledge medium rather than just an instructional delivery system.
- Technology is used to explore and represent knowledge and experiences and to create mental bridges between hands-on knowledge and symbolic knowledge.
- Technology is driven by the curricular needs and classroom use. Computers serve as a supporting and amplifying medium for the concepts brought forth from the curriculum.

One of the distinguishing features of the school is its model approach to providing computer technology to children. Consistent with our constructivist approach, we are not content to merely have enough computers to ensure ample access for each student. Rather, we insist on developing a curriculum and approach that truly uses the technology as a learning tool. As such, when students are using technology, they are always using it to support a curricular goal.

As we look towards the future, we will continue to find new and effective ways to integrate technology into all aspects of the curriculum, as well as using it to support our teachers as they develop their lessons, projects, and assessments. We are looking towards creating electronic portfolios that follow our students from cluster to cluster.

### ***Visual and Performing Arts***

Open School views the arts as essential to the education of all students. Each of the arts disciplines (dance, music, drama, and the visual arts) encompasses a rich body of knowledge that enables students to understand their world in ways that support and enhance their learning in other subjects. Students learn in an in-depth way to see what they look at, hear what they listen to, feel what they touch, and understand more clearly what they integrate into their own experiences.

Studying the arts helps all students exercise their cognitive reasoning and makes their experiences more joyful. Students' cognitive skills, such as language fluency and reading comprehension, are enhanced as they talk and write about works of art they have viewed, created, and performed. When students talk about works of art and performances, they engage in the process of analysis. When they discuss relationships between art works, they synthesize perceptions and information about those works and their own experiences.

Of equal importance is how the arts help students gain insight into other cultures. Through the arts, students are also able to discern their own lives and cultures more clearly. The arts help us to communicate with one another across language and cultural barriers.

The three fundamental philosophical principles for arts education at the Open School are:

- The visual and performing arts have an intrinsic value and are indispensable in every student's education. They inspire self-confidence and help keep students interested in school.
- The arts assist students in learning other subjects and disciplines and can improve student performance in other subject areas. The arts engage a wide variety of students, especially those who make strong interpersonal connections through the arts.
- Through their exposure and knowledge of art forms, students can experience and enjoy the arts throughout their lives. Our comprehensive arts education program has two components: (1) subject specific arts instruction in visual arts and music, and drama; and (2) instruction integrating arts within other core subjects. While we believe that the visual and performing arts need to be well integrated into the curriculum, we also believe that students need to be exposed to specialists skilled in the specific arts. Students need to understand the essential elements, knowledge, and skills of the arts disciplines. Our arts specialists offer students weekly instruction in the visual arts, music and orchestra. There are also occasions when our art and music specialists collaborate to show how visual art and music can be interdependent.

Within the classrooms, arts experiences are embedded within the curriculum, connecting to classroom themes and other experiences. Each cluster has at least one culminating experience that involves the students using the arts to present their project to their parents and other students. Our arts specialists support many of these classroom presentations as well as guide our students through creating and sharing subject-specific works.

### ***The Learning Garden***

The main goal of the garden program at Open School is to deepen children's understanding of the natural world. Originally inspired by the Life Lab Curriculum developed in Santa Cruz, California, the garden program now takes its curriculum from a variety of outside sources and integrates the themes that take place in each individual cluster.

The Life Lab Garden program continues to be an integral part of the science curriculum at Open School. Our garden — an outdoor lab that includes a pond, fruit trees, cactus garden, California wildflower garden, herb garden, vegetable beds, a rose garden, an insect and butterfly garden, animals, a greenhouse, tool shed, and worktables — has been and continues to be the center for students' hands-on instruction about how animals, plants, and environments are interconnected. Students design and carry out experiments, maintain a weather station, and keep summaries of their activities in lab journals. They gather data about dynamic processes happening in the garden, which they process statistically as graphs, maps, and written reports. As they grow and harvest food, connections are made to nutrition and healthy eating. Through this hands-on gardening experience, students strengthen their observation and classification skills and see natural patterns such as the food chain, the seasonal cycles of growth, watershed study, decomposition, and soil differences in their real-life context.

In addition to the main garden area, we have separate sections representing the four main ecosystems of California. These were planned through collaboration with Tree People and Mia Lehrer and Associates and continue to be refined and planted. Our students are involved in the care and maintenance of all the gardens on our campus. The purpose of the students maintaining the



gardens is not just to take ownership and pride in the campus, but also that they may experience important teachable moments. We have been working to enhance these learning areas, giving our teachers opportunities to create their own outdoor classroom environments.

Our garden specialists work with the cluster teachers to integrate garden science with other subjects. Students learn math by doing activities such as calculating germination rates, estimating seed production, measuring garden beds, and mapping the natural ecosystems. Art is incorporated when the students create scientific botanical illustrations. Students learn about the cultural significance of plants in different historical time periods. Students keep garden journals that include record keeping of their experiments and reflections about their experiences in the garden.

### ***Physical Education***

The importance of a healthy mind and body is emphasized at Open School. Our goal is for all students to improve their motor skills, understand and demonstrate good sportsmanship, and gain self-confidence and body awareness as they continue to grow and develop over time.

Our commitment to building a community of respect continues on the field and court. As students learn the rules of games, good sportsmanship is promoted and fair play is explicitly taught. They begin at an early age developing self-control and gross motor skills and then move toward contributing to a team working collaboratively. In every cluster we prepare our students to be physically fit according to grade level standards, which includes preparation for the CA FITNESSGRAM for our 5<sup>th</sup> graders.

With physical fitness comes proper nutrition. Eating the right foods can enhance your performance. Our students incorporate what they have learned from working in the Learning Garden to understanding how food affects the body. It is incredibly powerful and meaningful to plant a seed, watch it grow over time, and understand that the nutrients going into that plant will provide nourishment as a part of a balanced diet. As they have these learning experiences at Open School, it is our hope that our students will continue making healthy choices and thrive.

### ***Intervention and Enrichment***

While we strongly believe that our thematic, integrated learning environment is conducive to meeting the needs of all students, we also understand that students have differing needs that must be addressed in varying ways. In order to support all of our students in achieving academic success, we individually identify and closely examine our struggling students in order to design supports and interventions that best meet their needs.

As reading is a gateway skill to many aspects of academic success, we have focused many of our efforts on improving students' reading skills and increasing the number of students who are proficient readers. Each teaching team chooses the assessments they feel best meet the needs of their classroom, though we all use the Columbia Teachers College Reading Assessment as one of our baselines. Some of the other assessments that we use are DIBELS, Basic Phonics Skills Test, sight word recognition tests, including, Reading: A to Z, Rewards, and phonemic awareness tests. These assessments, along with evidence from Reading Workshop conferences, teacher observations, anecdotal records, and teacher recommendations, along with state testing scores from the previous spring (in third through fifth grades), are used to identify students who need extra support in reading

instruction. Teachers pinpoint students who are in need of intensive intervention to improve achievement. Instruction at each level is aimed at the specific needs of the child and is designed to strengthen those skills needed for increased independence in reading.

Our push-in model for reading intervention supports our students' reading progress. Our Early Intervention Program that serves kindergarten, first, and second grade students addresses the needs of many of our emerging readers right in their classroom settings. With a learning specialist, our students have the opportunity to get individualized instruction tailored to their specific needs. Groups of students from our primary grades meet with a learning specialist to practice letter names and sounds, blending of sounds to form words, recognition of common sight words, spelling of regular and irregular words, reading fluency, comprehension, and vocabulary development. Children are reassessed mid-year and at the end of the year, as well as informally monitored throughout the year.

We also provide intensive, targeted intervention, aimed at our second through fifth grade students who are still having difficulty with blending and decoding regular and irregular letter patterns, spelling, vocabulary, reading accuracy, prefixes, suffixes, root words, specific spelling patterns, and the chunking of longer words into syllables to promote the students' ability to read bigger words. Quick reads and purposeful re-readings are also used to increase reading fluency, especially with non-fiction text. This program is designed to prepare students for the increased demands of middle school and for the reading of academic texts.

This practice, along with our classroom teaching, allows us to address all aspects of supporting both developing and accomplished readers. Specific skills are targeted based on identified student needs and individual students receive the differentiated, focused support and encouragement they most need to improve their reading. Our growing library collection, access to literature via technology, Book Swaps, author's visits, One Book, One School Program, and robust classroom libraries allow us to put literature into every student's hands, so children without access to books at home have equal opportunities to read a great variety of texts. Reading buddies, in which students are paired with others in a lower grade and read together regularly, and adult reading partners, allow students who may not have the chance to read to or with someone at home the chance to do so at school. We promote literacy by encouraging a culture of a love of stories. At Open School, it really is magical.

Our mathematics intervention and enrichment programs follow both an individual and group push-in and pull-out model. The Curriculum Extension Teacher, who works with students on an as needed basis, implements these programs. As a more targeted approach, our Curriculum Extension Teacher also has a caseload of students that are seen multiple times on a weekly basis for math support. Teachers, test scores, and Student Success and Progress Team meetings identify these students. We also offer math intervention and enrichment classes after school for students who are either identified gifted or are showing extremely high levels of mastery within their classrooms, as well as those who are being challenged to meet grade level standards. The math enrichment classes give a chance for excelling students on the math spectrum a chance to receive a further push and encouragement to continue their growth. The additional math intervention classes give an increased amount of support to students who would benefit from a boost in confidence and a deeper understanding of the content.

In both ELA and Math, we continue to train our teachers and classroom aides in proven successful intervention strategies so that intervention can be provided within the general education classroom. Future plans include a database of all interventions provided, better documentation of progress made by individual students, and analysis of which intervention programs seem to be most effective in our school.

### ***Student Leadership***

To build on our community of respect, our school encourages student leadership through Student Council. Civic duty, responsibility to the larger community, diversity, and equality are core ideas that we focus on in Student Council.

Each cluster elects students to act as representatives of the student body. From that group, Student Council officers (President, Vice President, Ecology Coordinator, and Secretary) are determined through school elections.

Students at Open School have the opportunity to experience the democratic process of an election. Candidates need to demonstrate how they are striving to be model students who will contribute to our school community. Before the elections, candidates design campaign posters and deliver speeches at morning assembly. Each student in our school then casts their ballot to determine who will be our student council officers for the school year.

Once the Student Council has been established, the group meets every week to discuss school needs and concerns as cluster representatives. They then disseminate news and updates back to their class. Members also run the weekly morning assemblies, support playground rules, and assist with community relations. Representatives are the student tour guides for prospective parents and visitors. Community service projects emerge from Student Council meetings. Oftentimes an article they have read in class or learn about something they are concerned about in their world and will then organize a school wide project will inspire students. Examples of past events include an earthquake relief effort for Japan, raising money for Heifer International, and running a toy loan drive for the Department of Public Social Services.

Student Council members end the year with a culminating field trip that extends their learning into the larger community. For instance, visits to the Aquarium of the Pacific allow us to learn about ecosystems and the impact that humans have on the oceans and marine animals. We also experience reptiles and birds hands-on at the EcoStation, an environmental science museum and wildlife rescue facility where experts teach us about animal rehabilitation and habitat preservation.

Student Council recognizes the importance of student voice. Over the school year, representatives hone their leadership skills as they work on self-confidence, organization, and public speaking. Our Thursday assemblies are a fabulous opportunity for our students in leadership roles to practice these skills. Our assemblies are a time for the entire school to come together, build community, celebrate learning and growth and share the greatness of Open School. Student Council leads the assemblies. Our hope is to have our students continue to be active participants and future leaders of our community both here at Open School and beyond.

## ***Enrichment Opportunities***

### **Open Hearts**

Open Hearts is our school's community service club and is organized under the auspices of the Hospitality and Volunteer Coordination Committee. With the guidance of committee staff, Open Hearts students volunteer their services in a creative, age-appropriate way in support of various social causes. Through Open Hearts, our students learn about various social issues in our community and how to educate their peers about the same. They plan how they will support various initiatives and work to successfully execute those plans. The club empowers our students with the knowledge that every person, no matter how young, can make a difference for the better in our world.

In the past, Open Hearts has collected and donated candy to troops who are overseas via Operation Gratitude; created placemats that were delivered along with the Thanksgiving meals to Culver City's Meals on Wheels program; assembled and donated 40 Welcome Kits and over 100 toothbrushes to Covenant House California; and raised funds for the LA Animal Services' Kennel Sponsorship Program, which pays for food and shelter for a small animal for one full year. Open Hearts collects old crayons year round to donate to The Crayon Initiative and is an ongoing supporter of The Friends of Ballona Wetlands, for which it publicizes local events that support the Wetlands and participates regularly in clean up days.

### **Open Mic**

The concept of Open Mic is to introduce a life skill to our students--the skill of public speaking. Open School has a multitude of opportunities (student council, magnet tours, student newspaper, cluster performances, and the annual talent show) that foster leadership, collaboration, confidence, and individualism. These, and so many of our other student activities, whether in the classroom, at recess, or after school, can be strengthened by explicitly teaching students the skills of how to tell a story, incorporate humor, present research, punctuate words with gestures, vary their vocal tone, adjust their pace, and know their audience - all properties of public speaking.

While our teachers also give our students various opportunities to make oral presentations in the classroom, the Open Mic meets weekly at lunch club to give students additional support. Each meeting targets one aspect of public speaking and provides students time on the mic in a safe and nurturing environment. Whether they feel a bit shy or are an extrovert, we invite all students to take their speaking skills to the next level. We have seen students' self-confidence grow exponentially after their experiences on the microphone, so we make a conscientious effort to "hand the mic" over to students to give them an invaluable chance to grow.

Our future plans include offering more extensions for public speaking through a Toastmasters Youth Leadership enrichment program that will focus on prepared speech and delivery. While young minds hone their speeches, parents and staff will be part of an adult leadership group, modeling that grownups are working on their public speaking, too.

## **Ecology Club**

The Student Council's Ecology Coordinator leads our Ecology Club in meeting weekly in the garden during lunch to tend to the plants, care for the animals, and enjoy the environment. Students have an opportunity to delve into composting, promote our recycling program, and create environmental art. There is a lot of work in keeping up the Learning Garden, from watering and weeding the plants, to feeding the animals (chickens, guinea pigs, rabbits, fish, and turtles), to clearing algae in the pond. But there is also time to just enjoy the garden, whether by eating your lunch next to the pond, tasting fennel for the first time, or soaking up the sun on top of the fig tree.

## **Journalism Club**

Students interested in reporting current events and the latest school happenings meet weekly to produce a quarterly school newspaper called *Open Updates*. Students gather to brainstorm article topics, decide who will be writing what articles, make plans to interview people in our community, take pictures or create illustrations to accompany articles, go through the writing process (draft, edit, revise, and publish), and discuss decisions on layout for the final copy. Writing for a school newspaper not only gives purpose to expression, but also incorporates a multitude of 21st century skills such as digital literacy, keyboarding, communication, collaboration, and creativity.

## **Writing Club**

Our Writing Club meets weekly at lunch and provides an additional, outside the classroom, safe and nurturing space for 3rd-5th grade students to express themselves creatively in a workshop format. Club members are provided with a writing journal and are encouraged to write during the week between sessions. At club meetings, students are encouraged to share their writing and participate in writing exercises that range from individual to collaborative writing. Pieces produced by our Writing Club students are occasionally published in our monthly student newspaper for the entire school to enjoy. In the future, students will create a section of the library in which students may leave their stories for other students to read.

## **Open Thoughts**

Thoughts, sounds, spoken word, incomplete sentences, are the incremental ways our children stumble through the beginning stages of understanding the world and the majesty all around us. At Open School, beginning with Green Cluster, our children learn to view life through a poet's eye. Year after year, children relish in the thought that ideas initially spark in our minds and later flow through the tip of their pencils, igniting their voices and permeating the paper. Open Thoughts is an anthology of Open School Students' writing and art. Each Open Thoughts Edition is the wonderful permanence of each stage of our students' writing, achieved over a year of exploration and growth along their personal journey. In 2018, Volume 37 of our yearly anthology will be published, marking the value that we place on our children's thoughts, ideas and hearts.

## Open Expressions

Open Expressions is our school wide variety show, highlighting the many talent of our diverse population. Our students produce and stage the entire show. Through this show we highlight the importance of each student's voice and creative process.

## *Resources Used*

As our teachers create their own standards-based curriculum, each cluster is responsible for their own instructional materials, with teachers sharing excellent resources amongst each other. Here is a sampling of some of the many resources our teachers use:

### English Language Arts

- Core literature: All classrooms have libraries of extensive fiction and non-fiction texts that address a wide range of reading levels
- Columbia Reading and Writing Workshop Units of Study
- Thinking Maps: Tools for Learning
- Thinking Maps: Write From the Beginning and Beyond
- Words Their Way
- Professional Literature by authors such as Jennifer Serravallo, Stephanie Harvey, Harvey Daniels, Anne Goudvis, Tanny McGregor, Kyleene Beers, Bob Probst, Ron Berger, Gravity Goldberg, Renee Houser, Donalyn Miller, Peter Johnston, Frank Serafini, Carl Anderson, and Ralph Fletcher.
- Poetry Collections
- Junior Great Books
- Scholastic News and Time for Kids

### Mathematics

- Engage NY
- Contexts for Learning Mathematics
- AIMS materials
- Math in Practice
- Hands on Equations
- Math Investigations
- Cognitively Guided Instruction
- NRICH
- Math Their Way
- ST Math
- Singapore Math
- Everyday Counts Calendar Math
- Units and activities from authors such as Jo Boaler, Jan Gillespie, Marcy Cook, Marilyn Burns, Barry Lane, Sherry Parrish, John Van deWall, Kathy Richardson

## Science

- AIMS materials
- FOSS kits
- LHS Gems
- Interact Simulations
- Engineering is Elementary
- Science Spin magazine
- NEED Curriculum
- Bill Nye videos
- A variety of non-fiction texts and teacher support materials

## Social Science / History

- Interact Simulations
- Scholastic News and Time for Kids
- Primary Sources
- A History of US by Joy Hakim
- I Think U.S. History
- A variety of non-fiction texts and teacher support materials

## **Methods and Strategies**

Experiential learning in a humanistic environment is created at Open School by offering a standards-aligned curriculum that is project-based. It is carried out in an open-structured, interactive environment designed to promote multi-sensory, multi-modal approaches to learning. The instructional program supports the children's ability to act independently and to assume responsibility for their learning, behavior, and the materials they use. The curricular structure encourages students to inquire, investigate, explore, problem-solve, construct, and create. For us, learning is not simply reading a textbook and answering the questions at the end of the chapter. Learning is doing, seeing, questioning, listening, reading, writing, experimenting, analyzing, relating, and most of all applying — applying knowledge in ways that enrich our children's lives and meet the California State Standards. Throughout the learning process we encourage and expect them to assume responsibility for themselves and their environment.

One of the fundamental means through which Open School implements its constructivist approach is through “cluster” teaching. A cluster consists of a multiage grouping of students (students from differing grade levels) that is team-taught by two teachers in an open-structured environment made from two connected classrooms. Subject areas and disciplines are integrated and interrelated in a rigorous curriculum organized around cluster themes. This trans-disciplinary curriculum connects subject areas to central concepts or key ideas. Skills, activities, and projects are linked through higher order processes used to construct meaning, solve problems, and discover relationships. Our thematic approach, which is not textbook-based, puts the teacher in charge of the curriculum and its materials, and allows students' interests to help guide lessons and activities so that students connect their knowledge and understanding at a deeper level.

Teachers in this type of learning environment have a multitude of roles. Before learning begins, they spend a great deal of time creating the structure that enfolds and supports, not just the projects, but also the climate and culture of the classroom. Teachers must create a theme, a big idea, that will link together everything that is to be learned and that will provide engaging and meaningful reasons for the learning to take place. Assignments and projects are then designed to both fit within the theme and support California's Common Core standards. These experiences further the students' acquisition of skills and concepts, as well as deepen their understanding of the theme that ties them together. The focus is not simply on learning about something, but also questioning it, thinking about it, and using what has been learned in a meaningful way. Such a curricular approach not only conveys information but also, perhaps even more importantly, sparks a love of learning and a problem-solving, ever-adapting approach to the world.

As students are actively involved in their own learning, the process is inherently individualized. While every student is held accountable for mastery of the academic standards, the way in which these standards are achieved may vary from student to student. Teachers scaffold and support learning where necessary so that each student achieves her/his highest possible degree of success. Our Resource and Gifted and Talented Education programs ("GATE") are integrated into the classroom environment with the support of our Resource Specialist and GATE Coordinator. Our Student Support and Progress Team meets weekly to help guide teachers in designing accommodations and strategies to meet the needs of individual students.

Technology is fully integrated into our instructional program, as we view computers as a basic learning tool, much like a pencil or box of crayons, that gives both students and teachers valuable ways to explore, deepen, extend, and communicate skills and ideas. Students use computers and iPads to gather and share information, as well as practice and develop a variety of academic skills. Teachers use technology to design many of their projects, assignments, and handouts. Technology projects go far beyond researching on the Internet and typing stories, as our students create things such as presentations, videos, animations, and games to enrich their learning experiences. We have also begun incorporating coding and robotics into the curriculum, designing opportunities and experiences that build from grade to grade.

## **How methodology and curriculum and materials support implementation and mastery of standards**

Open School relies on constructivist educational methodologies and our curriculum and instructional program ensures student mastery through utilizing the Common Core Content Standards, the Next Generation Science Standards, and the English Language Development Standards as a basis for teacher-created lessons and project-based learning. The resources our teachers use are listed above. As educators, we are constantly in pursuit of materials that will enhance student learning. Our list of resources is ever changing with the needs of our student population.

Our teachers are continuously perfecting their craft, by attending professional development conferences, demonstration site visits, watching webinars, meeting in grade level and vertical teams and sharing their best practices by observing one another in action and conducting sessions for visiting teachers to come to Open School (Open School Institute: Constructivism in Action).



Through these professional development opportunities, our teachers become expert practitioners of the constructivist methodology.

## **Technology**

As stated earlier, technology is infused into the curriculum in each classroom. Students are using a wide variety of technological devices and applications to explore, extend, and share their learning. Through the projects and activities, students build not only their content-area skills, but also their facility with the technology tools. This leads to an increasing sophistication in what the students can produce, as well as the skills needed to navigate the computer-based state standardized assessments.

Our plan for what students will be learning as they move through the grades is as follows:

### Computer Function / Keyboard

#### **K-2**

- Students will become familiar with the different parts of the computer.
- Students will start to learn how to use the keyboard to type their writing and learn how to use some special keys such as the space bar and the shift key. (i.e. keyboard, mouse).
- Students will, with support, save their work.
- Students will use the mouse to draw on a computer and their finger to draw on an iPad.

#### **2-3**

- Students will be able to independently save their work.
- Students will gain more facility with using the mouse to draw on a computer and their finger to draw on an iPad.
- Students will begin to be familiar with navigating the desktop and server to open applications and documents.

#### **4-5**

- Students will expand their knowledge and use of keyboard shortcuts.
- Students will be able to move documents between the desktop and the server.

### Word Processing

Applications Used: Pages, Word, Text Edit

#### **K-2**

- Students will begin to independently type their work, starting with their name and gradually moving to longer pieces.
- Students will begin to learn how to use menu items to customize their writing.

### 2-3

- Students will be able to type longer pieces and gain facility with where the keys are on a keyboard.
- Students will expand their knowledge of how to use menu items to change the look of their writing.

### 4-5

- Students will be able to type a page or more at one sitting.
- Students will be introduced to proper keyboarding techniques.

### Coding / Robotics

Tools / Applications Used: Blockly, Tynker, Cubetto, Osmo, Dash, Dot, Scratch, WeDo, Raspberry Pi, Bitsbox, Swift, Tickle, Wonder

### K-2

- Students will explore coding and robotics using physical tools such as Cubetto and Osmo with the goal of learning that specific commands make the robot do specific actions.

### 2-3

- Students will gain a deeper understanding of coding and robotics using physical tools such as Cubetto and Osmo.
- Students will be introduced to more abstract coding and robotics using tools such as Dash, Dot, Tynker, Bitsbox, and Scratch.
- As appropriate to cluster themes, students will be introduced to Raspberry Pi computers and see some of the things they can be programmed to do.

### 4-5

- Students will use Tynker, Scratch, and other coding tools to create a wide variety of products.
- Students will use Dash and Dot in more sophisticated and complex ways.
- Students will use Raspberry Pi computers in a variety of activities.

### Internet

### K-2

- Students will use preset webquests and bookmarks to do research and other activities related to curricular topics.

### 2-3

- Students will use preset webquests to do research and other activities related to the curricular topics. They will, with support, begin to do more independent internet searches for information and images.
- Students will be introduced to search terms and how to evaluate the accuracy of online information.

#### **4-5**

- Students will use webquests and independent searches to do research and find images for use in presentations.
- Students will use more sophisticated search terms and techniques to find information and images. They will deepen their understanding of how to evaluate the accuracy and point of view of online information.
- Students will have an understanding of online safety.

#### **Multimedia / Presentations**

Applications Used: Drawing Pad, Keynote, Comic Life, Aurasma, Haiku Deck, Doodlecast, Media Blender, Intaglio, Pages, Word, Book Creator, iMovie, Stop Motion Animation, and others

#### **K-2**

- Students will use a variety of tools to share information and ideas and create simple presentations.

#### **2-3**

- Students will create presentations using both self-created and found images and other media to share information and ideas.
- Students will, with support, use digital cameras and iPads to record experiences and present knowledge.
- Students will, with support, transfer text and images between applications.

#### **4-5**

- Students will create longer and more sophisticated presentations that use a variety of media to share information and ideas.
- Students will use digital cameras and iPads to record and present experiences and knowledge.
- Students will be able to transfer text and images between applications.

#### **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.

As a magnet school, Open School does not have Transitional Kindergarten.

#### **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.

## **18. Calendar**

We follow LAUSD's Board-Approved traditional academic calendar. This calendar includes the following time frames and holiday breaks for the 2018-2019 school year:

First Day of Instruction- August 14, 2018  
Time Bank Tuesdays Begin- August 28, 2018  
Unassigned Day- September 10, 2018  
Unassigned Day- September 19, 2018  
Unassigned Days- November 19-21, 2018  
Thanksgiving Holiday- November 22-23, 2018  
Winter Break- December 17, 2018 - January 4, 2019  
Second Semester Begins- January 7, 2019  
Martin Luther King Holiday- January 21, 2019  
President's Day- February 18, 2019  
Unassigned Day- April 1, 2019  
Spring Break- April 15-19, 2019  
Memorial Day- May 27, 2019  
Last Day of Instruction- June 7, 2019

The 2018-2019 calendar includes 9 minimum days, 36 professional development days and 135 regular days, which will follow the bell schedules provided below.

### **Bell Schedule 2018-2019**

#### **Regular Schedule**

|               |                         |
|---------------|-------------------------|
| Warning Bell  | 8:00 a.m.               |
| School Begins | 8:05 a.m.               |
| Recess        | 10:25 a.m. - 10:45 a.m. |
| Lunch         | 12:15 p.m. - 12:58 p.m. |
| Dismissal     | 2:30 p.m.               |

#### **Time Bank Schedule- Tuesdays for Teacher Professional Development**

|               |                         |
|---------------|-------------------------|
| Warning Bell  | 8:00 a.m.               |
| School Begins | 8:05 a.m.               |
| Recess        | 10:25 a.m. - 10:45 a.m. |
| Lunch         | 12:15 p.m. - 12:45 p.m. |
| Dismissal     | 1:15 p.m.               |

#### **Minimum Day Schedule**

|               |                         |
|---------------|-------------------------|
| Warning Bell  | 8:00 a.m.               |
| School Begins | 8:05 a.m.               |
| Brunch        | 10:30 a.m. - 11:00 a.m. |
| Dismissal     | 12:50 p.m.              |

## **19. Sample Daily Schedules**

As each cluster designs their own curriculum, each set of teachers also plans their daily and weekly schedule. While there are elements of each day that remain constant in many clusters, there are parts of each day that are different depending on the day of the week. Therefore, the sample schedules below do not necessarily show all subjects that would be taught in a given week. For example, our Physical Education time requirements are met every 2 weeks, but when those activities happen may not be reflected in these sample schedules.

### **Green Cluster – K-1**

| <b>Time</b>   | <b>Activity</b>   |
|---------------|---|
| 8:05 - 8:25   | Breakfast in the Classroom                              |
| 8:25 - 9:00   | Calendar Activities (math, language arts)               |
| 9:00 - 10:25  | Small Group Activities - Reading, Math, ELD             |
| 10:25 - 10:45 | Recess  |
| 10:45 - 12:15 | Writing Workshop / Designated ELD                       |
| 12:15 - 12:58 | Lunch   |
| 12:58 - 2:20  | Small Group Activities - Math, Science, Technology, ELD |
| 2:20 - 2:30   | Clean up, Songs, Dismissal                              |

### **Red Cluster - 1-2**

| <b>Time</b>   | <b>Activity</b>  |
|---------------|--|
| 8:05 - 9:00   | Breakfast in the Classroom / Oral Language / Sight Words |
| 9:00- 9:45    | Writing Workshop / ELD                                   |
| 9:50 - 10:25  | SEL / Singing / Music                                    |
| 10:25 - 10:45 | Recess   |
| 10:45 - 12:15 | Read Aloud / Math  |
| 12:15 - 12:58 | Lunch  |
| 12:58 - 1:45  | Reading Workshop / ELD                                   |
| 1:45 - 2:20   | Science / Social Studies                                 |
| 2:20 - 2:30   | Clean up, Songs, Dismissal                               |

### **Silver Cluster - 1-2**

| <b>Time</b>   | <b>Activity</b>                                   |
|---------------|---|
| 8:05 - 8:25   | Breakfast in the Classroom / STEAM Rotations      |
| 8:25 - 8:40   | Calendar / Poetry / Oral Language / ELD           |
| 8:40 - 9:00   | Words Their Way / Phonics/ Letter Formation / ELD |
| 9:00 - 10:25  | Math  |
| 10:25 - 10:45 | Recess  |
| 10:45 - 11:30 | Writing Workshop / ELD                            |
| 11:30 - 12:15 | Reading Workshop / ELD                            |
| 12:15 - 12:58 | Lunch   |
| 12:58 - 1:15  | Read Aloud  |
| 1:15 - 2:00   | Science / Social Studies                          |
| 2:00 - 2:20   | Daily News  |
| 2:20 - 2:30   | Clean up, Classroom Jobs                          |

### **Indigo Cluster - 2-3**

| <b>Time</b>   | <b>Activity</b>                                     |
|---------------|---|
| 8:05 - 8:15   | Breakfast in the Classroom / Reading / Book Sharing |
| 8:15 - 8:20   | Read Aloud / Podcast                                |
| 8:20 - 8:40   | Daily Language Review / Mathematic Rotations        |
| 8:40 - 9:20   | Reading Workshop / ELD                              |
| 9:20 - 10:25  | Math / Language Arts / ELD Rotations                |
| 10:25 - 10:45 | Recess  |
| 10:45 - 11:10 | Calendar  |
| 11:10 - 12:15 | Language Arts / Math / ELD Rotations                |
| 12:15 - 12:58 | Lunch   |
| 12:58 - 1:15  | SEL   |
| 1:15 - 2:20   | Science / Social Studies (Wonder and Exploration)   |
| 2:20 - 2:30   | Clean up, Classroom Jobs                            |

### **Orange Cluster - 2-3**

| <b>Time</b>   | <b>Activity</b>                    |
|---------------|------------------------------------|
| 8:05 - 8:25   | Breakfast in the Classroom         |
| 8:25 - 9:25   | Reading Workshop / ELD             |
| 9:25 - 10:25  | Writing Workshop                   |
| 10:25 - 10:45 | Recess                             |
| 10:45 - 12:15 | Math / Physical Education / Coding |
| 12:15 - 12:58 | Lunch                              |
| 12:58 - 2:30  | Science/ Social Studies            |

### **Yellow Cluster - 3-4**

| <b>Time</b>   | <b>Activity</b>  |
|---------------|--|
| 8:05 - 8:30   | Breakfast in the Classroom / Read Aloud                  |
| 8:30 - 8:40   | Morning Meeting  |
| 8:40 - 9:00   | Mini Lesson in Writing or Math / ELD                     |
| 9:00 - 10:25  | Reading Workshop / ELD                                   |
| 10:25 - 10:45 | Recess   |
|               | Math / Social Studies / Science / Writing Workshop / ELD |
| 10:45 - 12:15 | Rotations  |
| 12:15 - 12:58 | Lunch  |
|               | Math / Social Studies / Science / Writing Workshop / ELD |
| 12:58 - 2:30  | Rotations  |

### **Blue Cluster - 4-5**

| <b>Time</b>   | <b>Activity</b>                                     |
|---------------|---|
| 8:05 - 8:45   | Breakfast in the Classroom / Inquiry Projects / SEL |
| 8:45 - 10:25  | Reading Workshop / Writing Workshop / ELD           |
| 10:25 - 10:45 | Recess  |
| 10:45 - 12:15 | Math  |
| 12:15 - 12:58 | Lunch   |
| 12:58 - 2:30  | Social Studies / Science / Physical Education       |

## Purple Cluster - 4-5

### Time Activity

|               |  |
|---------------|--|
| 8:05 - 8:15   | Breakfast in the Classroom                       |
| 8:15 - 8:35   | Physical Education                               |
| 8:35 - 8:45   | Morning Meeting                                  |
| 8:45 - 10:25  | Math / Reading Workshop / Writing Workshop / ELD |
| 10:25 - 10:45 | Recess   |
| 10:45 - 12:15 | Math / Reading Workshop / Writing Workshop / ELD |
| 12:15 - 12:58 | Lunch  |
| 12:58 - 2:30  | Social Studies / Science / Art                   |

### Instructional Days and Minutes

| Regular Days         | 135            |                 |               |                |              |           |                |                  |            |
|----------------------|----------------|-----------------|---------------|----------------|--------------|-----------|----------------|------------------|------------|
|                      | Start of Class | Start of Recess | End of Recess | Start of Lunch | End of Lunch | Dismissal | Actual Minutes | Required Minutes | Difference |
| A.M. Kindergarten    |                |                 |               |                |              |           | 0              | 200              | -200       |
| P.M. Kindergarten    |                |                 |               |                |              |           | 0              | 200              | -200       |
| All-Day Kindergarten | 8:05 AM        | 10:25 AM        | 10:45 AM      | 12:15 PM       | 12:58 PM     | 2:30 PM   | 322            | 319              | 3          |
| Grade 1- Grade 5     | 8:05 AM        | 10:25 AM        | 10:45 AM      | 12:15 PM       | 12:58 PM     | 2:30 PM   | 322            | 319              | 3          |

| Prof. Dev't Days     | 36             |                 |               |                |              |           |                |                  |            |
|----------------------|----------------|-----------------|---------------|----------------|--------------|-----------|----------------|------------------|------------|
|                      | Start of Class | Start of Recess | End of Recess | Start of Lunch | End of Lunch | Dismissal | Actual Minutes | Required Minutes | Difference |
| A.M. Kindergarten    |                |                 |               |                |              |           | 0              | 200              | -200       |
| P.M. Kindergarten    |                |                 |               |                |              |           | 0              | 200              | -200       |
| All-Day Kindergarten | 8:05 AM        | 10:25 AM        | 10:45 AM      | 12:15 PM       | 12:45 PM     | 1:15PM    | #VALUE!        | 259              | #VALUE!    |
| Grade 1- Grade 5     | 8:05 AM        | 10:25 AM        | 10:45 AM      | 12:15 PM       | 12:45 PM     | 1:15PM    | #VALUE!        | 259              | #VALUE!    |

| Minimum Days         | 9              |                 |               |                |              |           |                |                  |            |
|----------------------|----------------|-----------------|---------------|----------------|--------------|-----------|----------------|------------------|------------|
|                      | Start of Class | Start of Recess | End of Recess | Start of Lunch | End of Lunch | Dismissal | Actual Minutes | Required Minutes | Difference |
| A.M. Kindergarten    |                |                 |               |                |              |           | 0              | 200              | -200       |
| P.M. Kindergarten    |                |                 |               |                |              |           | 0              | 200              | -200       |
| All-Day Kindergarten | 8:05 AM        |                 |               | 10:30 AM       | 11:00 AM     | 12:50PM   | #VALUE!        | 249              | #VALUE!    |
| Grade 1-Grade 5      | 8:05AM         |                 |               | 10:30 AM       | 11:00AM      | 12:50PM   | #VALUE!        | 249              | #VALUE!    |

### Mathematics Placement Act

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

### High School Exit Examination

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



## **WASC Accreditation**

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

## **PROFESSIONAL DEVELOPMENT**

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

### ***22. Teacher Professionalism***

Open School is a “one-of-a-kind” liberal arts magnet within LAUSD. There are many unique programmatic features that are key to our historical and continued success. One of which is found in our guiding principles (page 16): “Our teachers are professionals who write their own curriculum and are supported in their professional growth.” Our teachers are highly trained in constructivist teaching methodology, multi-aged teaching and create their own curriculum, while ensuring that lessons and key concepts are aligned to the standards (Common Core Standards, Next Generation Science Standards, and English Language Development Standards). Within 1600 square foot classrooms, they teach in collaborative teams, sharing clusters of students from varying grade levels. Their thematic, teacher-created curriculum is developed in collaboration with their teaching partner. This extensive, collaborative process means that it takes a minimum of two years to begin to develop an effective, project-based, constructivist curriculum and several subsequent years to further develop, refine and grow the initial curriculum. Our teachers choose to work at Open School in collaborative teams because they believe in, and are committed to, our constructivist model. They recognize, and are invested in, the high level of training, time, and hard work required to construct their own curriculum using our methodologies and philosophies.

At Open School, we strive to hire the most highly qualified teachers and are committed to maintaining the diversity of our fully credentialed staff. Due to our unique staffing needs, teacher candidates go through a rigorous hiring process. We recruit professionals with concrete, constructivist teaching philosophies. Once hired, we make considerable financial investments in order to train our teachers in constructivist methods and curriculum development. We hire and structure our teaching teams so that they are compatible and collaborative. Though Open School has limited teacher turnover, when hiring is necessary we are committed to sustaining a hiring process that is steeped in educational best practices for long-term institutional success. It is also essential that partnering teachers compliment one another’s teaching style. Our teachers must be able and willing to create a dynamic, student-centered, project-based Common Core curriculum, which develops and appreciates over time. Our teachers must also possess a high comfort level delivering curriculums that are not publisher-created and that are responsive to students’ needs.

Our teachers continuously participate in school-funded professional development opportunities. Many of our teachers have been trained at Columbia’s Teachers College in Writing Workshop. We have received formal training in Reading Workshop as well, through trainings provided by Growing Educators. Teachers have been trained in Singapore Math Model Drawing, Fosnot Math, CGI Strategies, and Thinking Maps, to highlight a few. As a cohort of learners we have also expanded

our knowledge in the areas of Growth Mindset, Social Emotional Learning, Robotics, Coding, and STEM education, especially as it pertains to the Next Generation Science Standards. Most of these learning opportunities are for the entire staff, however, as a Chosen Foundation Alumni School we also value the importance of individual teachers seeking out and participating in individualized professional development opportunities and attending conferences to heighten and extend their own best practices.

As an extension of our learning, Open School teachers also facilitate a professional day of learning for visiting educators to Open School. These educators are typically interested in learning about constructivist teaching methods and our teachers share their learning's. At Open School, as our teachers build their curriculum, they are doing so in conjunction with the interests of the students. There is an art and strategy to constructivist teaching and our teachers share their craft.

Teacher collaboration is a cornerstone of our learning community. Teachers and administrators work collaboratively to continually guide the evolution of our own learning. At our annual staff retreat, we reflect on the previous year's successes and challenges. Using the information gleaned from our annual Program Evaluation Survey (see Appendix C), as well as topics of concern developed through discussion, we set goals for growth and professional development for the year. We plan and strategize in order to enhance our goals and support our continuing growth as professionals. We carefully craft our professional development days in order to successfully implement our constructivist methods within the context of our mission statement, goals, and student achievement. It is essential that our staff development design reflect our commitment to these goals. Although specific topics and foci vary from year to year, the following describes our current formats. For our 2018-19 school year we will focus on topic such as, though not limited to, Robotics and Coding, Writing, CGI Strategies in Mathematics, and Social Emotional Learning through the Arts.

There are many institutionalized elements of professional support at our school that foster individual and team growth. These informal structures are essential to our school's professional community and may be utilized by each teacher or teaching team in a manner that supports their needs for professional growth and/or assistance. Our weekly professional development trainings stem from the outcomes of our annual staff retreat. As a group, we analyze data, reflect on our classroom experiences, examine current research and educational publications, and decide what topics we want to pursue during our professional development time. We use a variety of formats for our sessions: Teacher Dialogues, technology training, grade level/cluster articulation, vertical teams and staff presentations. Our retreats also serve as a time to foster consensus and group decision-making. We take time to participate in extensive team-building activities which are at the core of our ability to work collaboratively, create strong teacher buy-in and adhere to one of the tenets by which Open was founded, fostering a teacher and parent led school.

During Teacher Dialogues, we discuss current educational literature and research that is selected based upon specific topics that have been mutually agreed upon as areas of interest or need. The goal of our work together is to continue to improve our academic program to better meet the needs of all students. We constantly develop strategies to more effectively reach our students in the classroom as well as providing families with recommendations as to how to support these efforts at home.

We also engage in technology training and coaching. Since technology is such an integral part of our school culture, we emphasize technology integration by regularly updating equipment and software and offering professional development time for teachers to strengthen their technology skills. Our technology team, led by our technology consultant, develops and teaches these in-services. Our technology plan focuses on the use of current applications to extend and support classroom goals and projects. The technology team also separately coaches cluster teams and individual teachers so they can effectively develop and design projects that support thematic instruction. These projects are a fluid part of classroom instruction and assessment. We believe that the focused training that is supported by our coaching format provides the needed scaffolding to realize this goal.

We also devote professional development time to grade level/cluster articulation. Since each cluster has a thematic focus, we want to make sure that standards are addressed within each theme, that grade level experiences are equivalent between clusters, and that there is continuity for students as they progress through the school.

Our professional development structure provides teachers with the opportunity to work with other teachers in intensive, long-term explorations of curriculum and instruction. Through these professional development opportunities, our teachers not only become better teachers in their own classrooms, they also prove to be valuable resources for each other and the larger educational community.

Each teaching team is responsible for designing the curriculum for their students. This design is responsive to thematic focus, student interests, age appropriateness, curricular standards, teacher expertise, current events, parent and volunteer expertise, field trip opportunities, and teachable moments. The curriculum is woven together to engage and challenge staff, students, and families. This artistry necessitates detailed organization, which is supported by weekly cluster planning time. Each team is allocated an hour and a half of planning time per week, built into the school day. Although it is clear that this amount of time is insufficient to fully design and implement each cluster's curriculum, the fact that it is part of the school day sends a strong message to our community that team planning is essential.

Open School teachers also utilize their planning time to observe one another teaching and implementing best practices. This collegial spirit develops comfort within our faculty and provides immediate, sustainable professional growth and development.

Conference participation and attendance is also a major component of teacher interdependence. We strive to maintain a \$500 per teacher allotment each year to support professional growth opportunities. Many teachers are also conference presenters, district and in-service trainers, mentors and BTSA (Beginning Teacher Support and Assessment) providers. We are extremely proud to have on our staff three teachers who have achieved National Board Certification.

The dedication of the teachers at the Open School is extraordinary, not only in terms of the hours devoted to the classroom, but also in their commitment to developing as professional educators. We are proud that our exemplary level of training, professionalism, dedication, and commitment result in constructivist practices that foster high student achievement, and promote the kind of professional pride needed to achieve our goals and support our mission statement.

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

### **SUBGROUPS**

While we strongly believe that our thematic, integrated environment is conducive to meeting the needs of all students, we also understand that specific students have differing needs that must be addressed. We strongly believe these needs are best met within the context of the classroom.

Programs for our English Language Learners, GATE students, and students with Special Education eligibilities are not isolated, but fully included into the classroom.

### **23. 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*.

Our instructional approach, which is experiential and rich in context for all students, works particularly well with English Language (EL) students who need ample opportunities to engage in listening and speaking along with reading and writing. Because our educational program is highly differentiated, teachers work with our ELs in explicitly targeting language objectives during Designated/Integrated ELD (English Language Development) instruction. Our school's child-centered environment is likewise crucial for English Learners who have to learn both English and academic concepts and skills in a low anxiety, high context, and authentic manner.

Our ELD program provides instructional program options tailored to meet the diverse needs of ELs. The Structured English Immersion (SEI) program is designed for students to acquire English language skills and access to core content (CCSS and NGSS) in order to succeed in a Mainstream English classroom. The Mainstream English Instructional program (MEI) is for students who have progressively developed linguistically and academically and demonstrate reasonable fluency in English (Levels 4/5). Students will receive appropriately differentiated ELD instruction and scaffolded academic content instruction and support.

ELD instruction occurs daily for all ELs until reclassification. ELD Levels 1-3 have a minimum of 60 minutes per day in addition to grade-level core subjects. ELD Levels 4-5 have a minimum of 45 minutes per day in addition to grade-level core subjects.

In addition to Designated ELD, students are provided grade-level core content instruction that is appropriately differentiated and scaffolded in English throughout the day.

Our ELD instruction is developed as an extension of our Reading and Writing Workshop Language Arts Program. We support English learners in varying ways. We begin by recognizing that our ELD population encompasses a range of students, each with their own particular needs. Therefore, we individualize our ELD instruction to best fit the needs of individual students, just as we do our entire English Language Arts curriculum. Elements of the English language, both form and function, are explicitly taught (e.g., lessons on vocabulary development, grammar, conventions, and

sequencing). Both academic and conversational language is developed through highly rigorous and contextualized instruction.

We use many resources that are aligned with the Columbia Teachers College Reading and Writing Project, along with additional resources. We are a school that uses our resources to assist us in utilizing best practices for the benefit of our ELD students. With successful reclassification rates for the last three years (2014-15/ 23%, 2015-16/ 15% and 2016-17/ 40%) and no LTELs, we work tirelessly to ensure the success of all of our English Learners. We strategically choose our resources based on assessing our students' needs from our school wide data. We structure our ELD curriculum so that it remains consistent with the District's Master Plan, along with Open School's Language Arts curriculum.

As a District affiliated charter school, Open School shall implement the provisions of the District's Master Plan for English Learners and comply with all applicable federal and state laws, District policies and procedures related to the implementation of the English Learner Master Plan. This includes having a functioning ELAC (English Language Advisory Committee) that will adhere to District requirements should we have 21 or more EL students.

In an effort to ensure the success of our English Learner students, we have developed an expanded approach to literacy that includes technology and the arts in addition to the more traditional academic experiences. Research shows that children who are learning English benefit from opportunities to use the arts to assist in developing vocabulary, basic concepts, and reading skills. This approach combines language activities with multimedia, drama, music, and art. The ability of each student to acquire information from a variety of sources, to synthesize their knowledge and to create presentations that reflect their understanding of a given subject, is a stated goal at the Open School. By broadening and deepening our definition of literacy, we have raised the standards of literacy for all of our ELs.

Parent meetings are held regularly to review student progress toward English proficiency and core academic progress. The language that children first learn to speak at home is viewed as a rich part of their culture and is to be cherished and maintained. As we believe that the success of our children is tied to parent participation, it is essential that we communicate effectively with our parents to address the diverse language needs. Home language translators provided by the District are available as needed for meetings and teacher conferences. Diversity is celebrated and valued at Open School, and we strive to reach out to families across our District and welcome them as a vital part of our vibrant multicultural school community.

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

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

The needs of our Gifted and Talented Students (GATE) are also addressed in an inclusive way, consistent with our individualized instruction philosophy. The guidelines for GATE instruction call for differentiated instruction, instructional strategies that suit the nature of gifted students, ample opportunities for higher-level conceptual thinking, and time for gifted students to work together.

Our ultimate goal is to provide all students with access to a rigorous, well-rounded curriculum, and to provide all students with extended, enriching, and critical thinking activities that have appropriate depth and pace. We adhere to the cluster-grouping model, in which students are thoughtfully grouped together within a mixed-ability setting. These groups allow for enrichment and extension, depth and complexity, compacting and acceleration. Groups can also be flexible and changed as students make progress. Because choice keeps students motivated, groups can be formed based on area of interest. For instance, they may choose between three different class novels about the Gold Rush era.

We provide a text-rich environment and numerous opportunities for students to delve into subjects more deeply. Many projects are open-ended and give students a chance to adapt their assignments to suit their abilities, interests, and learning modalities. Students often work collaboratively, discussing ideas and concepts, and brainstorming solutions to math, science, and history problems.

We have two yearly parent education nights to assist parents in addressing topics of interest to parents of Gifted and Talented children.

The Open School will continue to diligently screen for referrals across all subgroups in all categories of gifted identification by regularly monitoring data and conferring with teachers. Approximately 18% of our school population has been identified gifted and talented in recent years. We follow LAUSD's GATE identification process and policy and will reimburse the District for testing and processing on a fee-for-service basis, as required. If Open School students participate in the Saturday Conservatory of Fine Arts, the Charter School will reimburse on a fee-for-service basis, as required.

## ***25. Students Achieving Below Grade Level***

We believe that all children can learn and, more specifically, can benefit from participating in a powerful thinking curriculum that energizes all segments of the student population. We know that the quality of the instructional program and expectations of teachers strongly influence a child's learning. We have a strong commitment to helping underachieving students reach their fullest potential. Our aim is to develop support that is not merely remedial in nature, but that enhances and enriches the development of a child's academic skills.

We use LAUSD's MISIS System, ST Math online database, Columbia Teachers College Assessment database and LAUSD's GetData System to identify our students achieving below grade level and we analyze achievement, attendance, anecdotal and additional data to pinpoint student needs. For our students we highlight academic interventions, school attendance through incentives and we work in conjunction with the student's parents as a partnership for success.

We utilize a variety of in class and pull out intervention strategies to meet the needs of our students. Differentiation and individualization allow us to target a student's specific needs. Topics such as phonemic awareness, conventions of writing, comprehension skills, math facts, and other specific skills are targeted as needed. Graphic organizers and thinking maps are used to support students as they move towards independence and deeper understanding. Although we adhere to the model that Tier I instruction is most effective, we know that students often times need intensive support to meet desired academic and social-emotional outcomes. In these cases, we embed Tier II and Tier III support along the learning continuum to ensure student success. Our Tier II instruction is supported by teachers and trained classroom aides. In math, we also utilize an after school intervention model

for our 2nd-5th grade students who need individualized, extended instruction. When necessary, we implement Tier III instruction in conjunction with Resource support services.

We use a variety of grouping strategies that ensure all students gain access to our rich, meaning-centered curriculum. In the course of any given day, a student moves through a succession of work constellations designed by the teacher for whole class, individual, and small group settings. The particular grouping strategy depends on the learning goal at hand. Research has shown that students of different academic levels often benefit from working together in small and/or cooperative groups to reach common learning goals because they can watch and learn from the ways other students approach new learning tasks.

Our Student Success and Progress Team (SSPT) meets weekly and provides a great deal of assistance to teachers and parents who are looking for ways to help students learn more productively. Our goal is to intervene early to prevent learning problems from developing by helping students before they acquire a poor self-image. The team includes our Resource Specialist, the school psychologist, grade level teacher representatives, the Principal, the child's teachers, and her/his parents or guardians. The end result of the meeting is a list of suggested accommodations and ways in which both teachers and parents can support the student's growth. Students' progress is monitored by the various stakeholders deemed responsible for the implementation of the various interventions. The team reconvenes as needed to track the student's progress, typically in eight weeks. Our SSPT chairperson monitors student progress on an ongoing basis and makes sure that information is communicated to all stakeholders for student success.

## **26. Socioeconomically Disadvantaged Students**

Socioeconomically disadvantaged students are a significant subgroup at the Open School. We have many programs, including literacy development through our literacy initiatives, such as our school wide Read-a-thon, One Book, One School Program, full-time library aide, technology instruction and support, academic assemblies and presentations, character development, Social Emotional Learning Curriculum, academic intervention and health education, to address the special needs associated with at-risk students.

Our academic program provides both in and out of classroom opportunities so that Open School students have enriching experiences that provide both context and knowledge for classroom projects and real life application. Along with our weekly enrichment programs, our students take daily and overnight field trips to venues such as the Los Angeles County Museum of Art, the Fowler Museum, the Los Angeles Zoo, the Los Angeles Opera, the Aquarium of the Pacific, Jet Propulsion Laboratory, Griffith Observatory, Riley's Farm, the Music Center, San Diego's Safari Park, Gene Autry Museum, Discovery Cube, Santa Barbara (Channel Islands) and the Catalina Island Marine Institute. Our students are also transported virtually to experiences beyond their physical reach via technology. Our students have vast access to technology at Open School. As technology is well integrated, students without computers at home have many opportunities to become comfortable and competent with using technology for academic purposes. These opportunities allow us to create unifying and enriching school-based experiences that take our students virtually beyond the classrooms for all of our students, regardless of their socio-economic background.

We use LAUSD's MISIS System and LAUSD's GetData System to identify our socioeconomically disadvantaged students and we analyze achievement, attendance, medical history and additional data to pinpoint student needs. For our students we highlight academic interventions, school attendance through incentives and transportation vouchers or LAUSD magnet transportation, SSPT meetings, access to nursing services, mental health programs, Operation School Bell, Free or Reduced Lunch, and Youth Services or STAR After-school program scholarships. Open School also utilizes the District's MOU, by way of a school site SDA with The Help Group, monitored by our school principal and psychologist, to work with students in the areas of mental health, family services and personal development. Our school nurse screens for obesity, asthma, vision, hearing and other health risks particular to socioeconomically disadvantaged student populations. These services and more are offered for students and their families to provide them access to thorough progress monitoring.

All student needs for these services and others will be monitored by our teachers, administrative team, and office staff by way of District software and personal connections with students and families. Our Curriculum Extension Teacher will lead this work by collaborating with all stakeholders to ensure academic and support services are provided for our at-risk students. The overall development of our at-risk students is constantly monitored and adjusted for by the administrative team.

### **Students with Disabilities**

#### **Special Education**

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

#### **Conversion Affiliated Charter**

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

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

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

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



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

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

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

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

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

#### **b. Transferring Students**

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

#### **c. Assessments**

The referral process shall include Student Success Team (SST) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student

strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

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

**d. Alternative Placements**

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

**e. Least Restrictive Environment**

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

**f. Staffing Requirements**

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

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

**g. Student Discipline/Inclusion**

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

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

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

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

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, both the District Affiliated Charter School and the

District will be named as respondents. Whenever possible, the District and the District Affiliated Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

### **3. Complaints**

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

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

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

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

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

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

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

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

online IEPs and tracking of related services provided to students during the course of their education.

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

- Monthly SESAC and Suspension data

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

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

## **27. Students in Other Subgroups**

If you walk onto Open School's campus, you will see the true beauty of diversity. Open School's magnet program affords us great diversity through the enrollment process. Historically, Open School has maintained an ethnic student balance of 40% White and 60% Non-White. This configuration is in line with the federal government's desegregation policy for Magnet Schools to reduce the harms of racial isolation.

All of our subgroups including, but not limited to gender, ethnicity, socio-economic status, and language classification are making strides and have surpassed current District and State achievements. We have especially worked intently to close the achievement gap prevalent among African American, Latino, Special Needs and socioeconomically disadvantaged students. Foster Youth will also be supported at Open School for ultimate success.

We use LAUSD's MISIS System and LAUSD's GetData System to identify our different subgroups and we analyze achievement, attendance and additional data to pinpoint student needs. Academic interventions, school attendance incentives, culturally relevant pedagogy and literature, School Success and Progress Team meetings, translation for student/parent/teacher conferences and nursing services are a few of the services students will have access to through this monitoring process.

We have character education and nutrition, to address their special needs and associated risks. Our school nurse screens for obesity, asthma, and other health risks particular to socioeconomically disadvantaged student populations. Our academic program provides both in and out of classroom opportunities so that Open School students have enriching experiences that provide both context and knowledge for classroom projects and real life application. Along with our weekly enrichment programs, our students take daily and overnight field trips to venues such as the Los Angeles County Museum of Art, the Fowler Museum, the Los Angeles Zoo, the Los Angeles Opera, the Aquarium of the Pacific, Jet Propulsion Laboratory, Griffith Observatory, Riley's Farm, the Music Center, San Diego's Safari Park, Gene Autry Museum, Discovery Cube, Santa Barbara (Channel Islands) and the Catalina Island Marine Institute. Our students are also transported virtually to experiences beyond their physical reach via technology. Our students have vast access to technology at Open School. As technology is well integrated, students without computers at home have many opportunities to become comfortable and competent with using technology for academic purposes. These opportunities allow us to create unifying and enriching school-based experiences that take our students virtually beyond the classrooms for all of our students, regardless of their socio-economic background.

We use LAUSD's MISIS System and LAUSD's GetData System to identify our socioeconomically disadvantaged students and we analyze achievement, attendance, medical history and additional data to pinpoint student needs. For our students we highlight academic interventions, school attendance through incentives and transportation vouchers or LAUSD magnet transportation, SSPT meetings, access to nursing services, mental health programs, Operation School Bell, Free or Reduced Lunch, and Youth Services or STAR After-school program scholarships. Open School also utilizes the District's MOU, by way

of a school site SDA with The Help Group, monitored by our school principal and psychologist, to work with students in the areas of mental health, family services and personal development. Our school nurse screens for obesity, asthma, vision, hearing and other health risks particular to socioeconomically disadvantaged student populations. These services and more are offered for students and their families to provide them access to thorough progress monitoring.

All student needs for these services and others will be monitored by our teachers, administrative team, and office staff by way of District software and personal connections with students and families. Our Curriculum Extension Teacher will lead this work by collaborating with all stakeholders to ensure academic and support services are provided for our at-risk students. The overall development of our at-risk students is constantly monitored and adjusted for by the administrative team.

## **28. “A TYPICAL DAY”**

While every cluster has its own unique character and routines, this is what a typical day might look like.

The day begins with Breakfast in the Classroom. Students are managing the routine: setting up the food, putting out tablecloths, checking off who is eating, and making sure everyone is cleaning up after themselves. As students eat, one teacher is supporting parents and / or students who have questions or concerns while the other teacher is reading the current chapter book out loud. In another room, you might see small groups of children doing various independent activities such as oral language practice, sharing books, or doing something math related.

As the students finish eating, the room transitions to a student-led morning meeting where class business such as attendance and cafeteria count is conducted, birthdays are celebrated, and announcements from Student Council are made. If there are any questions about the weekly homework, they are asked and answered. EL students might be pulled aside to preview or review vocabulary or practice a needed skill. Another classroom goes outside for some physical education time.

The class then transitions to a Reading Workshop. A teacher presents a mini-lesson, which might be based on a picture book that is being read aloud, or a shared, or group reading text. Following the lesson, the students read their self-selected books and the teacher’s conference with individual students and hold small group lessons organized around specific needs. You would see students all over the room, reading in their just right reading spots, jotting in their notebooks, or quietly discussing an element of their text with their reading partner.

After recess, the class might be split into two groups. Half of them would be working on math with one teacher, while the other half is doing Writing Workshop. The math lesson would be using technology, manipulatives, or other math tools to support the students in moving from concrete representations to more abstract understandings of the topic being studied. After the initial lesson, the teacher might pull a smaller group of students who might need more support in attaining the goals of the lesson. Students would be working together as well, as they practice the skill being

studied. There would be a quiet buzz of conversation. There might be a connection between the math being studied and the class theme. Students might be learning how to measure so that they can make sure the costumes they are building fit them, or figuring out the area of the space research stations they've designed, or calculating the number of seeds in a pumpkin, or what amount of certain ingredients they would need to make gingerbread.

On the other side, or in another room, the teacher might be teaching a lesson to start off the Writing Workshop. The teacher could be doing a mini-lesson on using descriptive language or reading a book that will be a mentor text for the writing that the students will be doing. As they are released, students might be writing in notebooks, on paper, or on the computers. They might be planning a piece using a Thinking Map, or working on a first draft, revising and editing to create their next best draft, or sharing their writing with a peer to receive feedback and suggestions. Often the writing will be connected to the thematic curriculum in some way, as students might be writing about a recent field trip, or an informational piece about a topic the class is studying, or an opinion piece about something they have just read. They also might be using this time to work on a multimedia presentation to share their writing.

After lunch, the class might again be split in half to study science and social studies. The science concept would be connected to the cluster's theme. For example, a cluster that builds a city might be studying electricity so that they can figure out how to power their city, or a cluster with toys as their theme might be studying balance and connecting it to a game like Jenga. Another cluster might be planning their model bridges that are being designed to span part of the LA River. The science would include hands-on experiences, learning more about the topic through reading, research, and videos, and doing some content area writing.

During the social studies rotation, students might be gathering information about a topic and putting it on a Thinking Map for future use. They could be participating in a simulation about being on a wagon train and traveling west to California. They might be using Tynker to create an interactive timeline about the life of Dr. Martin Luther King, Jr, or having a discussion about how the literature they were reading earlier connects to the social studies they are studying. Another class might be making presentations about what they think happened to the Lost Colony of Roanoke, while a different class is making videos about the countries they are studying. Generally the time would start with a lesson or group discussion about the topic and then the students would be released to get to work, sometimes individually, often times in partnerships or small groups.



## **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 school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)*

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

### **STANDARDIZED TESTING**

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

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

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

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

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

Please refer to the LCFF Tables provided in Element 1.

## **MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

Please refer to the LCFF Tables provided in Element 1.

## **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.

Open School will monitor and measure student progress toward mastery of state standards by using the following assessment tools:

- CAASPP (Grades 3-5)
- Columbia Teachers College Reading Assessment (Grades K-5)
- Interim Block Assessments (Grades 3-5)
- ST Math Progress Monitoring (Grades K-3)
- Teacher-created assessments (Grades K-5)
- Project-based assessment (Grades K-5)
- Student Portfolios (Grades K-5)
- Math Expressions Assessments (Grades K-5)

These assessments will be conducted on an ongoing, as needed basis throughout the school year. Our students are expected to make progress towards grade level standards and are monitored, at least tri-annually via report cards and formative assessments.

## **DATA ANALYSIS AND REPORTING**

To evaluate the educational experiences for students at Open School, we utilize a variety of tools. Our approach to assessment has several guiding principles:

- Assessment is continuous and informs every aspect of instruction;
- Both formal and informal assessments are important for a teacher to truly understand his/her students;
- Assessment is integrated with learning;
- Every interaction with a student gives a teacher an opportunity to learn more about what that student knows and understands;
- Assessment involves what students know, do, and how they use what they know to learn;
- Assessment is developmentally appropriate;
- Assessment involves collaboration among teachers, students and parents.

In order to enhance the limited information provided by traditional standardized tests, the Open School has designed student assessments that are valid, reliable, and congruent with our constructivist practices. We believe an effective assessment program must be firmly rooted in the teaching process and be relatively simple, thereby enhancing, rather than negatively impacting, the natural teaching/learning interaction. To this end, our assessment methods are multidimensional and, like the learning process itself, complex.

Currently, Open School utilizes a multidimensional approach to monitor student progress that includes both performance-based tasks and standardized measures. We assess the attainment of student goals, benchmarks, and performance outcomes through rubrics, continuous progress records, classroom-based benchmark assessments, portfolios, performance tasks, standardized achievement tests, individualized student/teacher conferences and, when developmentally appropriate and consistent with our curriculum, District-mandated assessments.

We firmly believe that a crucial part of the educational process is supporting students in developing their capacity for self-assessment. Students use rubrics, peer conferencing, and portfolios to evaluate their own progress. In student-led parent/teacher conferences, our students report on their own progress using rigorous standards to evaluate their own learning and set goals for future growth.

Our site-designed electronic progress report allows us to generate a variety of reports charting individual and group progress over time to more effectively meet student needs and inform our practices. We have also created electronic versions of the Columbia Teachers College Reading Workshop assessments that include reports that are linked to the report card database and which can also generate individual student and whole class group reports.

In addition to the assessment methods described above, Open School annually evaluates its overall educational program through a Program Evaluation Survey (Appendix C) that is sent to all families. The degree of satisfaction with the school's program is extremely high among all stakeholders. Survey results over the last five year period indicate that parents believe the curriculum is developmentally appropriate, continuity and articulation between clusters is strong, the program has positively impacted children's work habits and social development, teachers have extremely positive relationships with the students, and families and staff collaborate and communicate effectively.

In Mathematics, as we continue to work with the Common Core Standards, we have been investigating and creating curriculum and assessments that are valid, reliable, and cover the mathematical content. We will create a platform on which these assessments can be scored, printed, produced and shared, just as we have done in language arts. Where possible and effective, we will utilize precise and efficient computer adaptive assessments to track the timely progress of our students.

Assessment results are analyzed and discussed at staff meetings and our annual Retreat where collaborative decisions are made about our programs. Programmatic changes are proposed, discussed, and then planned to improve the quality of instruction for all students. Results and any proposed changes in the program are then reported to the Governing Council for further input before implementation.

Through this multidimensional approach, we are able to create an authentic and comprehensive picture of student progress and are able to modify and adapt instruction to meet individual needs. Tier I and Tier II Interventions are implemented based on the outcomes of these assessments.

We agree to comply with and adhere to the State requirements for participation and administration of all state mandated tests. As a District affiliated charter school, Open School will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.

It is worth noting, however, that, due to our team teaching model, student achievement testing reports generated based on an individual teacher's roster do not fully provide the applicable data for all of the students that teacher is responsible for teaching, nor is the designated teacher solely responsible for the achievement results in the report.

### **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.

Open School uses a school-created progress report, which is aligned by grade level to the Common Core standards. Our progress report addresses the academic and social emotional development of our students. Our progress report is disseminated to parents three times per school year, in conjunction with two student/parent/teacher conferences.

We adhere to LAUSD policy as it pertains to student promotion and retention.

## ELEMENT 4 – GOVERNANCE

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

### GENERAL PROVISIONS

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

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

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

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

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

### LEGAL AND POLICY COMPLIANCE

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

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

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

## **STAKEHOLDER INVOLVEMENT**

The Open School is governed by (Appendix D):

- The LAUSD Board of Education
- Educational Services Center-West
- Our Local School Leadership Council (Governing Council)
- Eleven Open School Committees

### ***Purpose***

The Open School is an affiliated charter school locally governed by parents, teachers, and administration in a dynamic and successful collaborative structure that focuses on the needs of the child. Parents are partners in education at the Open School. They are an integral element of our school, fully participating in every facet of the school program, from collaborative governance to classroom instructional support. Since our inception 40 years ago, our governing structure has consisted of a school-based management process designed to build consensus among faculty, administration, and parents.

The local governance of the Open School is conducted via the Governing Council. The Governing Council was established to promote a cooperative and positive effort among teachers, administrators, and parents to ensure the achievement of program goals and to develop the best possible educational program for all students at the Open School. The Governing Council acts as the primary decision-making body for the school.

The Governing Council is charged with prioritizing educational needs in order to encourage each student to realize his or her maximum potential. To support this goal, the Governing Council identifies budgetary priorities involving the use of discretionary funds, develops the school's LCAP and annual updates, evaluates the academic effectiveness of the Open School's overall program, and makes recommendations for improvement. In order to develop the school's LCAP, the LCFF and the eight state priorities are explained to all stakeholder in a governing council meeting, with the overarching goal to align the LCAP with the school's charter and SPSA (when applicable). Other data, such as the LAUSD School Report Card, EL Progress monitoring, and other documentation are important to this process as well. After a full review of all stakeholder input, the leadership team presents the final LCAP to the Governing Council for its review and approval, prior to submission to LAUSD.

At Open School we communicate with our parents and teachers about the school's education program in several ways: staff development, governing council meetings, data review, parent education nights are a few of these ways.

Our website is a vital way of communicating a disseminating information to all of our stakeholders. Open School's website contains the latest news and updates for parents and

the larger community. Our home page highlights the most current events, including a sidebar of upcoming activities. We also have dedicated sections of our website clearly demarcated with tabs for News, Calendar, Information on Events, How to Get Involved, After School, and Parent Resources.

Our website contains ways parents can volunteer their time. There is a link to our Volunteer Handbook listing events and who to contact, how to join Governing Council, and best ways to volunteer in the classroom. Parents are also encouraged to fill out our Online Volunteer Form that links to our committee chairs. Descriptions about each committee are also available on the sidebar.

Parents can go to the Parent Resources section to retrieve their log in number (used for certain areas of our website), gain access to our online directory, and to obtain various forms (e.g., field trip slips, district calendars, school menus, and medical forms). Other pertinent resources are available and updated throughout the year. Our teachers use the website as a source of effective communication to parents. Electronic messages are sent to parents via the website, and is a well-developed resource for all school information.

It also establishes committees and/or task forces as necessary to implement the business of the Governing Council and to facilitate its functioning.

### ***Membership***

Historically, we've had one council for the purpose of local school decision-making, rather than a School Site Council (SSC) and a Local School Leadership Council (LSLC). Our Governing Council is configured to represent both staff and parents. It is made up of 12 parents and 12 staff members. The parent representatives on the Council are comprised of 12 elected parents. The 12 staff members are comprised of 8 general education teachers, 1 resource teacher, the principal, the magnet coordinator, and 1 classified staff representative.

Compositionally our governing council structure has been aligned with the configuration of SSC, which requires parity, rather than having more teachers, which is how an LSLC is structured. Since our inception over 40 years ago, our governing structure has consisted of a school-based management (SBM) decision-making process designed to build consensus among faculty, administration, and parents. Through the years, under our SBM model, we have been afforded the opportunity to make local school leadership decisions as a collaborative community, a process that we deeply value.

In addition, the decisions that the Governing Council has been responsible for in the past are not the same decisions that can be decided upon by an SSC. As outlined in UTLA/District CBA, Article XXVII, continuing our SBM model will allow us to, in addition to making decisions which fall under the purview of SSC, continue to make the following decisions: staff professional development, student discipline guidelines and code of student conduct, schedule of school activities, events and special schedules, guidelines for the use of equipment, and local budgetary matters.

In order for our Governing Council to act as both an LSLC and an SSC, we submit waivers requests to the appropriate bodies yearly. If we are not granted a waiver, then we shall have both an SSC and an LSLC. The number of members and composition of the Local School Leadership Council will be as follows: There will be 8 members on the Local School Leadership Council. 50% of the committee will be made up of 3 teachers and 1 UTLA Chapter Chair; the other 50% of the committee will be comprised of 1 Principal, 1 classified staff, and 2 parents.

The Open School is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over the Open School. Governance at the school site level shall be in accordance with the provisions of this petition and will be consistent with all applicable state and federal laws and regulations and the provisions of collective bargaining agreements (CBAs). Any governance 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, Article XVII of the LAUSD-UTLA CBA must be adhered to, particularly in regards to Local School Leadership Council composition and responsibilities.

The Open School will comply with the Brown Act and other laws governing public meetings.

Members of the Open School's Governing Council, any administrators, managers or employees, and any other committees of the Open School shall comply with federal and state laws, nonprofit integrity standards, and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest.

Governing Council elections are held each April for the following year, with parents electing parents and faculty selecting faculty representatives. Officers are then elected by all of the Governing Council members during the May meeting. Membership and its definitions, succession, voting rights, termination of membership, resignation, and vacancies are covered in detail in our By-Laws, Article III, Membership (see Appendix D). The procedure followed for conducting elections and soliciting candidates is also delineated in our By-Laws, in Article IV, Elections, Sections 1-5.

Governing Council meetings are held one Thursday evening per school month, depending on the school calendar, and are open to everyone in the entire school community, though only elected Governing Council members can vote on matters put to Council vote. The Governing Council's Executive Committee, consisting of the President, Vice-President, Secretary, Treasurer, Principal, and Teacher Representative, sets the agenda based on input from the community. Parents are notified of the agenda 72 hours in advance of the meeting date. Our weekly "Thursday's Backpack" (school wide electronic newsletter) contains Governing Council agendas, meeting notices and Governing Council actions. The secretary of the Governing Council takes minutes at every meeting and once the full Governing Council has approved the minutes, they are made available via our website.

Korean and Spanish interpreters are provided upon request. Free childcare is available for all meetings.



## ***Committee Descriptions***

Standing committees, composed of parents/guardians and faculty/staff members, carry out the majority of the Governing Council's work, overseeing areas such as budget, site maintenance, by-laws and charter review, staff selection, and communication, among others. (See committee descriptions below.) From time to time, as is deemed necessary by the Governing Council, task forces or subcommittees may be convened to address specific issues. The President of the Governing Council appoints the parent co-chairpersons of these task forces or subcommittees to fulfill the same responsibilities as standing committee chairpersons as described below.

All standing committees, with the exception of Staff Selection and Budget Committee (see Staff Selection and Budget descriptions below) adhere to the following membership, meeting procedures, as well as chairperson selection procedures. Standing committee participation is available to parents/guardians of currently enrolled students and all faculty and staff. Each standing committee is co-chaired by one parent/guardian and one faculty/staff member. The Governing Council's Executive Board may grant exceptions to the co-chair composition on an as-needed basis. Committee members select the parent/guardian chairperson, or the President of the Governing Council may appoint them. Parent/guardian chairpersons need not be elected members of the Governing Council. Faculty/staff volunteer to serve as committee co-chairpersons at the beginning of each school year.

Standing committees have no fewer than two members and there is no limit for a maximum number of members. Committee membership varies by committee, but each committee has an average of approximately 8 members annually. Committee chairpersons are responsible for convening and chairing all meetings and for reporting the outcome or progress of the meetings to the Governing Council. Committee meetings are scheduled in advance and posted to the school wide community on the school website and via email announcements. All parents/guardians and staff/faculty are invited and encouraged to attend all committee meetings.

The Governing Council has established committees that will continue to address the ongoing needs of the school. The following committees adhere to the membership, chairperson selection and meeting procedures stated in the previous paragraph.

### **After School Committee**

The After School Committee is available to parents/guardians of currently enrolled students and all faculty and staff. It is co-chaired by one parent/guardian and one faculty/staff member. Committee members select the parent/guardian chairperson, or the President of the Governing Council may appoint them. Parent/guardian chairpersons need not be elected members of the Governing Council. Faculty/staff volunteer to serve as committee co-chairpersons at the beginning of each school year. This committee has no fewer than two members and there is no limit for a maximum number of members.

The After School Committee oversees all afterschool programs at the Open School. The committee surveys the needs and interests of students and their families to offer various after school options, including District programs such as Beyond the Bell, and fee-based supervision such as STAR. In addition, families can elect to enroll in fee-based enrichment classes led by trained specialists. With such classes as athletic programs, yoga, Lego Robotics, photography, Spanish, and chess, there is a multitude of extended learning opportunities to choose from throughout the school year. We offer income-based scholarships for all after school programs to make them financially accessible to all of our students. The After School Committee will continue to bring educational and interesting choices for our students beyond the school day.

### **Bylaws, Charter, and Program Evaluation Committee**

The Bylaws, Charter, and Program Evaluation Committee is available to parents/guardians of currently enrolled students and all faculty and staff. It is co-chaired by one parent/guardian and one faculty/staff member. Committee members select the parent/guardian chairperson, or the President of the Governing Council may appoint them. Parent/guardian chairpersons need not be elected members of the Governing Council. Faculty/staff volunteer to serve as committee co-chairpersons at the beginning of each school year. This committee has no fewer than two members and there is no limit for a maximum number of members.

The Charter and Bylaws are the documents that govern the Open School. The Bylaws, Charter, and Program Evaluation Committee is charged with the responsibility of analyzing both the current Charter and Bylaws. The committee determines whether any amendments are necessary or advisable and brings the Bylaws and Charter into conformity with one another in the event of any discrepancies. Accordingly, the policy and process issues discussed in this committee are fundamental to the operation and governance of the school. The committee makes recommendations to the Governing Council for its consideration. Amendments to the Bylaws are made through the Governing Council. In addition, this committee also oversees the Governing Council elections in April of each year.

The Program Evaluation work begins each March as this committee reevaluates and, if necessary, redesigns the previous year's Program Evaluation Survey. Any additions or changes made are based on the previous outcomes, curricular or program changes at the school, and feedback from parents and teachers. Questions may be revised for clarity, or new questions may be added and others deleted, to procure the information sought. Once the evaluation questionnaires are finalized, they are translated as needed and sent home electronically on a site such as Survey Monkey. Both students and parents complete evaluations. The committee then reviews the responses, with results reported to the Governing Council and teachers. This information is then used to guide our annual staff retreat and plan for the upcoming year.

## **Communication Committee**

The Communication Committee is available to parents/guardians of currently enrolled students and all faculty and staff. It is co-chaired by one parent/guardian and one faculty/staff member. Committee members select the parent/guardian chairperson, or the President of the Governing Council may appoint them. Parent/guardian chairpersons need not be elected members of the Governing Council. Faculty/staff volunteer to serve as committee co-chairpersons at the beginning of each school year. This committee has no fewer than two members and there is no limit for a maximum number of members.

This committee is responsible for ensuring that we have effective home-school communication systems, updating and upgrading them as necessary. In recent years, they have updated our website, created an electronic Open School Directory, and have greatly reduced our paper use by migrating most of our communication online. They continue to work on making sure that our website is up-to-date in its information and is a useful, relevant, and easy to use tool for all community members.

## **Community Building and Education Committee**

The Community Building and Education Committee is available to parents/guardians of currently enrolled students and all faculty and staff. It is co-chaired by one parent/guardian and one faculty/staff member. Committee members select the parent/guardian chairperson, or the President of the Governing Council may appoint them. Parent/guardian chairpersons need not be elected members of the Governing Council. Faculty/staff volunteer to serve as committee co-chairpersons at the beginning of each school year. This committee has no fewer than two members and there is no limit for a maximum number of members.

This committee is responsible for planning and organizing events that celebrate, enhance, and educate our community. They have held many informative parent education nights, including a viewing of the movies “Race to Nowhere,” “Screenagers,” and “Most Likely to Succeed,” as well as math nights, brain-based education from the ABCD Study from UCLA, and Life After Open, an event to help educate our parents on middle school options. They also plan and facilitate our annual Open School Day celebration, during which the entire school celebrates the diverse families that make up our community. In addition, they plan and organize educational events for our students during our two yearly conference weeks so that the teachers can meet with every student and their parents for a student-led conference. Themes for these weeks have included a College/Career week, Science Week, Math Week and a Respect week.

## **English Learner Advisory Council**

The English Language Advisory Council adheres to the State and District guidelines of ELAC. Currently, based on enrollment requirements of 21 or more students, we do not have an ELAC, however we will adhere to all necessary mandates required for establishing an ELAC.

The English Learner Advisory Committee discusses issues of importance to English Language Learners and their parents. Examples of such issues include: home language communication, monitoring the progress of EL students and their path toward redesignation, parent involvement, student attendance and the use of funds to support the needs of English Language Learners. Meetings are held monthly and translation is provided. The chairperson of this committee (when in operation) also attends District English Learner Advisory Council meetings and reports to the Governing Council.

### **Hospitality and Volunteer Coordination Committee**

The Hospitality and Volunteer Coordination Committee is available to parents/guardians of currently enrolled students and all faculty and staff. It is co-chaired by one parent/guardian and one faculty/staff member. Committee members select the parent/guardian chairperson, or the President of the Governing Council may appoint them. Parent/guardian chairpersons need not be elected members of the Governing Council. Faculty/staff volunteer to serve as committee co-chairpersons at the beginning of each school year. This committee has no fewer than two members and there is no limit for a maximum number of members.

This committee is responsible for hosting events on our campus such as magnet tours, the Open School Institute, an evening to meet the Governing Council candidates, and coffee hours. They also assist with welcoming new families at events such as our Back to School Picnic and recruiting for our valet drop-off program. They also help recruit, inform, and organize parent volunteers for all school events. The committee is dedicated to helping match volunteers with jobs that suit specific interests, talents and schedules. One of the first events of the year that the committee organizes is the Open School Family Mentor Program that introduces new students and their families to the Open community by pairing incoming families with returning families. The program strives to ensure that incoming families transition to their new school environment as smoothly as possible. The committee helps recruit volunteers for school events through targeted communications and volunteer opportunities.

### **Library Committee**

The Library Committee is available to parents/guardians of currently enrolled students and all faculty and staff. It is co-chaired by one parent/guardian and one faculty/staff member. Committee members select the parent/guardian chairperson, or the President of the Governing Council may appoint them. Parent/guardian chairpersons need not be elected members of the Governing Council. Faculty/staff volunteer to serve as committee co-chairpersons at the beginning of each school year. This committee has no fewer than two members and there is no limit for a maximum number of members.

The Library Committee implements school wide literacy activities and oversee the operation of our school library. Recently these events have included: themed annual read-a-thons in which the entire school, students and staff, compete against each other to read the most minutes; book fairs during student-led parent/teacher conference week; vacation

challenges during which students track their reading; a book swap program, and monthly author visits.

### **School Safety Committee**

The School Safety Committee is available to parents/guardians of currently enrolled students and all faculty and staff. It is co-chaired by one parent/guardian and one faculty/staff member. Committee members select the parent/guardian chairperson, or the President of the Governing Council may appoint them. Parent/guardian chairpersons need not be elected members of the Governing Council. Faculty/staff volunteer to serve as committee co-chairpersons at the beginning of each school year. This committee has no fewer than two members and there is no limit for a maximum number of members.

The School Safety Committee has a broad and vital function: to outline the Safe School Plan and implement procedures in the event of any natural disaster or unsafe situation that may occur while students are present on our school campus. This committee oversees emergency/earthquake preparedness, identifies safety hazards, plans procedures in the event of a lock-down situation, and reports its recommendations and progress to the Governing Council.

### **Site Committee**

The Site Committee is available to parents/guardians of currently enrolled students and all faculty and staff. It is co-chaired by one parent/guardian and one faculty/staff member. Committee members select the parent/guardian chairperson, or the President of the Governing Council may appoint them. Parent/guardian chairpersons need not be elected members of the Governing Council. Faculty/staff volunteer to serve as committee co-chairpersons at the beginning of each school year. This committee has no fewer than two members and there is no limit for a maximum number of members.

The Site Committee is responsible for the maintenance and improvement of the physical site of the school. This committee works collaboratively with the District to plan and implement improvements needed to both maintain the quality and integrity of the school program and meet District guidelines. This committee also researches and seeks outside funding opportunities for such improvements.

The last two committees, Budget Committee and Staff Selection Committee, adhere to different criteria for parent members. These criteria are explained within their respective sections.

### **Budget Committee**

The Budget Committee is responsible for overseeing the financial administration of the school. The Committee parent co-chair is also the Treasurer of the Governing Council. There is one faculty/staff member co-chair who volunteers at the beginning of the school year. Committee membership is open to parents/guardians of currently enrolled students

and all faculty and staff. This committee has no fewer than two members and there is no limit for a maximum number of members. The number of committee members is not specified.

This annual Open School budget (which includes District funds, grants, donations and fundraising revenues) optimizes the use of these resources in order to best meet the school-wide goals and priorities that support our quality learning community. Block grant funding supports responsive distribution of allocated monies and allows this committee the flexibility needed to use the funds effectively. The voting members of the Governing Council approve the annual Open School budget in May for the following school year.

### **Staff Selection Committee**

The Staff Selection Committee is available to parents/guardians of currently enrolled students who have been at the school at least two years and to all faculty and staff. It is co-chaired by one parent/guardian and one faculty/staff member. Committee members select the parent/guardian chairperson, or the President of the Governing Council may appoint them. Parent/guardian chairpersons need not be elected members of the Governing Council. Faculty/staff volunteer to serve as committee co-chairpersons at the beginning of each school year. This committee has no fewer than two members and there is no limit for a maximum number of members.

A key factor in our successful educational program is our high level of teacher expertise, historically drawn from a diverse and broad teacher pool. We choose qualified applicants who possess skill sets that meet our particular curricular needs. In order to find these qualified candidates, we need flexibility to recruit, interview, and choose teachers in accordance with the Personnel Commission and LAUSD HR Policies. The Open School has had limited teacher turnover. However, when selection is necessary, we are committed to sustaining an autonomous process that is steeped in educational best practices for long-term institutional success. We require selection procedures that sustain the continuity of our teaching teams and maintain the quality of our unique, school-funded teacher training and professional development.

At the Open School the employee selection processes are rigorous and deeply rooted in consensus and community buy-in. We remain committed to the phases of our selection process in an effort to always hire the most effective candidates. The Staff Selection Committee is responsible for the discrete nature and validity of the process. The Staff Selection Committee is comprised of teachers from each cluster, as well as the resource specialist, parents, classified personnel representative, and administrators.

At Open School we follow all LAUSD guidelines for selecting teachers. In addition, we have a four-phase selection process once a candidate meets LAUSD standards and guidelines. Phase one begins by advertising the position and soliciting applications. The entire selection committee screens the resumes for basic criteria such as relevant experience, familiarity with constructivist practices, team teaching ability, appropriate credentials, and academic expertise. Qualified candidates who are selected matriculate into phase two of the selection process and are scheduled for an initial interview with a

sub-committee, which includes administrators and a subset of parents and teachers. Candidates whom this group finds qualified move into phase three. Phase three consists of the candidate doing a demonstration lesson, preferably in their own classroom, which is observed by the sub-committee. Candidates then have a second interview with the entire selection committee. The selection committee uses a predetermined rating scale to rate the candidates individually. Based on the rating scales and discussions, the committee creates a list of candidates they find eligible for employment at the Open School. Top candidates from the eligibility list move into phase four. In phase four the candidates meet individually with their potential teaching partner and possibly an administrator and other teachers. In order to promote a powerful collaborative working environment, the team teacher, in collaboration with the principal, has the final decision in the selection of his/her partner.

Our principal selection process mirrors our teacher selection in many regards. In phase one we advertise and recruit viable candidates. Once we receive an ample amount of qualified applicants, the entire selection committee, with involvement of the Education Service Center Director, reviews all of the applications using a predetermined rating scale. Qualified candidates are selected to matriculate into phase two of the selection process and interview with the entire committee. In an effort to prepare for the interview, all candidates are encouraged to familiarize themselves with our school charter. Phase two also includes a writing component. The selection committee rates the candidates on their interview and written response, using a predetermined rating scale. Once a candidate has successfully completed phase two, they tour the campus and observe classrooms. We take this time to answer any questions they might have. Phase three may consist of all or some of the following components: a sub-committee visitation to the candidate's current school site (upon permission), a second committee-wide interview, and/or a meet and greet of the applicant with members of the Open School's stakeholder groups. These additional components may be necessary to make a final decision between top candidates from our eligibility list. After our process, final candidates will be submitted to the Local District Superintendent for final selection.

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

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

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

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

## **RESPONDING TO INQUIRIES**

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

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

## **NOTIFICATION OF THE DISTRICT**

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

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

## **STUDENT RECORDS**

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

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



## **PARENT ENGAGEMENT**

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

## **FEDERAL PROGRAM COMPLIANCE**

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

## **ELEMENT 5 – EMPLOYEE QUALIFICATIONS**

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

### **EQUAL EMPLOYMENT OPPORTUNITY**

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

### **STAFFING**

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

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

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

### **Certificated Personnel**

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

## **Classified Personnel**

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

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

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

### **GENERAL PROVISIONS**

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

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

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

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Integrated Safe School Plan), and keep it readily available for use and review upon District request.

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

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

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

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

## **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

## **SAFE PLACE TO LEARN ACT**

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

## **SUICIDE PREVENTION**

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

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

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

### **COURT-ORDERED INTEGRATION**

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

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

## ELEMENT 8 – ADMISSION REQUIREMENTS

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

### GENERAL PROVISIONS

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

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

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

### Student Recruitment

As an LAUSD Magnet School we adhere to the recruitment and enrollment practices of the Office of Student Integration in LAUSD instead of a charter lottery system. Open School will attend LAUSD magnet fairs and community school fairs to recruit students districtwide. Our recruitment efforts, although vast, are contingent upon transportation provided by the Office of Student Integration.

## **SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM**

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

## **MAGNET PROGRAM**

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

## **HOMELESS AND FOSTER YOUTH**

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

## **NON-DISCRIMINATION**

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

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



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

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

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

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

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

## ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

### GENERAL PROVISIONS

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

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

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

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

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

### STUDENTS WITH DISABILITIES

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

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

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

### **NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE**

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

### **OUTCOME DATA**

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

### **READMISSION**

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

### **GUN FREE SCHOOLS ACT**

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

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

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

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

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

## ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

## **ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES**

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

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

## ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School: [Open Charter Magnet School]  
c/o School Principal  
[5540 West 77th St.]  
[Los Angeles, CA 90045]

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

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



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

## ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

### CLOSURE ACTION

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

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

### REVOCATION OF THE CHARTER

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

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

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

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils, or otherwise takes specific Board action

to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

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

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

### **CLOSURE PROCEDURES**

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

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

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

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

## **ADDITIONAL PROVISIONS**

### **FACILITIES**

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

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

### **FISCAL MATTERS**

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

### **Local Control and Accountability Plan**

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

## **ADDENDUM**

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

Open Charter Magnet (also referred to herein as “Open School”, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

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

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

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

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

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

### **Curriculum and Instruction**

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

### **Transitional Kindergarten**

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

## **Academic Calendar and Schedules**

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

## **Mathematics Placement Act**

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

## **High School Exit Examination**

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

## **WASC Accreditation**

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

## **PROFESSIONAL DEVELOPMENT**

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

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

### **English Learners**

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

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

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

## **Students with Disabilities**

### **Special Education**

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

### **Conversion Affiliated Charter**

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

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

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

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

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

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

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

The District Affiliated Charter School will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-



reviews, complaints monitoring, procedural safeguards, and the local plan). The District Affiliated Charter School will participate in internal validation review (“DVR”).

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

#### **b. Transferring Students**

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

#### **c. Assessments**

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

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

instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

**d. Alternative Placements**

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

**e. Least Restrictive Environment**

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

**f. Staffing Requirements**

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

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

**g. Student Discipline/Inclusion**

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter

School will convene a manifestation determination IEP set forth in the District's Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

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

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

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

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

## **3. Complaints**

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

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

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

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

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

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

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

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

- Monthly SESAC and Suspension data

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

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

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

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

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

## **STANDARDIZED TESTING**

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

District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

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

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

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

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

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

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

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

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

## **ELEMENT 4 – GOVERNANCE**

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

## **GENERAL PROVISIONS**

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

Leadership Council composition and responsibilities, and provisions regarding councils and committees (e.g., Title I School Site Councils).

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

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

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

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

## **LEGAL AND POLICY COMPLIANCE**

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

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

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

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

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

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

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

### **RESPONDING TO INQUIRIES**

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

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

### **NOTIFICATION OF THE DISTRICT**

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

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

### **STUDENT RECORDS**

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

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



## **PARENT ENGAGEMENT**

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

## **FEDERAL PROGRAM COMPLIANCE**

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

## **ELEMENT 5 – EMPLOYEE QUALIFICATIONS**

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

## **EQUAL EMPLOYMENT OPPORTUNITY**

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

## **STAFFING**

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

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

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

### **Certificated Personnel**

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

### **Classified Personnel**

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

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

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

### **GENERAL PROVISIONS**

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

## **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

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

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Integrated Safe School Plan), and keep it readily available for use and review upon District request.

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

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

## **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

## **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

## **SAFE PLACE TO LEARN ACT**

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

## **SUICIDE PREVENTION**

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

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

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

## **COURT-ORDERED INTEGRATION**

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

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

## **ELEMENT 8 – ADMISSION REQUIREMENTS**

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

## **GENERAL PROVISIONS**

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

If, at any time during the school year, the total enrollment of Charter School approaches its operational capacity and Charter School appears potentially unable to enroll new students

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

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

### **SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM**

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

### **MAGNET PROGRAM**

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

### **HOMELESS AND FOSTER YOUTH**

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

## **NON-DISCRIMINATION**

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

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

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

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

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

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

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

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

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

## **GENERAL PROVISIONS**

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

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion



recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

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

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

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

## **STUDENTS WITH DISABILITIES**

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

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

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

## **NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE**

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). Charter School shall

comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

### **OUTCOME DATA**

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

### **READMISSION**

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

### **GUN FREE SCHOOLS ACT**

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

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

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

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

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

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

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

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



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

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

### **ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES**

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

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

### **ELEMENT 14 – MANDATORY DISPUTE RESOLUTION**

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

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

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

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

To Charter School:

[Enter name of school here.]  
c/o School Principal  
[Enter street address of school here.]  
[Enter city, state, and zip code here.]

To District:

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

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

## ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

### CLOSURE ACTION

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

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

### **REVOCATION OF THE CHARTER**

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

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

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

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

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

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

## **CLOSURE PROCEDURES**

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

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

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

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

## **ADDITIONAL PROVISIONS**

### **FACILITIES**

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

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

### **FISCAL MATTERS**

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

### **Local Control and Accountability Plan**

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