



LOS ANGELES UNIFIED SCHOOL DISTRICT

Plainview Academic Charter Academy

A DISTRICT AFFILIATED CHARTER SCHOOL

10819 Plainview Avenue

Tujunga, CA 91042

Renewal Petition

TERM OF CHARTER

JULY 1, 2017 TO JUNE 30, 2022

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Plainview Academic Charter Academy (also referred to herein as “Plainview ACA”, “District Affiliated Charter School” and “Charter School”) shall:

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

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

• The contact person for Charter School is:	<i>Kenneth L. Johnson</i>
• The address of Charter School is:	<i>10819 Plainview Avenue Tujunga, CA 91042</i>
• The phone number for Charter School is:	<i>818-353-1730</i>
• Charter School is located in LAUSD Board District:	<i>6</i>
• Charter School is located in LAUSD Local District:	<i>Northeast</i>
• The grade configuration of Charter School is:	<i>Transitional Kindergarten (TK)- Grade 5</i>
• The number of students in the first year of this Charter will be:	<i>311</i>
• The grade levels of the students in the first year will be:	<i>TK – Grade 5</i>
• Charter School's scheduled first day of instruction in 2017-2018 is:	<i>August 16, 2017</i>
• The current operational capacity of Charter School is: NOTE: For all District affiliated charter schools, the District determines each school's operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.)	<i>342</i>
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Traditional</i>
• The bell schedule for Charter School will be:	<i>8:05 a.m. – 2:34 p.m.</i>
• The term of this Charter shall be from:	<i>July 1, 2017 to June 30, 2022</i>

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Plainview Academic Charter Academy (Plainview ACA) believes that in order to build a better society, we must educate each child holistically with an academically rigorous, 21st century curriculum that fosters critical thinking and a deep respect for diversity. As educators, we hold steadfast to the belief that all students should dream large and possess the skills, resources, and guidance to realize their potential and actualize their learning goals. As an educational institution, the goals of Plainview ACA's instructional programs and socio-emotional supports are aligned to the District's adoption of the Local Control & Accountability Plan (LCAP) and include: 100% graduation, 100% proficiency for all learners, attendance proficiency, parent and community engagement and providing a safe school setting for all stakeholders.

In 2012, Plainview ACA's stakeholders petitioned to convert to a charter with the intent of gaining greater autonomy in developing locally designed curriculums that align to college and career readiness skills and to promote early literacy through the incorporation of higher-order thinking skills, project-based learning, cross age tutoring, and arts integration. In addition, the advantages of the charter model included the ability for departments to develop progress monitoring interim assessments, modify schedules to facilitate the implementation of innovative intervention programs within the school day, and to greater align school budgets to support the school's vision.

Plainview ACA has several innovative programs designed to meet the specific needs of the community it serves that have contributed to their success.

Intervention:

Plainview defines itself by its ability to educate each student based on their individual needs using effective pedagogy and holistic measures. In 2015-16, Plainview ACA adopted the iReady program by Curriculum & Associates. iReady is a computer based learning management system that assesses and monitors TK – grade 5 students' academic progress in English language arts and mathematics. Students are assessed three times a year and progress monitored in between assessment on specific skills. As this is the first full year of adoption, Plainview ACA's faculty regularly discusses, brainstorms and revises the use of iReady assessment data to modify instruction and monitor student growth during weekly professional development meetings under the direction of the principal. Additionally, Plainview ACA's staff performs lesson studies and evaluates student work samples, teacher created assessment results, and

assessment results from the language arts or math series to monitor student progress and target instructional needs.

Data from the iReady assessments is reviewed by teachers along with data from DIBELS and Text Reading Comprehension (TRC) assessments after each assessment window. Teachers work collaboratively at weekly grade level meetings to target specific skills and develop and monitor intervention strategies and the efficacy of re-teaching. Plainview teachers utilize iReady intervention lessons based on data analysis of performance and targets. Lessons are delivered in the classroom or Learning Center in small groups during Universal Access Time.

At the beginning of the school year the results of the iReady assessments, DIBELS, TRC and teacher created grade level assessments are used to place struggling students into our Learning Center. In the Learning Center, students work in small groups with paraprofessional who are supervised by the school coordinator to build their skills and close their achieve gaps. Students go through an 8-week cycle and then are re-assessed to see if they have made gains. If gains have not been made, they attend an additional 8 weeks of instruction. If there is concern about the lack of progress, and historical data supports lack of growth, the student may go on to be reviewed by the Student Support and Progress Team (SSPT). The SSPT's goal is to support students in acquiring linguistic, academic, behavioral, and social competencies by developing individual plans and goals for intervention.

Because the iReady program is an adaptive computer based learning system, students become very familiar with online computer testing which may help support their success on the SBAC.

Community Resources:

Plainview ACA is geographically close to Verdugo Hills High School (.3 of a mile), which affords us the opportunity to have a partnership in the form of "Exploratory Teaching". High school students, mainly seniors, spend a class period on our campus working with our students. They provide guidance for reading and fluency, letter recognition, multiplication practice, homework review, etc. The high school student gains first-hand knowledge of teaching and our students gain a role model and a helpful person in their classroom.

Plainview ACA is geographically close to the Sunland& Tujunga Public Library (.8 of a mile). Our students take numerous walking trips there throughout the year and sign up for a library card. The juvenile librarian attends our Read Across America/Dr. Seuss Day, brings flyers to invite our families to library activities and attends our Reading Is Fundamental events. Reading Is Fundamental (R.I.F.) is a national program that provides free books, three times a year for Plainview ACA students. It includes several themed reading events where community members, parents, administrators and teachers read to students. This program provides students the opportunity to interact with books both at home and school. It is an excellent way to model fluent reading, promote literacy, support skill development, and foster a love of reading.

Plainview ACA serves the community of Tujunga in the northeast San Fernando Valley. Per the L.A. Department of City Planning 2008 estimate as reported in the **Los Angeles Times**, Tujunga is a community of 28,336 residents occupying approximately 10 square miles. As a city located at the foothills of the San Gabriel Mountains, Tujunga demonstrates the following demographics including: one of the lowest population densities in Los Angeles; 30% of residents are foreign born - Mexico (23%) and Iran (18%); a higher than average percentage of people whom identify as ethnically 'White' (60.7%) than the Los Angeles average; 26.1% of residents are Latino; the average median income is \$58,001; and 9.7% of residents are military veterans.

Although Plainview ACA is located in the center of the Tujunga region, the students of the school do not directly reflect the area's demographic averages. As one of three resident elementary schools in the area, Plainview ACA has a higher percentage of students who are living below the federal poverty line and qualifying for free/reduced lunch (86%). The percentage of English learner students (29%) to all students is twice that of the neighboring school- Apperson Elementary. Ethnically, 65% of Plainview ACA's students identify as Latino. Plainview ACA's entering students possess a greater multitude of at-risk factors due to poverty and low early literacy proficiency rates at the kindergarten level compared to other elementary schools in Tujunga with the exception of Pinewood Elementary.

Plainview ACA welcomes all students, regardless of their academic or socio-emotional challenges, and has worked diligently to develop curriculums, relationships with outside support agencies, opportunities for cultural literacy development, and an innovative intervention system to ensure that gaps in learning are decreased for our students.

2015-16 SURROUNDING ELEMENTARY SCHOOLS DEMOGRAPHICS								
LAUSD Schools	# of Students	% of Students Eligible for Free & Reduced Lunch	% of Students Eligible for Special Education	% of English Learner Students	% of Major Ethnicity #1	% of Major Ethnicity #2	% of Major Ethnicity #3	2012-2013 API
Plainview	336	82%	13%	29%	Latino 65%	White 24%	Asian 4%	793
Apperson	418	56%	11%	13%	White 47%	Latino 42%	African American 3%	874
Pinewood	289	90%	10%	49%	Latino 72%	White 19%	African American 3%	784
Sunland	441	70%	16%	17%	Latino 50.5%	White 37%	Asian 6%	843

Source: October 2015 CALPADS Demographic Information

PLAINVIEW ACA 5-YEAR ENROLLMENT TRENDS						
	OCTOBER 2012-2013	OCTOBER 2013-2014	OCTOBER 2014-2015	OCTOBER 2015-2016	OCTOBER 2016-2017	5 Year % Pts. Change
English Learners	21.6%	28.3%	26.6%	29.5%	27.3%	+6
Students with Special Needs	15%	17%	14%	13%	13%	-2
Title 1	75.9%	78.2%	43.5%	82.2%	84.6%	+9
GATE	5%	3%	2%	<1%	<1%	-5
Latino	53.4%	54.1%	56.0%	56.8%	65.4%	+12
White	34.0%	34.4%	35.7%	34.3%	25.9%	-8
Asian	4.4%	3.5%	3.6%	3.6%	2.9%	-2
Total # All Students	320	339	338	332	311	- 9 Students

Source: LAUSD MyData April 2017

Plainview ACA's enrollment has remained stable within the last 5 years with a decrease of 9 students. However, there have been significant shifts in the subgroup populations we serve creating instructional challenges that the school continues to address. Since the original granting of Plainview ACA's charter petition, English Learners now comprise 6% pts. more of the total student population. Students meeting the poverty indicator criteria have increased 9% pts. Students qualifying for the Gifted and Talented Education (GATE) program has decreased to less than 1%. The Latino student population has increased 12 % pts. while the white student population has decreased 8% pts. Such changes in demographics are reflective of shifts that have occurred across the San Fernando Valley (SFV) over the same time period. At the elementary level, the student GATE population has decreased 7% pts. Elementary students qualifying for free / reduced lunch has increased 12% pts. Latino students have

increased 10% pts. and white students have decreased 5% pts. English Learner students have increased 5% pts.

These shifts have required the school community to expand wrap-around services and supports related to a growing population of students at-risk'. Such programs include: the homeless program, the foster care program, outside agency health and well-being services, culturally relevant and responsive instruction, and academic intervention.

Tier I academic intervention is delivered in the classroom through small group, short-term remediation provided by a teacher or teaching assistant. To greater meet the needs of students at-risk, Plainview ACA has expanded the instructional support services provided in our Learning Center. Plainview ACA's faculty utilize in-house assessments, Smarter Balance interim assessments, evaluation of student work and course marks, and progress monitoring through iReady to identify students in need of Tier II intervention. Once students in need of Tier II intervention are identified, targeted, small group instruction designed to decrease learning gaps is provided in the Learning Center for 6-8 weeks. As the learning gap decreases, students are exited from the Learning Center and given enhanced follow-up and support in the general education classroom.

In 2015-16, Plainview ACA English learner students (EL) outperformed students at several resident schools in areas including making progress on the California English Language Development Test (CELDT) and in demonstrating a lower long-term English learner (LTEL) rate.

2015-16 ENGLISH LEARNER SCHOOL REPORT CARD PERFORMANCE METRICS				
2015-16 English Learners who	<u>Plainview</u>	<u>Apperson</u>	<u>Pinewood</u>	<u>Sunland</u>
<u>...are making progress on the California English Language Development Test (CELDT)</u>	<u>60%</u>	<u>44%</u>	<u>50%</u>	<u>57%</u>
<u>...have not yet reclassified in 5 years (Long-Term English Learners - LTELS)</u>	<u>3%</u>	<u>9%</u>	<u>1%</u>	<u>4%</u>
<u>.....have reclassified as Fluent English Proficient (RFEP)</u>	<u>11%</u>	<u>0%</u>	<u>7%</u>	<u>5%</u>
<u>...score Early Advanced or Advanced on the California English Language Development Test</u>	<u>23%</u>	<u>24%</u>	<u>26%</u>	<u>25%</u>
<u>...pass English Language Arts (ELA) with '3' or better</u>	<u>28%</u>	<u>60%</u>	<u>30%</u>	<u>21%</u>

<u>...score at Benchmark on all subtests of DIBELS</u>	<u>46%</u>	<u>62%</u>	<u>36%</u>	<u>18%</u>
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Source: LAUSD School Report Card 2015-16

Performance data indicates that Plainview ACA must address the achievement gap between economically disadvantaged (ED) and non-economically disadvantaged (non ED) students through the greater provision of social and emotional resources that help to negate the effects of poverty. Such resources include tutoring and intervention, access to technology in instruction, enhanced outside provider agency services, parent workshops and greater wellbeing resources.

CHANGE IN PERCENTAGE OF STUDENTS SCORING MET OR EXCEEDED ON THE ENGLISH LANGUAGE ARTS SBAC			
Numerically Significant Subgroup	Percentage of Students Scoring Met or Exceeded on 2014 - 15 SBAC	Percentage of Students Scoring Met or Exceeded on 2015 - 16 SBAC	Change in % Pts.
All Students	24%	29%	+5% pts.
Latino Students	24%	26%	+2% pts/
White Students	21%	31%	+10% pts.
English Learners	3%	0%	+5% pts.
Economically Disadvantaged	22%	26%	+4% pts.
Non-economically Disadvantaged	26%	39%	+13% pts.
Students with Disabilities	3%	0%	-3% pts.

Source: District's Data Set

- In mathematics, Plainview ACA maintained the percentage of students who scored Met or Exceeded Standards on the SBAC. With the exception of SWD, all significant subgroups demonstrated positive gains.

CHANGE IN PERCENTAGE OF STUDENTS SCORING MET OR EXCEEDED ON SBAC IN MATHEMATICS			
Numerically Significant Subgroup	Percentage of Students Scoring Met or Exceeded on 2014 - 15 SBAC	Percentage of Students Scoring Met or Exceeded on 2015 - 16 SBAC	Change in % Pts.
All Students	22%	22%	0
Latino Students	17%	18%	+1% pts.
White Students	27%	29%	+2% pts.
English Learners	0%	3%	+3% pts.

CHANGE IN PERCENTAGE OF STUDENTS SCORING MET OR EXCEEDED ON SBAC IN MATHEMATICS			
Numerically Significant Subgroup	Percentage of Students Scoring Met or Exceeded on 2014 - 15 SBAC	Percentage of Students Scoring Met or Exceeded on 2015 - 16 SBAC	Change in % Pts.
Economically Disadvantaged	17%	18%	+1% pts.
Students with Disabilities	6%	4%	-2 pts.

Source: District's Data Set

- Inversely, the percentage of students scoring in the lowest performance band on ELA and mathematics SBACC between 2014-15 and 2015-16 decreased with the exception of SWD.

CHANGE IN PERCENTAGE OF STUDENTS SCORING NOT MET ON ELA SBAC			
Numerically Significant Subgroup	Percentage of Students Scoring Not Met on 2014/15 SBAC	Percentage of Students Scoring Not Met on 2015/16 SBAC	Change in % Pts.
All Students	47%	42%	-5% pts.
Latino Students	48%	46%	-2% pts.
White Students	51%	47%	-4% pts.
English Learners	86%	81%	-5% pts.
Economically Disadvantaged	50%	47%	-3% pts.
Students with Disabilities	81%	86%	+5% pts.

District's Data Set

CHANGE IN PERCENTAGE OF STUDENTS SCORING NOT MET ON SBAC IN MATH			
Numerically Significant Subgroup	Percentage of Students Scoring Not Met on 2014/15 SBAC	Percentage of Students Scoring Not Met on 2015/16 SBAC	Change in % Pts.
All Students	46%	36%	-10% pts.
Latino Students	49%	36%	-13% pts.
White Students	49%	33%	-16% pts.
English Learners	71%	65%	-6% pts.
Economically Disadvantaged	48%	39%	-9% pts.
Students with Disabilities	84%	75%	-9% pts.

District's Data Set

Based on the past two years of CAASPP (SBAC) data, comparison of the percentages of students that Met or Exceeded the performance standards reveals that subgroups are showing growth.

- Latino students increased by two (2) percentage points in ELA and by one (1) percentage point in Math.

- White students increased by ten (10) percentage points in ELA and increased by two (2) percentage points in Math.
- English Learners decreased by three (3) percentage points in ELA, but increased by three (3) percentage points in Math.
- Economically Disadvantaged students increased by four (4) percentages points in ELA and one (1) percentage point in Math.

Students with Disabilities experienced a decrease of three (3) percentage points in ELA and two (2) percentage points in Math. Please see CAASPP chart above. Nevertheless, and conjunction with viewing the subgroup performance of students as compared to the three Resident Schools, the charter school has reduced the percentage of students who scored Standard Not Met in several significant subgroups through their intervention efforts. The charter school has moved its numerically significant subgroups from Not Met to Nearly Met at rates higher than the nearby schools.

Performance data indicates that Plainview ACA must address the achievement gap between economically disadvantaged (ED) and non-economically disadvantaged (non ED) students through the greater provision of social and emotional resources that help to negate the effects of poverty. Such resources include tutoring and intervention, access to technology in instruction, enhanced outside provider agency services, parent workshops and greater wellbeing resources.

ENGLISH LANGUAGE ARTS SMARTER BALANCE SUMMATIVE BY REGIONAL SCHOOL								
School Name	2015-16 EL	2015-16 Free Reduce Lunch	2015-16 Foster Youth	2015 All Grades ELA # of Valid Scores	2015 All Grades ELA % Standard Met/ Exceeded	2016 All Grades ELA # of Valid Scores	2016 All Grades ELA % Standard Met/Exceeded	Change in % Pts.
Apperson St EI	13.20%	56.20%	0.50%	194	45%	188	57%	+12% pts.
Plainview Academy	28.90%	81.80%	0.60%	161	23%	155	29%	+6% pts.
Pinewood Ave EI	49.10%	90.30%	0.30%	135	21%	143	27%	+6% pts
Sunland EI	17.20%	70.10%	2.00%	130	20%	107	16%	-4% pts.

Source: LAUSD MyData April 2017

MATH SMARTER BALANCE SUMMATIVE BY REGIONAL SCHOOL								
School Name	2015-16 EL	2015-16 Free Reduce Lunch	2015-16 Foster Youth	2015 All Grades Math # of Valid Scores	2015 All Grades Math % Standard Met/Exceeded	2016 All Grades Math # of Valid Scores	2016 All Grades Math % Standard Met/Exceeded	Change in % Pts.
Apperson St EI	13.20%	56.20%	0.50%	194	39%	188	46%	+7% pts.

MATH SMARTER BALANCE SUMMATIVE BY REGIONAL SCHOOL								
School Name	2015-16 EL	2015-16 Free Reduce Lunch	2015-16 Foster Youth	2015 All Grades Math # of Valid Scores	2015 All Grades Math % Standard Met/Exceeded	2016 All Grades Math # of Valid Scores	2016 All Grades Math % Standard Met/Exceeded	Change in % Pts.
Pinewood Ave EI	49.10%	90.30%	0.30%	136	25%	143	34%	+9% pts.
Plainview Academy	28.90%	81.80%	0.60%	166	22%	159	21%	-1% pts.
Sunland EI	17.20%	70.10%	2.00%	132	9%	107	8%	-1% pts.

Source: LAUSD MyData April 2017

When compared to the Resident Schools (Apperson Street Elementary, Sunland Elementary, and Pinewood Avenue Elementary) that students at Plainview Academic Charter Academy would have attended, the evidence suggests that Plainview Academic Charter Academy's students scored higher than those schools in some areas on the SBAC for 2015-2016. In ELA, 29% of Plainview Academic Charter Academy's students schoolwide Met or Exceeded the performance standards as compared to 26% of Pinewood Avenue Elementary's students.

When compared to the Resident Schools by numerically subgroup performances, Plainview Academic Charter Academy's subgroups scored higher than some subgroups of Resident Schools. In ELA, 26% of the Latino subgroup Met or Exceeded the performance standards, as compared to 23% of the Latino subgroup of Pinewood Avenue Elementary School. In Math, 3% of the English Learner subgroup Met the performance standards as compared to 0% for English Learners at Sunland Elementary School and Apperson Street Elementary. Four percent of the Students with Disability subgroup Met the performance standards as compared to 0% of the Students with Disability subgroup at Pinewood Avenue Elementary.

Other Data Sources That Demonstrate Positive Trends

While the Smarter Balance Assessment achievement data suggests that students have made modest growth in ELA and no growth in mathematics during the first two years of implementation, Plainview ACA's students have demonstrated growth in the areas of reading, reclassification, school climate and safety, and students earning a '3' or better.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) growth K-2:

Plainview ACA's focus on early literacy through instructional integration of English Language Development (ELD) standards across the curriculum, use of academic conversations, and use of the systematic phonics and fluency lessons and interventions in the McGraw Hill Treasures curriculum has contributed to a greater percentage of students meeting DIBELS benchmarks on all sub tests in the last three years. Our

greatest growth has been among English learner students who have increased 26% pts. between 2014 and 2016.

DIBELS performance highlights include:

- Kindergarten students scoring benchmark on the End of Year (EOY) DIBELS increased 2% pts. from 56% in 2014-15 to 58% in 2015-16.
- K – 2nd Grade students meeting benchmark on the Middle of the Year (MOY) DIBELS increased 8% pts. from 55% in 2014-15 to 63% in 2016-17.

Reclassification:

Based on a longitudinal research study '**CA English Learners**' by the Public Policy Institute of CA (PPIC), we know that *"English learner students not reclassified by the end of 5th grade are the least likely to make on-time (or better) grade progress relative to other student language proficiency groups"*. The Plainview ACA community recognizes that early reclassification is imperative to ensuring a student's pathway towards middle school academic success and in meeting the high school A-G requirements. As such, our instructional team is committed to implementing the E.L. Master Plan with fidelity and in meeting the language development needs of all students through use of strategies and supports including:

- Daily Designated and Integrated English Language Development lessons.
- Implementation of Constructive Conversation skills lessons to develop academic language. Use of thinking maps and computer support software.
- Hosting ongoing analysis and dialogues with students and parents to review progress toward reclassification and to set goals for CELDT/ELPAC, DIBELS and Language Arts grades.
- Using English learner monitoring rosters to target specific language development skills a student needs to increase in order to reclassify.
- Providing regular targeted TIER II intervention instruction in the Learning Center.

Our ELD and reclassification initiatives have resulted in the following growth:

- 2-Year comparison of EL students' progress towards reclassification indicates that the percent of students demonstrating progress on the CELDT has increased 2% pts. and is above the LAUSD average of 56%.
- The percentage of students who have not reclassified in 5 years is less than half the LAUSD average.

- The percent of English Learner students scoring at Benchmark on all DIBELS has increased 20 pts. over a 2-year period and is the same as the LAUSD average.

RECLASSIFICATION RATE											
12-13 EL	13-14 Reclass	13-14 Reclass Rate	13-14 EL	14-15 Reclass	14-15 Reclass Rate	14-15 EL	15-16 Reclass	15-16 Reclass Rate	15-16 EL	16-17 Reclass	16-17 Reclass Rate
78	8	10%	94	15	16%	97	11	11%	97	13	13%

Source: LAUSD MyData April 2017

ANNUAL CELDT GROWTH TARGETS REPORT				
2015-16 & 2016-17	Number in Proficiency Level Prior Year	Percent in Proficiency Level	Number Meeting Growth Target	Percent Meeting Growth Target
BEGINNING	12	16.4%	8	66.7%
EARLY INTERMEDIATE	18	24.7%	12	66.7%
INTERMEDIATE	30	41.1%	12	40.0%
EARLY ADV/ADVANCED: NOT ENGLISH PROFICIENT	7	9.6%	2	28.6%
EARLY ADV/ADVANCED: ENGLISH PROFICIENT	6	8.2%	2	33.3%
Grand Total	73	100.0%	36	49.3%

Source: LAUSD MyData April 2017

LONG-TERM ENGLISH LEARNERS (LTELS)				
English Learners who have not reclassified in 5 years (Long-term English Learners –LTELS)	2013-14	2014-15	2015-16	LAUSD 2015-16
	16%	6%	3%	7%

Source: LAUSD School Report Card

Staff Culture:

The teachers at Plainview represent a diverse group of educators unified in our mission to help all students achieve academic and socio-emotional growth through the use of ‘good first teaching’, implementation of effective instructional strategies, alignment of rigorous curriculums to the common core standards (CSS), and analysis of performance data to determine school-wide priorities. As a cohesive community, our teachers demonstrated an exceptional staff attendance of 85%, exceeding the LAUSD average by 12% pts in 2015-16. Ninety-eight percent of Plainview ACA’s staff completed the 2015-16 School Experience Survey (SES) compared to 78% of staff District-wide. Plainview ACA staffs’ responses indicate that they perceive the school to be supportive

of learning and an inclusive environment that values and supports their efforts. In total, 40 employees, including teachers and principals, completed the survey.

2015-16 SCHOOL EXPERIENCE SURVEY – STAFF RESPONSES	
The school's professional development addresses their students' need	88%
Teachers at this school have changed their instructional practice as a result of the State Standards	100%
This school is a supportive and inviting place for staff to work.	100%
I feel safe on school grounds during the day	100%
Parents are partners with the school in decisions made about their children's education	100%
At this school, decisions are made based on students' needs and interests	100%

Source: LAUSD School Experience Survey

Course Marks:

Over a 3-year period, a greater percentage of Plainview ACA students now earn '3' or higher course marks.

2016-17 EP2 COURSE MARKS									
Grade	# of 4s	# of 3s	# of 2s	# of 1s	% 4s	% 3s	% 2s	% of 1s	Total Marks
TRANSITIONAL KINDERGARTEN	0	50	14	0	0.0%	78.1%	21.9%	0.0%	64
KINDERGARTEN	10	338	109	9	2.1%	72.5%	23.4%	1.9%	466
FIRST GRADE	28	328	142	6	5.6%	65.1%	28.2%	1.2%	504
SECOND GRADE	54	363	157	16	9.2%	61.5%	26.6%	2.7%	590
THIRD GRADE	126	393	159	2	18.5%	57.8%	23.4%	0.3%	680
FOURTH GRADE	48	374	187	7	7.8%	60.7%	30.4%	1.1%	616
FIFTH GRADE	78	388	122	20	12.8%	63.8%	20.1%	3.3%	608
ALL GRADE LEVELS	344	2,234	890	60	9.8%	63.3%	25.2%	1.7%	3,528

Source: LAUSD MyData April 2017

A 2-year comparison of course marks indicates:

- There has been a 3% pts. increase in the students earning a '3' or above in all subjects. There has been an 8% pts. increase among students with special needs earning a '3' or above in all subjects.
- Students earning a '3' or above in math has increased 3% pts.
- Students earning a '3' or above in reading has increased 5% pts.

Overview of Action Plan to Address Critical Needs

Plainview ACA is committed to identifying and implementing research-proven, effective strategies and pedagogy to strengthen teachers and bring forth positive, quantifiable academic and personal growth in the youth we are fortunate to serve. Plainview ACA holds steadfast to our commitment to raise academic achievement, strengthen curricular structures and intervention supports, design valuable targeted professional development opportunities, increase community involvement through meaningful activities and productive collaboration, and most importantly- to empower every student with the opportunity and skills needed to successfully transition to secondary schools as productive community members, creative-thinkers, and self-directed lifelong learners.

Since the granting of the initial charter, Plainview ACA has faced a myriad of challenges that were unforeseen in 2011 including: the full adoption of the Common Core State Standards, the adoption of the Next Generation Science Standards, the conversion from CSTs to the Smarter Balance Assessments, substantial shifts in subgroup percentages, and the adoption of new curriculums. At times, these changes have inhibited Plainview ACA’s ability to demonstrate substantial growth particularly in the area of math, attendance, and the academic proficiency of students in special education. To this end, Plainview ACA recognizes these challenges and has met with the Local District Northeast Instructional Director to review data and develop a strategic plan to increase the rigor of tier 1 instruction. Collectively, the team identified four key strategies in core content areas to focus on to increase rigor and alignment of instructional tasks that address these areas of challenge:

Area of Focus	Methodology
English Language Arts	<ul style="list-style-type: none"> • Teachers will engage in ‘Backward lesson’ (UBD) planning to develop curriculum and design lessons focused on learning goals and measures to determine mastery of grade level standards. Teachers will perform regular lesson studies and analysis of student performance data in grade level groups to determine areas of improvement related to ELA outcomes including SBAC claim level data. • Implement Close Reading, use of Text Dependent Questions and text annotating to deeper comprehension of complex text. • Implement writing across the curriculum that embeds opportunities for students to compose constructive responses on a computer platform using the three Common Core text types of narrative, informational and opinion writing. Professional Development will be created in collaboration with Local District Northeast instructional staff to support the implementation of high leverage English Language Arts pedagogy discussed above. • Principal and Local District Director will provide the faculty with actionable feedback

	<p>through instructional coaching conversation focused on objective evidence collected during regular classroom visits and data sets.</p> <ul style="list-style-type: none"> The principal and leadership team in collaboration with the Local District Director and instructional coordinators will monitor instruction and progress towards LCFF targets through monthly observations, instructional rounds and data dialogs.
Mathematics	<ul style="list-style-type: none"> Teachers and school leadership team members will implement all the strategies described above related to increasing math proficiency levels. Refine the use of the 3 Phase Lesson Design Protocol and Number Talks through professional development, lesson study and instructional rounds. Teachers will embedding Common Core Math practices in daily math instruction. Professional Development will be created in collaboration with Local District Northeast instructional staff to support the implementation of high leverage Math strategies discussed above. Teachers will analyze student performance data in grade level groups to determine areas of improvement related to Math outcomes including SBAC claim level data. Provide weekly opportunities for student to engage in developing constructive responses during mathematics instruction.
Early Literacy	<ul style="list-style-type: none"> Teachers meet in grade level teams to analyze DIBELs data by sub measure to group students by phonological skill needs. Teachers will implement a daily academy model during the English Language Arts block in which K-2 students will receive targeted foundational reading skills instruction in small groups. Professional development will be created in collaboration with Local District Northeast English Language Arts Expert to the support implementation of high leverage strategies described above. Plainview ACA will partner with families and the community to establish programs and supports outside of school that support the acquisition of early literacy skills.
English Language Development	<ul style="list-style-type: none"> Teachers will receive training provided by the Local District Northeast English Language Development Expert on utilizing non-linguistic representations and supports in the classroom that increase ELD including academic conversations placards, thinking maps, and sentence frames Teachers will incorporate greater use of cooperative learning into the classroom through small group and peer-to-peer work using strategies including: Think-Pair-Share, Reciprocal Teaching, and Literacy Circles Plainview ACA will collaborate with Local District Northeast Instructional Coordinators to identify and establish an effective Tier II intervention system that monitors student progress on a weekly basis and responds to learning gaps on an individual basis

Local District Northeast Support

Local District Northeast is committed to supporting Plainview Academic Charter Academy through their strategic plan.

The Instructional Director will meet with the Plainview staff in the Spring of 2017 to review past achievement data and to support the leadership teams strategic plan.

Two buy back days will be planned in August to provide teachers with professional development on 3 Phase Lesson Design and Close Reading protocols.

Local District content experts will provide high quality professional development at least once a semester on the four key strategies. Follow up planning meetings will be scheduled with the leadership team, Instructional Directors and content experts to provide support around the implementation of the key initiatives. When possible, content experts will provide grade levels with the opportunity to participate in a lesson study around one of the strategies.

The Instructional Director will visit the school on a 6 week cycle and focus on collecting evidence of the implementation of the key initiatives. Coaching conversations with principal will focus on evaluating the progress that school has made in meeting the LCFF outcomes listed below.

STUDENT POPULATION TO BE SERVED

Plainview Academic Charter serves students in Transitional Kindergarten through 5th grade who live both within and beyond the school boundaries as determined by the Los Angeles Unified School. Plainview ACA’s current enrollment is 319 students comprised of the following ethnicities:

STUDENT POPULATION BY ETHNICITY		
	# of Students	% of Students
ASIAN	9	2.8%
BLACK	9	2.8%
HISPANIC	223	69.9%
WHITE	67	21.0%
FILIPINO	11	3.4%
Overall	319	100.0%

Source: LAUSD MyData February 2017

The majority of Plainview ACA’s students (86%) are economically disadvantaged. These students often lack academic, cultural literacy, and technology supports outside of school that students from more affluent families receive. Plainview ACA strives to provide enrichment through educational activities that build background knowledge and develop academic language such as visiting museums, attending performances or fieldtrips to address this need.

English Learner students comprise 27% of Plainview ACA’s population. These students require daily structured opportunities to interact with their peers using English in meaningful ways. They need targeted instruction in foundational reading skills delivered in small group settings.

Approximately 13% of Plainview ACA students qualify for the special education program. Students receive services in the general education classroom and in the Learning Center. Plainview ACA utilizes a co-teaching model with a special education teacher delivering small group and individualized lessons in the Learning Center. Plainview ACA also offers an autism special day program class.

Plainview ACA strives to create a welcoming school environment for the most at-risk students in the area and their families. Many of the families who attend Plainview ACA also demonstrate challenges that can impact a child's academic performance, attendance and behavior. Such challenges include: access to health care, poverty, lack of housing and childcare, and low parent education levels. Some parents struggle to participate in school activities such as P.T.A. meetings, parent workshops, English Learner Advisory Committee (ELAC) meetings, School Site Council (SSC), and parent conferences. Plainview ACA makes every effort to accommodate these parents by collaborating with outside support agencies and providing referrals, offering wellness and health services on campus when available, making home visits for families that lack transportation, providing translation at all parent meetings and workshops, and scheduling meetings at a time that is best for a parent.

GOALS AND PHILOSOPHY

Mission and Vision

Mission Statement:

Plainview ACA will provide an academically challenging program that meets and exceeds academic core standards. Every child will be motivated to discover their full potential. We will provide students with skills that foster critical thinking, independence, and creativity needed to succeed in the 21st century. Plainview ACA will be a model of excellence in public education through a learning program that:

- Infuses the arts, physical education, and technology into innovative traditional, standards-based curriculum to provide a rich experience for all our students.
- Includes inquiry-based learning in our science and computer labs.
- Places an emphasis on multi-disciplinary, project-based learning that encourages our students to make connections between the curriculum and the world surrounding them.

- Develops and advances best practices for engaging students and parents, training teachers, promoting educational excellence, collaboration, and innovation.
- Provides a solid foundation in problem solving skills that people use every day, such as communication, and working collaborative and independently.
- Emphasizes community and social values that foster respect and self-worth for others.
- Meaningfully involves all stakeholders (parents, students, faculty, administration, and local community partners) in the continuous improvement and success of the school.
- Focuses on the health and well-being of all students to maximize academic achievement.

Vision Statement:

Our vision is to provide an engaging, safe, and progressive neighborhood school at Plainview ACA, where enrichment and creative learning are incorporated in a rigorous academic program, and where students are encouraged to challenge themselves to become critical thinkers. Our goal is to instill in our students the communication and technology skills they need to compete in the ever-changing global professional arena.

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

In today’s ever-changing, multi-cultural, multi-lingual, technological job market, all students must be prepared with creative and innovative skills to apply learning to transition to a multitude of jobs. “The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.” (Alvin Toffler, *Educated Person in the 21st Century*, 2010)

Plainview ACA believes that it is imperative to educate students using 21st Century learning that supports graduates who are creative, critical thinkers that collaborate and work well with others, and self-motivated to promote continued learning through curiosity and research. These individuals are self-confident, self-reflective, self-aware, life-long learners that are active participants in their community. It is our goal that Plainview ACA’s students will graduate high school prepared for a multi-cultural world that is globally interconnected. Being a part of the ever-changing and fast-paced information age, it is required that all students embody the proficiencies of digital citizenship. To this end, Plain ACA emphasizes blended-learning, inter-disciplinary lessons across the curriculum, a multitude of curricular trips designed to foster active

engagement with the community and cultural institutions, and provides students with daily opportunities for self-analysis on their level of mastery in each subject.

Plainview ACA student will master the Common Core Standards for their grade level laying the foundation of prerequisite skills needed to be college and career ready when they graduate high school. In ELA students will complete the K-5 continuum of standards aligned to the college and career readiness anchor standards in Reading, Writing, Listening and Speaking and Language. In Mathematics students will complete the K-5 continuum of content standards and engage in mathematical tasks using the 8 math practice standards thereby building the mathematical proficiency and reasoning skills necessary for college and career readiness.

Plainview ACA students will be technologically literate. They will be prepared to live in a media-rich environment with access to a plethora of information. Plainview ACA student will be able to use a variety of devices to access information to pursue their own self-directed learning. Graduates will be media literate and understand how media is created from specific points-of-view and the impact it has on the information presented in it. Furthermore, Plainview ACA students will have opportunities to create multimedia projects using a variety of technologies, devices and software.

Students at Plainview ACA will take responsibility for their own learning. They will be able to gain valuable information and insights from concrete experiences in-order to develop positive problem-solving and critical thinking skills. "Learning involves much more than a process in which a student receives and assimilates information passively. Rather, it is an active process in which students must process information, by extracting, analyzing, evaluating, organizing and synthesizing information, so that it can be readily retrieved and used in problem solving." (Columbia University of Graduate of Arts and Sciences, 2011).

Students will make more efficient and meaningful choices to expand inter- and intra-personal relationships. Plainview ACA students will reason, question, and inquire. They can apply the scientific methods of investigation and think flexibly about complex systems, whether abstractly or creatively.

To be effective in the 21st Century, students must be able to exhibit a range of functional and critical thinking skills related to information, media, and technology. This requires knowledge and expertise that is mastered through problem solving, communication, and collaboration. Students need the ability to collaborate and make individual contributions on a global scale to work and contribute to the modern world.

How Learning Best Occurs

Plainview ACA recognizes that learning best occurs when the community is immersed in a culture of education that both challenges and nurtures the development of individuals. Our teachers, parents, and community members collaborate to create an educational culture that emphasizes ‘Learning by Doing’ as students actively engage and acquire experiences and knowledge through inquiry, questioning, research, collaboration and communicating.

Plainview ACA hosts a close knit community of educators, students and parents unified through a collective vision to leverage expertise and create an education program where all students aspire to academic proficiency and are inspired to grow academically through shared learning. “We must instill curiosity, which is fundamental to lifelong learning.” (Lee Herman, Alan Mandell, *Teaching to Mentoring*). To this end, Plainview ACA curriculum and instruction is developed around cooperative learning, project-based, culturally relevant pedagogy as a means for engaging students in real world problems, discovery, and investigation.

Plainview ACA believes in the whole child approach to learning, teaching, and community engagement. Our school provides a safe, supportive, and challenging environment that encourages students to maximize their learning potential through integrated learning experiences. Dedicated administrative staff, highly-qualified teachers, support personnel, and diverse classrooms provide optimal opportunities for every child to be reached and supported in their educational development. Classroom instruction considers the multiple modalities of learning and the differences of abilities among students. Research substantiates that, “Learning styles teach us that we should present materials in multiple ways: with visual aids—such as charts, graphs, tables, film clips, and illustrations-demonstrations, hands-on activities, small group discussions and simulations.” (Columbia University Graduate School of Arts and Sciences, 2011)

Local Control Funding Formula (LCFF) Requirements

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

LCFF STATE PRIORITIES-BASIC SERVICES

GOAL #1

To provide and maintain basic services for students, the Plainview ACA will assign teachers in accordance with their credentials, including subject matter and EL authorizations. The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter. The school will achieve and maintain an overall “good” rating or equivalent on annual review(s) of school facilities.

Related State Priorities:		
<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7
<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8
<input type="checkbox"/> 3	<input type="checkbox"/> 6	
Local Priorities:		
<input type="checkbox"/> :		
<input type="checkbox"/> :		

Specific Annual Actions to Achieve Goal

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

Expected Annual Measurable Outcomes

Outcome #1: Plainview ACA will assign 100% of teachers in accordance with their credentials, including subject matter and EL authorizations.

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

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Economically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%

Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

Outcome #2: Plainview ACA will achieve and maintain an overall “good” rating or better on annual review(s) of school facilities.

Metric/Method for Measuring: Internal and District Annual Review

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
English Learners	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Economically Disadvantaged Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Foster Youth	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Students with Disabilities	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
African American Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
American Indian/Alaska Native Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Asian Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Filipino Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Latino Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Native Hawaiian/Pacific Islander Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Students of Two or More Races	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
White Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating

Outcome #3: Plainview ACA will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter.

Metric/Method for Measuring:

Annual Williams Instructional Materials Review and Certification Process

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Economically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES-IMPLEMENTATION OF STATE STANDARDS

GOAL #2

The school will follow the English Language Development Common Core academic standards in-order for English Learners to gain academic content knowledge and English language proficiency.

Related State Priorities:

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

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

Maintain an effective English Language Development program for English language learners that includes:

- Teacher directed Designated English Language Development lessons daily
- Integrated English Language Development lesson across all curricular areas
- Monitoring students' progress and reclassifying students as soon as they are eligible

Expected Annual Measurable Outcomes

Outcome #1: Percentage of students reclassifying

Metric/Method for Measuring: Reclassification Roster

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	11%	22%	24%	25%	26%	27%

Outcome #2: Percentage of English Language Learners that score proficient on the CELDT

Metric/Method for Measuring: Annual school CELDT report

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	49%	51%	53%	55%	57%	59%

Outcome #3: Percentage of students who score Benchmark on all subtests of DIBELS

Metric/Method for Measuring: DIBELS student report

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	46%	48%	50%	52%	54%	56%

LCFF STATE PRIORITIES-PARENTAL INVOLVEMENT

GOAL #3

Plainview ACA will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives and strategies to support their child's learning.

Related State Priorities:

1 4

7

2 5

8

3 6

Local Priorities:

:

:

Specific Annual Actions to Achieve Goal

Maintain an effective program for parent and family involvement that includes:

- Meaningful opportunities for providing and gathering parental input
- Involving parent stakeholders in sharing and receiving information
- Workshops and parent events that expose parents to concepts of supporting students' teaching and learning
- Continued weekly home to school communiques
- Continued monthly family events and opportunities to participate in their student's educational program
- Provide a Community Representative to collaborate with the Title 1 Coordinator in developing and implementing programs and workshops for families
- Provide professional development for teachers and staff on best practices related to creating a welcoming environment, increasing parent engagement, and utilizing in-house communication platforms to contact parents (Parent Portal, Connect Ed.)

Expected Annual Measurable Outcomes

Outcome #1: Percentage of parents completing the School Experience Survey annually

Metric/Method for Measuring: School Experience Survey & School Report Card

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	48% (all parents)	50%	52%	54%	56%	58%

Outcome #2: Percentage of parents that feel they are a partners with this school in decisions made about my child's education.

Metric/Method for Measuring: School Experience Survey and School Report Card

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	90% (all parents)	91%	92%	93%	94%	95%

Outcome #3: Percentage of parents trained on academic initiatives by providing a minimum of four workshops annually.

Metric/Method for Measuring: School Experience Survey & Report Card

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100% (Maintain)	100% (Maintain)	100% (Maintain)	100% (Maintain)	100% (Maintain)

LCFF STATE PRIORITIES-STUDENT ACHIEVEMENT

GOAL #4

The school will increase the number of students achieving proficiency level and above as measured by the CAASPP SBAC English Language Arts and Mathematics assessments annually and increase the number of English Learners who reclassify as Reclassified Fluent English Proficient.

RELATED STATE PRIORITIES:

- 1 4 7
 2 5 8
 3 6

LOCAL PRIORITIES:

- :
 :

SPECIFIC ANNUAL ACTIONS TO ACHIEVE GOAL

- The school will annually identify instructional priorities in the design and delivery of a high-quality Common Core State Standards-driven educational program to (1) yield improved academic performance outcomes for all students, including English Learners, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development to increase the efficacy of instruction
- Provide or obtain training for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.
- Monitor Long Term English Learners (LTEL's) progress (Language Acquisition Team)
- Utilize class-size reduction teacher to target needs of EL students
- Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas
- Implement ongoing student progress monitoring and embed daily opportunities for re-teaching and intervention for students at-risk of not meeting academic benchmarks

EXPECTED ANNUAL MEASURABLE OUTCOMES

OUTCOME #1: Increase the percentage of students that met standard/exceeded standard in Language Arts on the Smarter Balance Assessment (SBAC)

METRIC/METHOD FOR MEASURING: [CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS](#) (CAASPP) SMARTER BALANCED ASSESSMENT CONSORTIUM (SBAC)

APPLICABLE STUDENT GROUPS	BASELINE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	29%	32%	35%	38%	42%	45%
English Learners	0%	2%	4%	6%	8%	10%
Economically Disadvantaged Students	27%	29%	31%	33%	35%	37%
Students with Disabilities	0%	2%	4%	6%	8%	10%
African American Students	25%	27%	29%	31%	33%	35%
Asian Students	67%	26%	29%	32%	35%	38%

Filipino Students	33%	35%	37%	39%	41%	44%
Latino Students	26%	28%	30%	32%	34%	36%
Students of Two or More Races	20%	22%	24%	26%	28%	30%
White Students	31%	33%	35%	37%	39%	41%

OUTCOME #2: Increase the percentage of students that met standard/exceeded standard in Mathematics on the Smarter Balance Assessment

METRIC/METHOD FOR MEASURING: [CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS](#) (CAASPP) SMARTER BALANCED ASSESSMENT CONSORTIUM (SBAC)

APPLICABLE STUDENT GROUPS	BASELINE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	21%	29%	32%	35%	38%	41%
English Learners	25%	27%	30%	33%	36%	39%
Economically Disadvantaged Students	28%	30%	33%	36%	39%	42%
Students with Disabilities	25%	27%	30%	33%	36%	39%
African American Students	12%	14%	17%	20%	23%	26%
Asian Students	25%	27%	30%	33%	36%	39%
Filipino Students	28%	30%	33%	36%	39%	42%
Latino Students	15%	17%	20%	23%	26%	29%
Students of Two or More Races	27%	29%	32%	35%	38%	41%
White Students	24%	26%	29%	32%	35%	38%

OUTCOME #3: Increase the number of English Learners who reclassify as Re-designated Fluent English Proficient (RFEP)

METRIC/METHOD FOR MEASURING: Reclassification Data

APPLICABLE STUDENT GROUPS	BASELINE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	11%	22%	24%	25%	26%	27%

LCFF STATE PRIORITIES-STUDENT ENGAGEMENT

GOAL #5

Plainview ACA will increase student attendance and decrease chronic absenteeism to promote greater student engagement and ensure better positive academic outcomes.

RELATED STATE PRIORITIES:

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

LOCAL PRIORITIES:

- :
- :

SPECIFIC ANNUAL ACTIONS TO ACHIEVE GOAL

- Increase annually the percent of students attending 173-180 days
- Maintain attendance incentive programs
- Utilize PSA counselors to contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership regarding attendance
- Decrease the number of students missing 16 or more school days each year
- Conduct monthly recognition attendance awards assemblies
- Conduct family meetings for students with chronic absenteeism to provide intervention services and referrals
- Analyze attendance to determine possible causes for attendance rate differences between certain subgroups- particularly SWD and African- American students. Develop targeted attendance supports and incentives for subgroups demonstrating lower than benchmark rates. Implement a differentiated attendance plan for at-risk subgroups that is monitored and developed by the PSA, Title 1 Coordinator and Principal

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

METRIC/METHOD FOR MEASURING: STUDENT ATTENDANCE RATES

APPLICABLE STUDENT GROUPS	BASELINE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
ALL STUDENTS (SCHOOLWIDE)	58.1%	74%	75%	76%	77%	78%
ENGLISH LEARNERS	67.4%	74%	75%	76%	77%	78%
ECONOMICALLY DISADVANTAGED STUDENTS	55.3%	74%	75%	76%	77%	78%
STUDENTS WITH DISABILITIES	44.7%	74%	75%	76%	77%	78%
LATINO STUDENTS	77%	77%	77%	77%	77%	78%
WHITE STUDENTS	85%	85%	85%	85%	85%	85%

OUTCOME #2: Plainview ACA will decrease annually the number of students with chronic absenteeism (missing 16 days or more each school year or an attendance rate of 91% or lower schoolwide).

METRIC/METHOD FOR MEASURING: STUDENT ATTENDANCE RATE

APPLICABLE STUDENT GROUPS	BASELINE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
ALL STUDENTS (SCHOOLWIDE)	19.8%	10%	9%	8%	7%	6%

ENGLISH LEARNERS	17.4%	10%	9%	8%	7%	6%
ECONOMICALLY DISADVANTAGED STUDENTS	21.5%	10%	9%	8%	7%	6%
STUDENTS WITH DISABILITIES	29.7%	10%	9%	8%	7%	6%
LATINO STUDENTS	19.9%	10%	9%	8%	7%	6%
WHITE STUDENTS	21.7%	10%	9%	8%	7%	6%

LCFF STATE PRIORITIES – SCHOOL CLIMATE

GOAL #6

The school will lower the number of suspension incidents and maintain a safe and positive school environment.	RELATED STATE PRIORITIES:
	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
	LOCAL PRIORITIES:
	<input type="checkbox"/> : <input type="checkbox"/> :

SPECIFIC ANNUAL ACTIONS TO ACHIEVE GOAL

- Continue to implement positive behavior support plans and activities, as well as social skills training
- Continue to implement a Second Step program and Restorative Justice strategies to support students' positive behavior and resolve conflicts. Provide all teachers with training on the use of Restorative Justice strategies and alternatives to suspension
- Promote and strengthen home-school partnership to promote positive student behavior.
- Maintain safe and positive school environments through the Plainview ACA school-wide positive behavior plan
- Conduct SSPT meetings for students demonstrating at-risk behavior. As determined by the team, provide access to school-site and outside support agencies

EXPECTED ANNUAL MEASURABLE OUTCOMES

OUTCOME #1: REDUCE SUSPENSION RATE
METRIC/METHOD FOR MEASURING: MISIS

APPLICABLE STUDENT GROUPS	BASELINE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
ALL STUDENTS (SCHOOLWIDE)	0.6%	0%	0%	0%	0%	0%
STUDENTS WITH DISABILITIES	2.3%	0%	0%	0%	0%	0%
AFRICAN AMERICAN STUDENTS	0%	0%	0%	0%	0%	0%

OUTCOME #2: REDUCE INSTRUCTIONAL DAYS LOST TO SUSPENSION						
METRIC/METHOD FOR MEASURING: MISIS						
APPLICABLE STUDENT GROUPS	BASELINE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
ALL STUDENTS (SCHOOLWIDE)	3	0	0	0	0	0

OUTCOME #3: INCREASE THE PERCENTAGE OF STUDENTS WHO FEEL SAFE ON SCHOOL GROUNDS AS SHOWN IN THE TABLE BELOW						
METRIC/METHOD FOR MEASURING: SCHOOL EXPERIENCE SURVEY						
APPLICABLE STUDENT GROUPS	BASELINE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
ALL STUDENTS (SCHOOLWIDE)	77%	79%	81%	83%	85%	87%

LCFF STATE PRIORITIES-COURSE ACTION

GOAL #7	
Plainview ACA will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program (Science Lab, Media Lab, Dance, Music, Physical Education) to 100% of its students every year.	RELATED STATE PRIORITIES: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 LOCAL PRIORITIES: <input type="checkbox"/> : <input type="checkbox"/> :

SPECIFIC ANNUAL ACTIONS TO ACHIEVE GOAL
<ul style="list-style-type: none"> Conduct an annual review of the school's master schedule, student schedules, and other information. Classroom daily schedules will be posted for all core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program (Science Lab, Media Lab, Dance, Music)

EXPECTED ANNUAL MEASURABLE OUTCOMES														
OUTCOME #1: Plainview ACA will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science to 100% of its students every year. METRIC/METHOD FOR MEASURING: Method for Measuring: Annual Review of Master Schedule and Student Schedules														
<table border="1"> <thead> <tr> <th>APPLICABLE STUDENT GROUPS</th> <th>BASELINE</th> <th>2017-2018</th> <th>2018-2019</th> <th>2019-2020</th> <th>2020-2021</th> <th>2021-2022</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	APPLICABLE STUDENT GROUPS	BASELINE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022							
APPLICABLE STUDENT GROUPS	BASELINE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022								

ALL STUDENTS (SCHOOLWIDE)	MAINTAIN 100% OF STUDENTS HAVING ACCESS TO THE CORE SUBJECTS	MAINTAIN 100% OF STUDENTS HAVING ACCESS TO THE CORE SUBJECTS	MAINTAIN 100% OF STUDENTS HAVING ACCESS TO THE CORE SUBJECTS	MAINTAIN 100% OF STUDENTS HAVING ACCESS TO THE CORE SUBJECTS	MAINTAIN 100% OF STUDENTS HAVING ACCESS TO THE CORE SUBJECTS	MAINTAIN 100% OF STUDENTS HAVING ACCESS TO THE CORE SUBJECTS
OUTCOME #2: PLAINVIEW ACA WILL OFFER A COMPREHENSIVE ENRICHMENT PROGRAM (SCIENCE LAB, MEDIA LAB, DANCE, MUSIC) TO 100% OF ITS STUDENTS EVERY YEAR.						
METRIC/METHOD FOR MEASURING: CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP) SMARTER BALANCED ASSESSMENT CONSORTIUM (SBAC)						
APPLICABLE STUDENT GROUPS	BASELINE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
ALL STUDENTS (SCHOOLWIDE)	MAINTAIN 100% OF STUDENTS HAVING ACCESS TO THE SCHOOL'S ENRICHMENT PROGRAM	MAINTAIN 100% OF STUDENTS HAVING ACCESS TO THE SCHOOL'S ENRICHMENT PROGRAM	MAINTAIN 100% OF STUDENTS HAVING ACCESS TO THE SCHOOL'S ENRICHMENT PROGRAM	MAINTAIN 100% OF STUDENTS HAVING ACCESS TO THE SCHOOL'S ENRICHMENT PROGRAM	MAINTAIN 100% OF STUDENTS HAVING ACCESS TO THE SCHOOL'S ENRICHMENT PROGRAM	MAINTAIN 100% OF STUDENTS HAVING ACCESS TO THE SCHOOL'S ENRICHMENT PROGRAM

LCFF STATE PRIORITIES-OTHER STUDENT OUTCOMES	
GOAL #8	
Plainview ACA will implement a strategic intervention system school wide in Language Arts in Math that is accessible to 100% of students who need additional academic support.	RELATED STATE PRIORITIES: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 LOCAL PRIORITIES: <input type="checkbox"/> : <input type="checkbox"/> :
SPECIFIC ANNUAL ACTIONS TO ACHIEVE GOAL	
<ul style="list-style-type: none"> • Purchase and maintain licenses for iReady on-Line Math and ELA Intervention Systems • Provide on-going training for teachers on implementation of the iReady on-Line Math and ELA Intervention Systems • Provide access to technology (Classroom Computers, Tablets, and Computer Lab) 	

- Monitor student progress in meeting learning goals and decreasing gaps in achievement on a regular basis. Revise instructional strategies dependent on a student's learning needs to create a continuum of multi-tiered intervention supports and programs school-wide.
- Partner with students and parents in identifying and monitoring short-term and long-term learning goals.

EXPECTED ANNUAL MEASURABLE OUTCOMES

OUTCOME #1: Plainview ACA will implement iReady Diagnostic & Instruction school wide in Mathematics that is accessible to 100% of students to increase competencies in concepts and skills.

METRIC/METHOD FOR MEASURING: Diagnostic Assessments, iReady Diagnostic & Instruction built-in Assessments, Student Work Samples, District Interim Block Assessments

APPLICABLE STUDENT GROUPS	BASELINE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
ALL STUDENTS (SCHOOLWIDE)	MAINTAIN 100% OF STUDENTS HAVING ACCESS TO IREADY DIAGNOSTIC & INSTRUCTION	MAINTAIN 100% OF STUDENTS HAVING ACCESS TO IREADY DIAGNOSTIC & INSTRUCTION	MAINTAIN 100% OF STUDENTS HAVING ACCESS TO IREADY DIAGNOSTIC & INSTRUCTION	MAINTAIN 100% OF STUDENTS HAVING ACCESS TO IREADY DIAGNOSTIC & INSTRUCTION	MAINTAIN 100% OF STUDENTS HAVING ACCESS TO IREADY DIAGNOSTIC & INSTRUCTION	MAINTAIN 100% OF STUDENTS HAVING ACCESS TO IREADY DIAGNOSTIC & INSTRUCTION

OUTCOME #2: Plainview ACA will implement the new district provided Reading Program school wide in Language that is accessible to 100% of students to increase Reading Comprehension and Reading Fluency.

METRIC/METHOD FOR MEASURING: District Diagnostic Assessments (DIBELS & TRC), iReady Assessments, Student Work Samples, District Interim Block Assessments

APPLICABLE STUDENT GROUPS	BASELINE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
ALL STUDENTS (SCHOOLWIDE)	MAINTAIN 100% OF STUDENTS HAVING ACCESS TO THE	MAINTAIN 100% OF STUDENTS HAVING ACCESS TO THE	MAINTAIN 100% OF STUDENTS HAVING ACCESS TO THE	MAINTAIN 100% OF STUDENTS HAVING ACCESS TO THE	MAINTAIN 100% OF STUDENTS HAVING ACCESS TO THE	MAINTAIN 100% OF STUDENTS HAVING ACCESS TO THE

	SCHOOL'S ENRICHMENT PROGRAM	SCHOOL'S ENRICHMENT PROGRAM	SCHOOL'S ENRICHMENT PROGRAM	SCHOOL'S ENRICHMENT PROGRAM	SCHOOL'S ENRICHMENT PROGRAM	SCHOOL'S ENRICHMENT PROGRAM
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How the Goals of the Program Enable Students to Become Self-Motivated, Competent, and Life-Long Learners

Plainview ACA’s program is built on a foundation of basic services which ensures that all students attend school in a safe physical environment, have access to current research-based state adopted instructional materials and are taught by fully credentialed teachers.

Classroom instruction is aligned to state adopted standards including the Common Core State Standards for English Language Arts and Mathematics, the California English Language Development Standards and the Next Generation Science Standards. Teachers deliver lessons that employ instructional strategies described in the state curriculum frameworks. The implementation of a standards based curriculum at Plainview ACA ensures that all students receive a rigorous instructional program that empathizes 21st Century Learning Skills of critical thinking, collaboration, creativity and communication laying the foundation for college and career readiness in the years to come.

Increasing parent participation in school governance, parent workshops and conversations with staff about their children’s social emotional and academic progress builds their capacity to support their children’s success in school.

Monitoring the achievement of all students and students in numerically significant subgroups on state assessments provides critical data for teachers and staff to guide the planning of instruction and intervention programs to insure that all students are on a trajectory to achieve grade level standards. Plainview ACA students who score ‘Meets’ or ‘Exceeds Standards’ on the Smarter Balanced Assessments are on track to attain college and career readiness by the time they leave 12th grade. Likewise, English Learners who reclassify as Fluent English Proficient students before they leave Plainview ACA are well positioned to meet the rigors of secondary education.

Fostering competence and lifelong learning can only occur if students are at school to receive the benefits of the educational programs designed to meet their needs.

Increasing attendance, reducing days lost to suspension and improving students' sense of safety on campus produces positive impacts on student achievement outcomes.

The Science Lab, Media Lab, theater arts and visual arts program, fieldtrips, assemblies and educational community events provide rich engaging learning experiences for students. These enrichment activities coupled with the academic success that students experience during targeted small group instruction in the Plainview Learning Center encourages self-motivation and confidence.

Collectively Plainview ACA's goals help students to build character, develop self-esteem, and a sense of responsibility for themselves and within the community. In addition to the outcomes described above, students who culminate from Plainview ACA leave with the following five traits that embody Plainview ACA's student learning outcomes:

- 1. Leadership, Collaboration and Cooperation:** Students know and can demonstrate the adaptive and associative skills appropriate for their grade level. Students develop the skills necessary to become successful leaders and collaborators.
- 2. Goal Setting:** Students learn to set their own short-term and long-term academic goals in-keeping with their abilities and based on a high-level of expectations inherent in the school community. Students are challenged to continuously set and re-evaluate personal goals.
- 3. Critical Thinking and Problem Solving:** Students learn to be effective problem solvers and develop critical-thinking skills.
- 4. Self-Discipline:** Students learn to control their behavior and respect and uphold the values of the community. Students are taught Plainview ACA's Core Values of: Respect, Responsibility, and Safety.
- 5. Citizenship:** Students learn and practice their civic rights and responsibilities and have an appreciation of their impact on their immediate community and the larger world.

INSTRUCTIONAL DESIGN

Our Vision for Student Outcomes:

Plainview ACA's curriculum includes an integrated, inquiry-based K-5 curriculum aligned with the California Common Core Standards in English Language Arts and Mathematics and reflects the state standards in all other content areas. Cross-

curricular, project-based learning is enhanced by using drama, art and technology. There is a strong emphasis on hands-on learning- utilizing our new computer lab, media resources, and science lab. Plainview ACA program embraces the following key elements:

1. *Standards are Essential:* Clear and public state standards for what students should learn at benchmark grade levels are a crucial aspect of making sure we are meeting the academic needs of all students. Mastery of Common Core Standards serve as the foundation among all Plainview ACA stakeholders in the design of the curricular program, delivery of instruction, determination of performance progress, and alignment of school plans.

2. *Challenging Curriculum:* Plainview ACA's curriculum is aligned to Common Core standards and incorporates 21st Century skills and International Society for Technology in Education ISTE standards within each unit. Units are collectively developed in grade-level teams with articulation between departmental teachers to ensure a fluid continuum in scope and sequence between grade levels. Plainview ACA's curriculum incorporates hands-on, project-based learning in a cooperative group instructional setting. Opportunities for a multitude of depth of knowledge questioning, levels of engagement, and English Language Development standards are reflected in each lesson.

3. *Teachers Matter:* Teachers are held to high standards and must be knowledgeable of the latest research, methodologies, and pedagogies. Plainview ACA teachers are committed to ongoing growth and professional development to ensure effective instruction that promotes academic success. Plainview ACA teachers participate in weekly professional development and attend Local District and District level trainings and workshops. Plainview ACA teachers take pride in the developing of networks of expertise and peer support. Presently, Plainview ACA's staff hosts a teacher that actively contributed to the Next Generation Science Standards framework development. As such, this teacher host frequent trainings and workshops to the staff.

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.

English Language Arts

Plainview ACA implements an instructional program, which aligns closely with the California ELA/ELD Framework. The program gives students meaningful opportunities to engage in content knowledge, effective expression, language development, foundational skills, and making meaning through the integration of reading, writing, speaking, listening, and language.

Students will access content knowledge by integrating reading, writing, and text analysis across the curriculum by drawing in science and social studies standards during language arts instruction. Not only will this prepare students as 21st Century learners, but also expose them to the rigor necessary to access the Smarter Balanced Assessment.

When making meaning of a text, students will develop the necessary habits to become proficient readers. Strategies such as close reading, and answering text dependent questions by citing textual evidence will be used to build proficiency with the Common Core Standards. In grades K-5 students will interact with a balance of fiction and informational texts building in complexity by utilizing a range of Lexile Levels.

In grades K-2 our students will receive explicit and systematic instruction in the Foundational Skills. We implement the Early Language and Literacy Plan (ELLP) which provides targeted small group instruction based on DIBELS data analysis and meeting the diverse needs of our student population. We work collaboratively in grade level teams to plan foundational skills instruction and give students many opportunities and hands on strategies to engage in phonemic awareness and phonics instruction. In grades 3-5 students will focus on advanced phonics, multisyllabic words, and vocabulary development to build fluent readers able to comprehend grade level complex text. Students needing additional support in the foundational skills necessary for literacy achievement can attend the Learning Center. The Learning Center is staffed with highly trained paraprofessionals under the supervision of the Target Student Population Coordinator and Resource Specialist Teacher. Student progress is frequently monitored through the use of iReady assessments to adjust instruction and make grouping flexible.

In order to build strong communicators, students have ample opportunities to share and build upon each other's ideas, and express their opinions around texts. Students will be able to combine these skills to compose meaningful written and oral presentations. Through the use of the Write From the Beginning Curriculum, students will receive explicit and systematic instruction on all three of the writing text types called

for in the Common Core Standards. The writing lessons will be based on careful analysis of several sources to align with the Smarter Balanced Interim Assessments (IAB) being used to assess students' ability to effectively express themselves incorporating all levels of Depth of Knowledge.

Language Development will be embedded throughout the instructional program through both Designated and Integrated ELD. During Designated ELD, our English Learners will have the opportunity to develop the skills necessary to express themselves in the English Language. English Learners will also be given language development within the context of reading and writing during ELA instruction.

Language Arts Textbook – Benchmark Advance in grades TK-5.

Supplemental Computer-Based Resources – iReady, Accelerated Reader

Mathematics

The overall educational program's curricular and instructional design will include focused professional development on high leverage pedagogical practices in the teaching of mathematics including planning cycles to support teacher learning.

The CA Math Framework (2013, CA State Board of Education) explains that "students must experience a balanced approach to instruction and learning that supports conceptual understanding, procedural skill and fluency, and application of mathematics to real-world problems" (p. v). In addition, the CA Math Framework emphasizes the importance of the Math Practice Standards as habits of mind that "rest on important processes and proficiencies with longstanding importance in mathematics education" (p. 15). The Three Phase Lesson Structure (John Van de Walle), Number Talks (Ruth Parker and Sherry Parrish), and the use of Math Talk Moves (Chapin, O'Connor, and Anderson) throughout the day are high leverage pedagogical practices that will support the teaching and learning of the aforementioned balanced approach to math instruction and focus on Math Practice Standards.

Additionally, ***Principals to Actions***, published by the National Council of Teachers of Mathematics, describes the actions required to ensure that all students learn to become mathematical thinkers and college and career ready. Its recommendations are based on years of research in the field of math education. It states that "mathematics lessons should be centered on engaging students in solving and discussing tasks that promote reasoning and problem solving". School-wide implementation of the Three Phase Lesson, Number Talks, and Math Talk moves will support teachers in engaging students with this kind of math instruction because they place the teacher in a facilitator role supporting the learning of mathematics at a deeper and more complex level.

These high leverage pedagogical practices will be implemented as a part of the instructional program along with the district adopted, My Math, curriculum.

To support teaching and learning around the Three Phase Lesson, Number Talks, and Talk Moves, teachers will collaborate through the PDAR (Planning, Doing, Analyzing, Reflecting) cycle. According to Saunders and Marcelletti, when “done regularly and systematically across the school year and with the explicit purpose of improving teaching and student learning, teacher collaboration” has the power to turn ideas and information “into well-honed practices” (Teacher Collaboration Handbook for ILT/PDAR, p.2). The PDAR cycle will include planning for a lesson or unit, teaching the lesson or unit, analyzing the effects of the lesson or unit on student learning, and reflecting on findings and practice. Teachers will use the CA Math Framework as a resource tool to support deepening their understanding of the Common Core State Standards in Mathematics during the PDAR cycle. Additionally, studying the CA Math Framework during the PDAR cycle will support teachers in decision making on how to best use the district adopted My Math curriculum to effectively teach the Common Core Math Standards. Utilizing the PDAR cycle will also serve to support teachers in addressing the specific needs of targeted student populations including English Learners, At-Risk, and Economically Disadvantaged students.

Plainview ACA will use the My Math curriculum, which was also adopted by the district beginning in the 2015-2016 school year. Teachers will use the “Think Smart for Smarter Balanced Assessment” blackline master resource that comes with the My Math curriculum on a regular basis to inform them of student progress in K-5. This is one of the innovative curricular components My Math provides that includes similar levels of rigor and question types to the summative Smarter Balanced Assessment, including performance tasks. These may be used as an instructional and formative assessment tool.

Teachers will use the iReady program, in addition to My Math, to assess math skills. iReady will be used three times a year to identify target areas where students need more support. Potential intervention lessons from iReady will be used by teachers in small and/or whole group settings.

While the Three Phase Lesson, Number Talks, and Math Talk Moves are not explicitly embedded in the My Math curriculum, they are pedagogical practices that teachers will put into place as part of the instructional program. In addition, the school will utilize the various Interim Assessment Blocks (IABs), provided under the Smarter Balanced Assessment Consortium system, throughout the year to ensure that students in grades 3-5 will be prepared to take the summative SBAC assessment at the end of the school

year. The IABs will be used as an instructional and formative assessment tool to monitor and support effective teaching and learning of mathematics. The PDAR cycle will serve to support systematic teacher reflection around the alignment between student expectations for the Smarter Balanced Assessment and the Common Core Math learning opportunities provided by the instructional program. This cycle will also be leveraged to examine student IAB assessment data and implications for instruction.

Math Textbook – McGraw Hill MyMath for grades TK-5

Supplemental Computer Resources – iReady intervention lesson, MyMath

English Language Development

Teachers at Plainview Charter will attend to the language learning needs of English Learners by implementing a comprehensive ELD Program. The comprehensive ELD program will consist of:

1) **Designated ELD**, a daily instructional block (45 - 60 minutes) where teachers use the CA ELD Standards to plan lessons that focus on language development that will build into and from content instruction.

2) **Integrated ELD**, (throughout the day) where all teachers with English Learners in their room will use the CA ELD Standards in tandem with the content standards to support English Learners with their linguistic and academic progress.

Teachers will design both Designated and Integrated ELD lessons using researched-based High Impact Practices defined in CCSS in Diverse Classrooms by Zwiers, Prichard, and O'Hara. The High Impact Strategies consist of Fostering Academic Interactions, Using Complex Text, and Fortifying Complex Output. Teachers will explicitly model constructive conversations and provide an abundance of opportunities for students to engage in academic collaborative discussions. In addition, teachers will identify and use grade level complex text to build students abilities to practice and learn disciplinary literacy and language skills. Teachers will also support students to communicate their ideas in oral presentations and writing using academic language.

Progress monitoring will occur throughout each unit of study. Teachers will use the Student Progress Form (SPF) as a formative assessment to be able to provide feedback and plan for next steps based on students' needs. Additionally, teachers will regularly review student data to monitor progress toward reclassification.

Plainview Charter will use Benchmark Advanced instructional materials during Designated ELD and Integrated ELD. The Benchmark materials and the High Impact

Strategies will move students beyond access to content and toward the communication and critical thinking skills they need to be college and career ready.

English Language Development Textbook – Benchmark Advance
Supplemental Resources – LAUSD Constructive Conversation Skills Lessons

Science

California public schools are in the midst of an important and dramatic transition away from the 1998 California Science Standards to the new 2017 Next Generation Science Standards-aligned California Science Standards, which place priority on the students acting as scientists to explain real-world phenomena, and as engineers to solve real-world problems.

Plainview teachers and staff embrace the idea that, “Science learning in school leads to citizens with the confidence, ability, and inclination to continue learning about issues, scientific and otherwise, that affect their lives and communities.” (A Framework for K-12 Education, NRC, 2012).

Plainview is currently using the K-5 FOSS Science instructional materials from the 2008 California science materials adoption cycle. Recognizing that new science instructional materials will not be in place until the fall of 2019, Plainview teachers and staff understand the urgent need to make the appropriate adjustments to align science teaching and learning with the shifts that are called out in the new California Science Standards.

To achieve the required shifts of the new California Science Standards, the teachers and leadership team at Plainview Academic Charter Academy will align science teaching and learning by doing the following:

Plainview ACA faculty will include and make explicit the eight NGSS Science and Engineering Practices (SEPs) with a focus on constructing explanations for science and engaging in argument from evidence.

The Science and Engineering Practices are the actions and behaviors of scientists and engineers in their professional work. We want to empower the students at Plainview to enable them to figure out why and how science phenomena occur in the world, and to solve real-world problems. Students should have opportunities to meaningfully engage in the eight practices during each year of their K-5 experience.

While the adopted K-5 FOSS science instructional materials include opportunities for real-world science and engineering experiences, they do not sufficiently engage students in and call out the practices of scientists and engineers. To improve the alignment of the FOSS instructional materials, K-5 teachers will revise and enhance the existing FOSS science lessons to include and make explicit (where appropriate) the eight Science and Engineering Practices. In some cases, the modifications will be subtle; in others, the teachers will need to make significant revisions to the conceptual flow of lessons in the FOSS science units.

Plainview ACA teacher will include and make explicit the seven NGSS Crosscutting Concepts. The Crosscutting Concepts are ways that scientists and engineers think about the real and human-made world. As with the Science and Engineering Practices, the Plainview teachers and staff will need to create opportunities (where appropriate) for students to use the Crosscutting Concepts to make sense of real-world phenomena and solve real-world problems.

Plainview ACA teachers will align science content to the appropriate NGSS Disciplinary Core Ideas. The new California Science Standards call for some science topics to be taught at different grade levels from the 1998 science standards. To address these content shifts, Plainview teachers will meet in vertical teams to articulate these shifts and pass the pedagogical strategies from one grade level to another.

Plainview ACA teachers will place priority on three-dimensional teaching and learning. In order to make sense of science phenomena to answer questions and solve problems, teachers and students will need to understand how all three of the above NGSS dimensions (Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas) come together for scientists in the real world and how they come together for students in K-5 classrooms. During grade-level meetings, Plainview teachers will modify existing FOSS lessons and add new lessons that incorporate this three-dimensional approach to science teaching and learning.

Plainview ACA teachers will include more science learning opportunities that are connected to real-world phenomena. Scientists and engineers do not go to work each day to memorize facts and lists of vocabulary words. Their work is to answer questions and to solve problems that are based on real-world phenomena. In order to move the science teaching and learning at Plainview to reflect the real work of scientists and engineers, teachers and staff will examine and modify the existing FOSS units and lessons to include more opportunities for students to explain and solve problems that relate to real-world phenomena.

Science Textbook – FOSS Kits
Supplemental Science Resources – Science Lab

History and Social Studies

Students will demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. They will demonstrate an understanding of the rights and the origins, functions, and sources of power, authority, and governance of various populations. “Without a sense of history, no man can truly understand the problems of his own time.” (*Sir Winston Churchill*)

Plainview ACA is currently using the last District social studies adoption published by Pearson Scott Foresman, with the common core enhancements found on the District’s History/Social Studies webpage. Teachers are supplementing the textbook and adjusting lessons to meet the current state standards.

Social Studies Textbook – Scott Foresman History Social Science for California
Supplemental Resources – LAUSD Model Lessons in History Social Science

Health and Physical Education

Students will build a healthy, balanced body, and mind through various intramural sport activities and drills. All Physical Education standards and mandates will be addressed with the dedicated time of 200 minutes every 10 consecutive days for psychomotor skills development.

Plainview ACA has been awarded PETIP (Physical Education Itinerant Program) beginning in the 2017-2018 school year. This grant will fund a credentialed physical education itinerant teacher, one day per week at our school for two years to provide embedded professional development for 6-8 designated teachers during physical education instruction. This model is designed to provide teachers with pedagogy and content knowledge needed to assist them in meeting the state mandated 200 minutes of physical education every 10 school days. Participating teachers are expected to gradually assume the role of providing physical education instruction with the assistance of the itinerant teacher as a coach, no later than the second semester of year 1. In addition, our school will receive appropriate physical education equipment.

Health Textbook – Macmillan/McGraw-Hill Health and Wellness

Visual and Performing Arts

It is proven that students can learn at a higher rate by applying test-based knowledge paired with hands-on experiences with science, the arts, technology, and media. Students exposed to the arts, learn to think creatively and solve problems by imagining various solutions and rejecting outdated rules and assumptions.

Plainview ACA continues to be dedicated in the importance of integrating the Arts into the core content areas as a platform to accelerate critical thinking and innovative learning. Plainview has maintained its commitment to provide students with a multitude of curricular trips throughout the school year that foster cultural literacy and enhance their understanding of the communities that surround the school. Plainview ACA faculty works closely with the Local District Arts integration specialist to design interdisciplinary units that align with schools goal and reinforce 21st century learning.

Plainview ACA offered Theater Arts and Visual Arts for the 2016-2017 school year. The Arts teachers provided by LAUSD are trained to offer discrete, as well as, integrated arts instruction. Through Arts Instruction our students develop critical thinking skills, make real world connections, develop self-esteem and self-confidence. When integrated into other core subjects such as ELA, Math, Science and Social Studies their learning is supported and extended.

Arts Instruction is designed to teach specific Standards Based VAPA lessons and to develop students' creative thinking skills. Instructional strategies include EL, SDAIE, cooperative and collaborative groupings that allow hands-on activities, scaffolding, differentiation and guided and modeled lessons.

Visual Arts and Theater Instruction offer hands-on learning, real-life connections, and conceptual thinking. It develops problem solving, critical thinking, and constructive conversation skills. It develops stage presence, imagination, speaking skills, improvisational and persuasive skills.

Technology

Plainview ACA Students will become familiar with desktop computers, Chrome books and iPads. They will use iReady, Accelerated Reader, word processing and other applications to enhance their access to the core curriculum and prepare them for a technologically advanced society. Students will develop skills and be familiar with various applications to accomplish goals in all other disciplines, such as spreadsheets, Photoshop, Keynote, PowerPoint, etc. Students will understand the use of current technology and its real-world applications. Students will learn to navigate the Internet safely while conducting research.

Plainview faculty will continue to integrate the use of technology into all core content areas to promote access, equity and build 21st century skill. Plainview ACA will continue to produce technology based projects such as the weekly Pioneer News video broadcast.

Prior to the first day of instruction, all teachers receive and analyze the incoming students' DIBELS, TRC, iREADY, and SBAC performance data during a pupil free day. Additionally, teachers are provided a copy of each student's comprehensive report from MyData. Through data analysis, teachers identify students for groupings, intervention and extension. Instructional priorities are also identified. On a weekly basis, teachers meet in grade-level groupings to evaluate students' progress towards meeting the instructional learning goals.

Authentic assessments are on-going and can supplement a teacher's ability to evaluate the child over time and in a variety of settings. Authentic assessments may include: portfolios, journals, work samples, homework, teacher-devised tests, teacher observations, checklists, anecdotal records, publisher-provided criterion referenced tests, and projects. Also, known as performance assessments, they allow for meaningful application of essential knowledge and skills.

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


Transitional Kindergarten


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

Transitional Kindergarten at Plainview ACA is the first year of a two-year kindergarten program that is designed to bridge preschool and the more rigorous academic demands of kindergarten. Transitional kindergarten students attend a full 6 hour day. The curriculum is based on the California Common Core Standards for kindergarten. Teachers focus instruction on early literacy and math skills along with social emotional development. In addition to the core academic subjects, transitional kindergarten students

receive instruction in music, art and motor skills development. Student progress is assessed throughout the year using DIBELS, iReady and teacher observations. In April, transitional kindergarten students are evaluated by their teacher and the administrative staff on their individual progress. If a student has met the required academic criteria and is emotionally mature enough, they may promote to first grade. Transitional kindergarten students at Plainview ACA participate in all the same school-wide activities as their kindergarten peers.

Academic Calendar and Schedules


LOS ANGELES UNIFIED SCHOOL DISTRICT
DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

HOLIDAY
DIA DE FIESTA


Board Approved
1/12/2016

SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2016-2017
CICLO UNICO CALENDARIO ESCOLAR DE INSTRUCCIÓN

JULY
JULIO

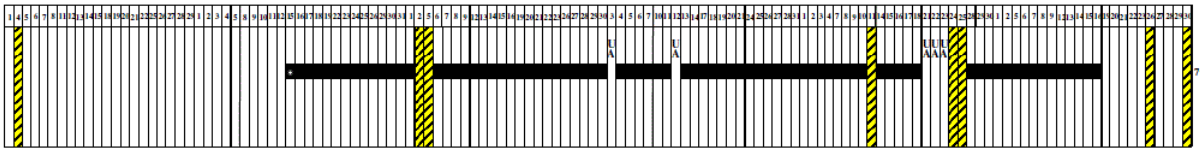
AUGUST
AGOSTO

SEPTEMBER
SEPTIEMBRE

OCTOBER
OCTUBRE

NOVEMBER
NOVIEMBRE

DECEMBER
DICIEMBRE



JANUARY
ENERO

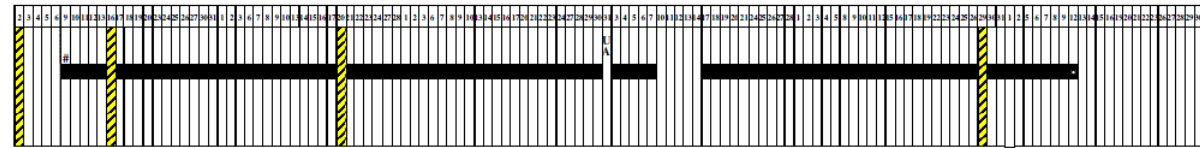
FEBRUARY
FEBRERO

MARCH
MARZO

APRIL
ABRIL

MAY
MAYO

JUNE
JUNIO



IMPORTANT DATES:

07-04-2016 Independence Day	11-24 & 11-25-2016 Thanksgiving Holiday	03-31-2017 Cesar E. Chavez Birthday Observed
08-16-2016 First Day of Instruction	12-19-2016 thru 01-06-2017 Winter Recess	04-10 thru 04-14-2017 Spring Recess
09-02-2016 Admissions Day	# 01-09-2017 Second Semester Begins	05-29-2017 Memorial Day
09-05-2016 Labor Day	01-16-2017 Dr. Martin L. King, Jr.'s Birthday	* 06-09-2017 Last Day of Instruction
11-11-2016 Veterans Day Observed	02-20-2017 Presidents' Day	

UA – Unassigned Day, no classes in session ■ Pupil Free Day

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.

Plainview ACA will continue to follow the traditional academic calendar set forth by the Los Angeles Unified School District. Regular days start at 8:10 and dismissal is at 2:34 pm. Every Tuesday is a banked day and dismissal is one hour earlier at 1:34 pm.

There are a total of 8 minimum days with dismissal at 12:49 pm. and two shortened days with dismissal at 1:54 pm. Plainview ACA uses the Los Angeles Unified online bell calculator to ensure the that minimum number of instructional minutes required by California Education Code are met for each grade level.

Bell Schedule for 2017 - 2018:

Teachers have the flexibility to design their daily classroom schedule. The bell schedule for all grades TK through 5th at the Plainview Academic Charter Academy will be:

Standard Schedule		
8:05 am	Warning Bell	
8:10 am	School Begins –Language Arts	110 minutes
10:00 am	Recess Begins	20 minutes
10:20 am	Physical Education,	20 minutes
10:40	Math	90 minutes
12:10 pm	Lunch Begins	40 minutes
12:50 pm	Science	40 minutes
1:30 pm	Social Studies	30 minutes
2:00 pm	Health and Arts	34 minutes
2:34 pm	Dismissal	

Shortened Day		
8:05 am	Warning Bell	
8:10 am	School Begins – Language Arts	110 minutes
10:00 am	Recess Begins	20 minutes
10:20 am	Physical Education	20 minutes
10:40	Math	90 minutes
12:10 pm	Lunch Begins	40 minutes
12:50 pm	Science	20 minutes
1:10 pm	Social Studies	20 minutes
1:30 pm	Health and Arts	24 minutes
1:54 pm	Dismissal	

Professional Development Banked Tuesday		
8:05 am	Warning Bell	
8:10 am	School Begins - Language Arts	110 minutes
10:00 am	Recess Begins	20 minutes
10:20 am	Physical Education	20 minutes
10:40 am	Math	90 minutes
12:10 pm	Lunch Begins	

12:50 pm	Character Development	20 minutes
1:10 pm	Science	19 minutes
1:29 pm	Dismissal – , ,	

Minimum Day		
8:05 am	Warning Bell	
8:10 am	School Begins - Language Arts	140 minutes
10:30 am	Brunch/Recess	30 minutes
11:00 am	Physical Education	20 minutes
11:20 am	Math	
12:49 pm	Dismissal	

Mathematics Placement Act

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

High School Exit Examination

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

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

Professional development is a critical component of the Plainview ACA instructional plan. It is an effective tool used to support teachers as they design curriculum to foster student success and negate gaps in learning. Professional development topics are selected to address student and staff needs and to cover District required topics. Staff suggestions are reviewed by the Leadership Committee comprised of the Principal, Coordinator and Grade Level Chairs to determine if topics are appropriate, aligned with school goals, feasible to implement, and address areas of priority. The school

professional development calendar of topics is presented to the faculty several times throughout the year for modification and ratification by the staff.

Professional development topics are selected to support key instructional initiatives that drive measurable student achievement outcomes on SBAC, DIBELS, ELPAC and Reclassification rates. They also include topics that support the improvement of the school climate and culture.

Professional development topics for the 2017-2018 school year will include:

- English Language Arts
 - Implementation of the Early Language and Literacy Program and academies
 - Analyzing DIBELS data by sub-measures and TRC data to group students by academic need and target instruction
 - Implementing the newly adopted English Language Arts textbook series, Benchmark Advance
 - Continuation of Write from the Beginning and Beyond training
 - Implementation of Close Reading protocols and text dependent questioning strategies
- Mathematics
 - Designing and implementing the 3-phase lesson protocol across grade levels
 - Implementing Number Talks
 - Embedding Math Practices in daily lessons
- English Language Development
 - Reclassification criteria and progress monitoring
 - Preparing for and implementing ELPAC
 - Implementing the supports for English Learners in the Benchmark Advance textbook series
- Effective use of the iReady learning management system to assess student progress and plan targeted intervention
- Implementing Next Generation Science Standards
- Implementing Restorative Justice strategies and the Second Step program
- Implementing the effective use of instructional technology in classrooms
- Analyzing student achievement data and claims area performance from Smarter Balance Assessments to design instruction and advance learning

Professional development occurs on Tuesday afternoons. Plainview ACA will apply for a waiver to have early dismissal on all Tuesdays. In addition to Tuesday afternoons, the Plainview ACA staff attends trainings outside of school site including professional development on the Early Language and Literacy Program, Restorative Justice and the Write from the Beginning program.

Professional development is presented by the principal, leadership team members, Local District experts, lead teachers and outside professional experts. Grade level chairs facilitate grade level meetings that focus on reviewing student work and data, instructional planning and identifying at-risk students for intervention.

Professional development is scheduled and sequenced so that new instructional strategies that are presented have time for classroom implementation and gathering of student work samples. Work samples are shared at future professional developments to allow teachers time to analyze and reflect on the success of the strategies. Teachers conduct regular lesson studies and analysis of performance data for the purpose of identifying areas of instructional need.

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*.

ELD instruction occurs daily for all English Learners (EL) until they reclassify. Plainview ACA students identified as English Learners receive the minimum daily ELD instructional time recommended by the California Department of Education:

- Elementary ELD Levels 1-3 = 1 hour per day in addition to language arts
- Elementary ELD Levels 4-5 = 45 minutes per day in addition to language arts

The principal is responsible for ensuring that all ELs are appropriately placed. The principal collects daily schedules and conduct periodic walkthroughs to ensure that differentiated ELD instruction at each ELD level is taking place at the identified times for the required number of minutes.

Teachers at Plainview will consistently implement with fidelity the ELD curriculum found in new LAUSD adopted Language Art textbook series, Benchmark Advance. They will attend professional development to learn the instructional routines and pedagogy

contained in the new series. Plainview ACA teachers provide instruction during integrated ELD using research-based strategies and SDAIE methodology to ensure students are able to access grade level instruction. They monitor student progress in Designated ELD and Integrated ELD for progress towards minimum expected benchmark achievement.

When students do not make adequate progress teachers refer them to SSPT for intervention. They participate in SSPT process and implement SSPT recommendations and maintain contact with the students' families to keep them informed of their children's progress.

In order to track student progress towards learning language outcomes, teachers with the support of the school coordinator, maintain a system of information of student progress that is well organized and contains authentic language samples using the Student Progress Form provided by the LAUSD Multilingual and Multicultural Education Department.

The principal at Plainview ACA supervises classroom instruction for content and pedagogy to ensure the delivery of Designated ELD and Integrated ELD is occurring. Through coaching conversations based on evidence collected during classroom observations, the principal provides leadership and support to teachers and staff to improve student achievement and accelerate the learning of ELs and SELs. These regular classroom walkthroughs are conducted to ensure that Designated ELD and Integrated ELD are being delivered in the manner outlined in the LAUSD English Learner Master Plan.

The leadership team, consisting of the principal, the coordinator and a resource specialist teacher, identify, design and implement appropriate interventions for ELS when they do not meet minimum progress benchmarks. The team utilizes multiple sources of data including DIBELS, CELDT/ELPAC, SBAC, iReady and formative assessments. Paraprofessionals are strategically placed to provide instructional support to ELs to ensure access to all core curriculum.

Teachers at Plainview understand intervention instruction is supplemental and in addition to the time allowed for core instruction. In all interventions, the curriculum addresses the student's specific learning needs and progress is carefully monitored and reported. Classroom teachers and the coordinator will monitor progress using CELDT levels, LAUSD student progress forms, formative assessments, E.L. monitoring rosters, as well as diagnostic assessments such as DIBELS Next and iReady.

Struggling EL students at Plainview ACA are taken to SSPT to further analyze any academic deficits. Plainview ACA holds an initial SSPT meeting to discuss teacher concerns about a student's progress. The school then invites the parent/guardian to meet with the SSPT. SSPT conducts an analysis to determine specific area(s) of need and instruction that targets those needs. The SSPT recommend an entry and exit criteria for participation in the intervention. They recommend goals for systematic and explicit instruction.

Plainview students, who enter as newcomers, receive specialized ELD instruction to accelerate their English proficiency to meaningfully participate in core instruction. This instruction occurs in the Plainview Learning Center and is delivered by paraprofessionals under the supervision of the coordinator. Teachers are made aware of reasonable yearly progress expectations during professional development and grade level meetings.

ELs with an Individualized Education Program (IEP) are expected to make progress in English language proficiency and academic content mastery. To attain this the instructional programs for ELs with IEPs include ELD as a component of their core instruction.

Plainview provides regular, ongoing professional development for all teachers that serve EL students including the terms and implementation of the LAUSD Master Plan. Professional development strengthens teachers' understanding around Designated and Integrated ELD instruction. The professional development is differentiated by grade level, content and assignment, and includes special education and Gifted and Talented Education (GATE) teachers.

Plainview ACA provides the following EL services to their students:

- Specially Designed Academic Instruction in English (SDAIE) which is a methodology consisting of a set of specific strategies centered around four elements-content, connections, comprehensibility, and interaction and designed to make instruction comprehensible and grade-level academic content accessible for English Learners.
- Primary language support in the student's home language is provided when possible to facilitate and enhance learning. It is provided by teachers who are bilingual or trained bilingual paraprofessional. It increases access to core curriculum taught in English.

Plainview ACA recognizes that effective parent engagement and involvement is a critical component to the successful education of English Learners. Plainview ACA includes

parent input and maintains a Parent Advisory Committee to help make important decisions that directly impact ELs at the school site. The ELAC advisory committee provides input and advice to the site administration.

During each reporting period throughout the year, the principal ensures that monitoring is done to identify students who may be incurring academic deficits in language and core content areas while learning English.

Plainview ACA monitors student's English development using the following:

- CELDT/ ELPAC Scores
- LAUSD EL Dashboard to review student progress toward reclassification
- EL Action Plans for individual students
- ELD Progress Profile (MISIS report)
- Benchmark Assessments such as DIBELS
- Informal assessments such Student Progress Forms
- Assessments from Benchmark Advance
- Student work samples

Plainview ACA teachers are provided with current EL Monitoring rosters and At-Risk reports monthly for all of their EL students. The school identifies Potential Long Term English Learners (PLTEL), students who have been in the EL program for 4+ years and targets their language needs in order to reduce the number of Long Term English Learners (LTEL).

Gifted and Talented Students and Students Achieving Above Grade Level

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

In 2015-16, 9% of Plainview ACA's students exceeded standards on the English Language Arts Smarter Balance Assessment demonstrating a need to receive regular learning opportunities that foster higher-level creative and logical thinking through project-based learning. These students, in conjunction with students in the 2016-2017 Gifted & Talented Program (GATE), receive differentiated curriculum and advanced learning opportunities under the supervision of GATE coordinator, designated GATE teacher, and classroom teacher. Through long-term projects completed in collaboration with the GATE coordinator and classroom teachers, students achieving above grade level are encouraged to develop projects that provide greater depth, complexity, novelty and

acceleration with the instructional content. Projects are presented on a semester basis to a committee of teachers, students and parents as a culmination of the learning process. Though not required, the majority of projects incorporate the use of technology in the final presentation.

In addition to the project based learning units described above, students achieving above grade level are provided differentiated instruction within the classroom. Under the direction of Plainview ACA’s certified GATE teacher, staff members participate in professional development designed to increase the level of depth of knowledge questioning in instruction and enhance the level of content complexity dimensions.

Following LAUSD guidelines REF-5243.3, students are identified gifted in the high achievement category in the second grade with the OLSAT-8 test or through achieving ‘standards exceeded’ in ELA and math on the Smarter Balance Assessment Consortium (SBAC) for 2 years

Plainview ACA complies with the LAUSD’s GATE identification process and policy. As a charter, we reimburse the District for testing and processing services on a fee-for-service provided basis. Semi-annual meetings are held to review the GATE process and program supports with stakeholders. Students demonstrating advanced achievement and giftedness in fine and performing arts are encouraged to apply to the Saturday Conservatory of Fine Arts. Although Plainview ACA has recommended several students to participate in this program, the perspective families have declined due to issues with transportation and childcare. We will continue to encourage our students to take advantage of this opportunity. Plainview ACA will reimburse the LAUSD for any fees related to participation in the Arts Conservatory should an eligible student elect to attend.

The progress of identified GATE students will be monitored by the GATE Coordinator, GATE teachers and principal by reviewing grades, iReady data and DIBELS data after each reporting period and assessment window to determine if students are demonstrating above grade level achievement. Annually, the principal and coordinator will review SBAC results for GATE students to determine if they are performing in the ‘exceeds standard’ band in ELA and Math.

Number of Students Achieving Above Grade Level 2015-16 ELA SBAC							
Grade	Not/Nearly Met Standard	Standard Not Met	Standard Nearly Met	Standard Met	Exceeds Standard	Meets/Exceeds Standard	# Tested
THIRD GRADE	34	21	13	10	4	14	48
FOURTH GRADE	36	21	15	9	9	18	54
FIFTH GRADE	40	23	17	12	1	13	54

Overall	110	65	45	31	14	45	156
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Source: LAUSD MyData April 2017

Students Achieving Above Grade Level 2015-16 Math SBAC							
Grade	Not/Nearly Met Standard	Standard Not Met	Standard Nearly Met	Standard Met	Exceeds Standard	Meets/Exceeds Standard	# Tested
THIRD GRADE	39	20	19	8	1	9	48
FOURTH GRADE	42	11	31	11	4	15	57
FIFTH GRADE	44	26	18	9	1	10	54
Overall	125	57	68	28	6	34	159

Source: LAUSD MyData April 2017

Although the majority of Plainview ACA's GATE students earned course marks of '3' or better on the 2016-17 EP1 report, two students did not in the areas of physical education, writing and speaking. As a result, these students were provided with short-term intervention supports and incentives.

2016-17 EP1 Course Marks – GATE Students									
	# of 4s	# of 3s	# of 2s	# of 1s	% 4s	% 3s	% 2s	% 1s	Total Marks
THIRD GRADE	13	17	0	0	43.3%	56.7%	0.0%	0.0%	30
FIFTH GRADE	29	38	3	0	41.4%	54.3%	4.3%	0.0%	70
ALL GRADES	42	55	3	0	42.0%	55.0%	3.0%	0.0%	100

Source: LAUSD MyData April 2017

Students Achieving Below Grade Level

Plainview ACA has actively implemented a Student Support and Progress Team (SSPT) per LAUSD Policy Bulletin 6730.0. to provide a systemic approach to closing the opportunity and achievement gaps that students achieving below grade level demonstrate. Through utilization of multi-tiered systems, students are provided academic, behavioral, language development and attendance supports intended to increase academic success and promote wellbeing.

Students are identified for intervention through monthly instructional team analysis of student work samples, classroom assessments, teacher's observations, report card grades, SBAC scores, DIBELs' scores, iReady assessment data, English monitoring rosters, historical data showing trends and other contributing factors. Students are identified as below grade level if the meet one or more of the following criteria:

- Scoring below benchmark on DIBELs or iReady assessments
- Scoring 'standard not met' or standard nearly met' on SBAC
- Received course marks of 1 or 2
- Scoring below standard on an Interim Block Assessments (IAB)

Once a student is placed in the Learning Center, they complete a 6 to 8 weeks cycle. During that cycle, students review the skills that they are learning in class but need further practice to master. Students who have been reviewed by the SSPT, work on skills that will help them meet their goal. In the Learning Center, students are assessed in the beginning, middle, and end of the session in order to gauge their progress. At the end of the 6 to 8 weeks, the SSPT team has a meeting to discuss the students' progress and share the findings with teachers and the family. Students that have reached their goal or have made significant progress are exited from the learning center. Students that did not meet their SSPT goals or made progress are referred for another SSPT meeting.

Plainview ACA's multi-tiered system for students achieving below grade level includes:

Multi-Tiered Intervention Supports and Programs			
Tier Level	Intervention Program	Subject Area	Curriculums
Tier 1: Core Curriculum and Instruction (Good first teaching)	Targeted differentiated and small group instruction provided in the general education classroom through a teacher and T.A. during Universal Access Time.	English, Math, English Language Development	MyMath, Benchmark Advance, iReady Materials
Tier 2	Small group with classroom teacher and T.A. during U.A.T. (Universal Access Time) Learning Center - small group and individualized instruction focused on specific assessed learning goals and targets.	English, Math, English Language Development	MyMath, Benchmark Advance Teacher created materials, Treasures Intervention Materials, DIBELS Progress Monitoring, iReady Materials
Tier 3	SSPT – Meeting between parents, classroom teacher, Resource Specialist Teacher and other expert school staff to review a student's case history and achievement data and develop	English, Math, English Language Development, behavior	MyMath, Benchmark Advance, teacher created materials, DIBELS Progress Monitoring, and other supplementary curriculum.

Multi-Tiered Intervention Supports and Programs			
Tier Level	Intervention Program	Subject Area	Curriculums
	specific learning goals and a timeline to meet goals through an Individualized Learning Plan		

Classroom teachers, the school coordinator and the principal will review assessment data from DIBELS, iReady, IABs and grades to monitor the progress of students who are below grade after each reporting period. Annually, classroom teachers, the school coordinator and principal will review data from the SBAC for students who are below grade level to monitor progress. Under the supervision of the Principal, the Targeted Student Population (TSP) Coordinator will be responsible for the coordination and monitoring of intervention programs and student progress.

Economically Disadvantaged Students

Plainview ACA identifies economically disadvantaged students based on free and reduced lunch applications. The application process is monitored by the cafeteria manager and principal. The principal and leadership team review academic data for the Economically disadvantaged (ED) subgroup regularly to evaluate student academic needs and plan supports. The principal and leadership team use subgroup data to align State and Federal resources with the goals for socioeconomically disadvantaged students articulated in the school plan.

In 2017 86% of students at Plainview ACA were identified as economically disadvantaged which designates the school as a school-wide Title I program. Therefore, many of the supplementary services provided for ED students are available to all Plainview ACA students. These supplemental services include the following:

- Access to computers and technology connected to the Internet at school through weekly visits the school computer lab and through Chromebooks and iPads in classrooms. These resources reduce the digital divide for low income students.
- Fieldtrips to build students’ cultural literacy, background knowledge and academic language to locations including California Science Center, Natural History Museum, the Getty Center, Kid’s Space and the local library.
- Assemblies that give students access to Arts, Science and Health education content that in an engaging, culturally relevant and multi-sensory way.
- Weekly individual counseling services for students provided through Hathaway-Sycamores Child and Family Services.

- Afterschool programs provided by Woodcraft Rangers and Youth Services that includes academic support, enrichment and psycho-motor activities.
- Free books and dictionaries provided for students multiple times each year as part of the Reading is Fundamental program supported by the school, the local Elks organization and the Assistance League.
- Free eye exams and eye glasses provided by the Vision to Learn organization
- Free dental screenings and dental care at school provided annually by the Big Smiles organization.
- Free school supplies and clothes provided by Operation School Bell for needy students. .
- Plainview ACA holds an annual food drive to help needy families.

A fulltime school coordinator monitors these programs along with the principal to ensure that services are aligned to student needs and provide meaningful support to help economically disadvantaged students achieve at the same level as their more affluent peers.

The classroom teachers, school coordinator and principal will review assessment data from economically disadvantaged subgroup. This will include reviewing DIBELs data, iReady data and grades after each reporting period and SBAC data for student in grades 4 and 5 annually to monitor individual student progress.

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

1. District Affiliated Charter School’s Special Education Responsibilities

a. General Requirements

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

Charter School will be denied enrollment on the basis of their special education status.

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

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

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

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

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

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

b. Transferring Students

For students transferring to the District Affiliated Charter School from other school districts, District-operated schools or District authorized charters, the District will provide those related services required by the students' IEPs immediately upon the students' enrollment regardless of the types of service provider (i.e. school-

based, NPA or private). District Affiliated Charter School will ensure that IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with federal and state law and District policies and procedures.

c. Assessments

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

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

d. Alternative Placements

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

e. Least Restrictive Environment

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

f. Staffing Requirements

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

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

g. Student Discipline/Inclusion

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

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

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

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

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

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

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

***Modified Consent Decree Requirements**

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

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

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

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

Students in Other Subgroups

Plainview ACA will promote the achievement and wellbeing of students in other subgroups through strategies and programs including:

Homeless students and students in foster care will receive additional support through LAUSD designated coordinators and counselors through the Homeless Unit and the Foster Care Program. Students eligible for the homeless program are identified from an annual survey and/or through self-reporting at enrollment. Students in foster care are identified to the school through Social Services. Services and resources are provided as needed including tutoring, counseling, and necessary supplies.

School site supports are provided to students in these programs through their teachers, categorical programs advisor, and counseling staff. Outside agency support is provided on an as needed basis through Plainview's ACA collaboration with Hathaway Sycamore, Vision to Learn, Department of Social Services, Woodcraft Rangers and Big Smile Dental.

As a school-wide Title 1 program, 86% of Plainview ACA's students qualify for free and reduced lunch. Breakfast, lunch and dinner are provided to all students. Students are provided pencils, paper, crayons, scissors, a folder for homework, and any required material for school use. Additionally, all students receive a free book of choice three times a year at the Book Fair. No cost health screenings and services are coordinated through Nursing Services and Categorical Programs.

SWD's progress is monitored by their I.E.P. team (Individual Education Plan), teachers and families through an analysis of growth as evidenced by obtaining IEP goals, DIBELs, iReady Assessments and performance on the SBAC and interim assessments. SWD receive all intervention supports provided to every student at Plainview ACA in addition to supports and co-teaching as determined by IEP teams.

English Language Learners' progress is monitored by the ELPAC English Language Proficiency Assessments for California, SBAC, DIBELs, iReady assessment, EL progress rosters, and classroom grades. The coordinator provides teachers with monthly rosters and tracks a student's readiness to re-designate to English Proficient.

Plainview ACA students receive additional socio-emotional support and attendance guidance from a PSA Counselor, School Psychologist and Nurse. Collectively, this team works with community agencies, social workers, and families to address the unique needs of the students and foster success. Plainview ACA designated Homeless Liaison coordinates school based services for these student subgroups and monitors their academic progress.

Parent and families receive additional support for students in other subgroups through Plainview ACA's parent center and categorical programs. Families are invited to attend health, wellness, literacy, intervention and technology workshops. Additionally, the school hosts Open Houses, Starry Night, Harvest Festival, Latin American Festival, Armenian Cultural Day, Back to School Night, Parent Teacher Conference Week and Movie Night.

“A TYPICAL DAY”

A typical day at Plainview Academic Charter Academy begins with breakfast in the classroom, followed by the flag salute and morning announcements. Classes with English Language Learners begin each day with 45 to 60 minutes of English Language Development lessons. Classes with English only students begin their day with the Language Arts block. All classes engage in reading and writing activities that reach across the curriculum. Criteria charts and rubrics are used to maintain rigor and adherence to state standards.

Through the course of the day, classes may visit the library, computer lab, art center, science lab, and garden. They may also attend physical education or drama class. These extensions of learning enable all students to engage in the pursuit of academic excellence. They provide students with the opportunity to utilize different modalities of learning and engage all students in accessing their grade-level state standards.

The typical day continues with math curriculum. Every class engages students with interactive math lessons utilizing technology and manipulatives. Flexible groups enable the teacher to meet the individual needs of all students. Students are made aware of math expectations by discussing and posting the state standards.

After lunch, students are in the science lab where Next Generation Science Standards are being taught. Other students may be in the auditorium with the drama teacher, or in our library where they have access to culturally relevant books. Physical education is taught for the mandated 200 minutes for every ten consecutive school days. This is also the time for health and social studies.

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

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

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

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

See LCFF State Priorities in Element 1

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

See LCFF State Priorities in Element 1 for annual goals in 8 state priorities.

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.

Plainview ACA will continue to use the iReady online assessment program with all students in grades TK through 5 to monitor their progress in language arts and math toward grade level standards. iReady is a Common Core aligned diagnostic assessment that has been clinically validated to predict student performance on the SBAC. The system provides teachers with information about students’ specific deficits. iReady assessments will be given at the beginning, middle and end of the year.

Plainview ACA students will make the following progress on iReady assessments over the next 5 years:

English Language Arts – Percentage of Students At or Above Grade Level

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	43%	46%	49%	52%	55%	58%
English Learners	29%	32%	35%	38%	41%	44%
Economically Disadvantaged Students	40%	43%	46%	49%	52%	55%
Students with Disabilities	12%	15%	18%	21%	24%	27%
African American Students	50%	53%	56%	57%	60%	63%
Asian Students	94%	95%	96%	97%	98%	100%
Latino Students	39%	42%	45%	48%	51%	54%
White Students	45%	48%	51%	54%	57%	60%

Mathematics – Percentage of Students At or Above Grade Level

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	39%	42%	45%	48%	51%	54%
English Learners	28%	31%	34%	37%	40%	43%

Economically Disadvantaged Students	34%	37%	40%	43%	46%	49%
Students with Disabilities	12%	15%	18%	21%	24%	27%
African American Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Latino Students	31%	34%	37%	40%	43%	46%
White Students	44%	47%	50%	53%	56%	59%

DIBELS will continue to be administered to monitor students' foundational reading skills. DIBELS is a systematic process of screening essential skills predictive of later reading performance. DIBELS will be administered at the beginning, middle and end of the year to all students grades K-3 and English Learners in grades 4 and 5. Fluent English Proficient students in grades 4 and 5 will be administered the Text Reading Comprehension (TRC) assessment at the beginning, middle and end of the year.

Plainview ACA students will make the following progress on DIBELS assessments over the next 5 years:

DIBELS – Percentage of K-3 Students Scoring Benchmark on End of the Year Composite Score

Applicable Student Groups	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	46%	50%	55%	60%	70%	80%
Kindergarten	58%	60%	65%	70%	80%	80%
First Grade	47%	50%	55%	60%	70%	80%
Second Grade	64%	65%	70%	80%	80%	80%
Third Grade	38%	40%	45%	55%	65%	80%

Plainview ACA will follow the LAUSD Comprehensive Assessment Program outlined in Memorandum 6700 including administering Smarter Balanced Interim Block Assessments at least two times a year in Language Arts and Mathematics in grade levels 3-5. The goal is for all students to score in the 'At/Near Standard' or above performance band.

Students' writing skills in grades K-5 are assessed using writing prompts from the Write from the Beginning and Beyond curriculum. Students will produce five writing samples during the course of the year on the narrative, expository and opinion writing text types describe in the Common Core Standards. Teachers will score writing samples using a rubric score of 1-4 aligned to the writing traits described in the Common Core Standards

for each text type. A score of 3 or above indicates that a student is proficient with a the specific writing text type for their grade level.

Another assessment used is Accelerated Reader (AR). AR is a computer program that helps teachers manage and monitor student's independent reading practice. Students pick books at their own level and read at their own pace. Most children's books and the current reading series are in the database. Students take a quiz at the end of the book or story from Treasures to determine their comprehension. Students also take assessments throughout the year to determine their reading range. Reading ranges are shared with students and parents so that students continue to pick books in their range and progress in their independent reading skills.

English Learners' language development is assessed monthly using the LAUSD Student Progress Form during designated ELD lessons.

Other formative assessments include unit assessments from the English Language Arts and Mathematics textbook series.

DATA ANALYSIS AND REPORTING

Plainview ACA performs data analysis for the purpose of establishing priorities, determining the efficacy of instruction, and aligning programs to meet the needs of students. Data is analyzed on a regular basis among stakeholders at school governance committee meetings, grade level meetings, parent meetings, instructional leadership team, and in the classroom between student and teacher.

Plainview ACA uses a multitude of sources to gather and analyze school and student performance data including:

- LCAP Scorecard
- School Report Card
- SARC
- Smarter Balance Summative and Interim Assessment Results
- MyData
- Misis
- Marks Reports
- School Experience Survey
- iReady
- DIBELs
- Accelerated Reader
- Text Reading Comprehension (TRC)

Plainview ACA monitor student progress through iReady, from Curriculum and Associates, for student assessment and progress monitoring in Language Arts and Mathematics. Develop in alignment with the Common Core, i-Ready combines a valid and reliable growth measure and individualized instruction in an online product. It provides diagnostics for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. Students are currently assessed within the first 6 weeks of school, mid-year upon their return from Winter Break and in May before the end of the school year.

Plainview ACA also follows LAUSD's testing/assessment calendar and requirements. The District provides use of DIBELS (Dynamic Indicators Basic Early Literacy Skills), and TRC (Text Reading Comprehension) and the testing windows. The results of these assessments are used to drive Language Arts curriculum and for reclassification of English Language Learners, as per District policy.

This data along with student work and teacher observations drives curriculum and indicates which students are struggling. This data allows the teacher to create small groups to work on targeted areas. Students can work independently on computer lessons designed for them using the iReady program. Since students are assessed at least three times a year, parents are informed at parent conferences of a student's progress during the reporting period. Student's progress or lack thereof can be easily evaluated and substantiated by current assessment data.

Assessment data is shared with staff during professional development, faculty meetings and grade level meetings. It is discussed with grade level chairs and leadership team members. Data is shared with parents and community members during Governance Council Meetings, School Site Council and English Learner Advisory Committee Meetings. Outcome data is used to evaluate the allocation of resources and the school's single plan for student achievement throughout the school year.

Frequency and Methods by which Students Are Assessed

Analysis of student performance data to determine areas of strengths and needs is the cornerstone of Plainview ACA's instructional design process. Plainview ACA incorporates the use of a multitude of LAUSD mandated assessment measures to evaluate student and school performance including:

ASSESSMENT PROGRAM			
Assessment	Area of Focus	Frequency	Method
DIBELs	Reading	3xs annually	Computer Response
TRC	Reading	3xs annually	Computer Response
Accelerated Reader Quizzes	Reading	Varies by Teacher	Computer Response
iReady	ELA and Math	4xs+ annually	Computer Response
Smarter Balance Interim Assessments	ELA and Math	2xs annually min.	Computer Response
Smarter Balance Assessment-Cumulative	ELA and Math	1x annually	Computer Response
California Science Assessment (CAST)	Science	1x annually	Computer response
Standards Based Test in Spanish (STS)	Language Arts	1x annually	Paper & pencil
Reading Inventory (RI)	English Language Development	1x annually	
CELD/ELPAC	English Language Development	2xs annually	Paper & pencil
CA Physical Fitness Test	Grade 5 Fitness	1x annually	Physical test

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

In coordination and consultation with the District, Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the

requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

STAKEHOLDER INVOLVEMENT

Plainview ACA values parent participation in their child's education and decision making at the school. Plainview ACA employs a Community Representative who oversees a parent center, the volunteer program and outreach to the community. Creating a welcoming and personalized environment for each and every family is a standard that Plainview ACA holds all staff accountable to achieving. Plainview ACA is committed to engaging each and every parent through family friendly community events including Starry Night, Harvest Festival and the Reading is Fundamental events. The school community encourages all new parents to participate in the school governance council meetings and attend parent workshops in the Parent Center.

Parent workshops will continue to inform parents on School Report Card, Graduation Requirement, and other parent selected topics. Parents will continue to participate in the annual needs assessment to help determine future spending and help design our educational program. Plainview ACA will continue to have 2 to 3 parent conferences to discuss individual student's progress. Plainview ACA holds Back to School night and Open House to explain our educational program, expectation of students and showcase students' work.

Parents are encouraged to take an active role in their child's education. Frequent communiques and opportunities for individualized progress monitoring are provided to parents through school to home reports, conferences, and teacher meetings. Parents are encouraged to attend awards ceremonies and monthly academic enrichment activities. Additionally, Plainview ACA has a growing volunteer program coordinated through the Parent Center.

All stakeholders are encouraged to be involved in the development and monitoring of Plainview ACA's policies and school plan. LCAP, the School Report Card, and CDE Accountability Dashboard performance data is presented and analyzed with stakeholders at Charter Governance Council/School Site Council Meetings, English Learner Advisory Council (ELAC) Meetings, and in Professional Development Meetings to determine critical areas of need and determine targeted action steps. Findings and changes to school plans are discussed at parent meetings, faculty meetings and family events. On an annual basis, all stakeholders are encouraged to actively participate in the evaluation of the school's vision, mission, plans, and budget review.

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender

identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

STAFFING

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

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

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

CERTIFICATED PERSONNEL

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

CLASSIFIED PERSONNEL

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and

assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

SAFE PLACE TO LEARN ACT

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

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION REQUIREMENTS

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

GENERAL PROVISIONS

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

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

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

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

seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

Student Recruitment

Plainview ACA attends community outreach programs, such as our local National Night Out, and hands out school brochure. The school maintains an active website. Plainview ACA conducts prospective student tours throughout the year and holds meetings to inform the public as to school policies and programs offered. An annual Title 1 meeting is held to foster greater knowledge of Federal and State subsidized programs offered at the school. Additionally, Plainview ACA hosts community and family friendly events including Harvest Festival, Starry Night, and a Latin American Festival on an annual basis. Local families and community members are invited to attend these events and learn more about the multitude of programs the school offers. Plainview ACA welcomes all students, regardless of special programs eligibility.

Lottery Preferences and Procedures

Plainview ACA is located and operated within the boundaries of Local District Northeast of Los Angeles Unified School District. It is open to all students who wish to attend. Plainview ACA will follow the affiliated charter school admitting procedures which states first priority is to admit students who reside in the attendance boundary of the school. Plainview ACA's existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the attendance boundaries of Plainview ACA ("resident students") shall have first priority admission preference at all times.

Plainview ACA will follow the open enrollment period as determined by the LAUSD. Public notice will be posted regarding the date and time of the public drawing once the deadline date has passed. If the number of students who wish to attend Plainview ACA exceeds its operational capacity, as determined annually by LAUSD, Plainview ACA shall conduct a public random drawing/lottery. Plainview ACA will designate a deadline in the third week of March. A lottery form will be submitted for each prospective student interested in attending Plainview ACA during the open enrollment period. Forms will be dated and marked with a time upon submission. Plainview ACA will inform families and the public of the timeline, rules and procedures of the lottery process on the school website and on a flyer posted in the Main Office. The lottery will be open to the public allowing all families to observe. The lottery will be conducted in the morning at Plainview ACA's auditorium during the third week of March. Each student will be given an identification number at time of application submission to participate in the lottery.

This number will be used in a random drawing, as to protect a student's identity when the information is shared with the public. A school administrator and a representative from Plainview ACA's Governance / School Site Council will conduct the random drawing using the following admission wait-listing preferences:

- Students who reside within LAUSD boundaries will be randomly selected and offered a seat. Once all seats have been filled by grade level, students will be placed on the waitlist in the order drawn
- Students who reside outside LAUSD boundaries will be randomly selected and offered a seat. Once all seats have been filled by grade level, students will be placed on the waitlist in the order drawn

An administrative representative will contact students' families by telephone to notify them of an available position or of 'waitlist' status. Additionally, a list of students assigned lottery identification numbers will be posted on the website and in the Main Office of students who have been offered a seat and students who are waitlisted. Families will be given 3 business days following the random drawing in which to either accept or decline enrollment at Plainview ACA using the bottom portion of the lottery form.

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

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

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

HOMELESS AND FOSTER YOUTH

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

NON-DISCRIMINATION

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

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

Charter School shall implement proper disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. In the case of a student who has an IEP, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special

Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator shall convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School shall notify the Superintendent of the school district of the student's last known address within 30 days of the expulsion, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

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

READMISSION

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

GUN-FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School: Plainview Academic Charter Academy
c/o School Principal
10819 Plainview Avenue
Tujunga, CA 91024

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

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

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

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

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

REVOCATION OF THE CHARTER

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

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

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

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

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

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

CLOSURE PROCEDURES

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

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

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

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

ADDITIONAL PROVISIONS

FACILITIES

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

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

FISCAL MATTERS

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