



LOS ANGELES UNIFIED SCHOOL DISTRICT

Riverside Drive Charter School

A DISTRICT AFFILIATED CHARTER SCHOOL

13061 Riverside Drive

Sherman Oaks, CA 91423

Renewal Petition

Submitted

March 3, 2021

TERM OF PROPOSED CHARTER

JULY 1, 2021 TO JUNE 30, 2026

TABLE OF CONTENTS

Assurances, Affirmations, and Declarations.....	1
Element 1 – The Educational Program.....	3
Element 2 – Measurable Pupil Outcomes, and	
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured	64
Element 4 – Governance.....	71
Element 5 – Employee Qualifications.....	76
Element 6 – Health and Safety Procedures	78
Element 7 – Means to Achieve Racial and Ethnic Balance	80
Element 8 – Admission Requirements	81
Element 9 – Annual Financial Audits.....	86
Element 10 – Suspension and Expulsion Procedures.....	87
Element 11 - Employee Retirement Systems.....	89
Element 12 - Public School Attendance Alternatives	90
Element 13 - Rights of District Employees	91
Element 14 - Mandatory Dispute Resolution.....	92
Element 15 - Charter School Closure Procedures.....	94
Additional Provisions.....	97

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Riverside Drive Charter School (also referred to herein as “RDCS”, “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(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). . Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

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

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

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL addendum shall control.

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

• The contact person for Charter School is:	Nicole Richardson
• The address of Charter School is:	13061 Riverside Drive Sherman Oaks, CA 91423
• The phone number for Charter School is:	818-990-4525
• Charter School is located in LAUSD Board District:	3
• Charter School is located in LAUSD Local District:	Northeast
• Charter School is located in LAUSD Community of Schools	Van Nuys/Valley Glen
• The grade configuration of Charter School is:	TK-5
• The number of students in the first year of this Charter will be:	462
• The grade levels of the students in the first year will be:	TK-5
• Charter School’s scheduled first day of instruction in 2021-2022 is:	August 16, 2021
• 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.)	510
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional Single Track
• The bell schedule (start and end of day) for Charter School will be:	8:01am – 2:29pm

• The term of this Charter for Middle and High performing schools: ¹	July 1, 2021 to June 30, 2026
• If approved, then term of this Charter for low performing schools:	July 1, 2021-June 30, 2023

¹ *Charter schools satisfying the high performing renewal criteria may be renewed for a term of 5 to 7 years. (Ed. Code, § 47607(c)(2)(E).) The determination of whether a high performing charter school will be renewed for a five-year, six-year, or seven-year term will depend on specific factors related to the charter school’s operation and performance during the term of the charter. This determination will be made after submission and review from the Charter Schools Division.*

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Riverside Drive Charter School is located in Sherman Oaks, CA. Our student body is ethnically, racially, linguistically, culturally, and economically diverse and represents local communities of Sherman Oaks, North Hollywood, Van Nuys, and other surrounding areas. Riverside Drive Charter School serves a community with a very diverse student population that has access to many education options. Our students represent a broad range of socio-economic status, home language, race, culture, and educational proficiency. RDCS ethnic population consists of 56.3% White, 24.5% Hispanic, 7.1% African American, 5.1% two or more Races, 3.3 % Asian, 2.5 % Filipino, 0.2 % American Indian and 0.2 % Pacific Islander.

Within a three-mile radius of RDCS, there are 26 private school options and 17 public school options. In order to provide competitive public education to all of these students and stand out among the wide range of alternatives, RDCS needs an innovative, research-based, and developmentally sound educational approach that engages a broad range of students, while supporting English Language Development and allowing flexibility to provide the level of challenge appropriate to each individual child.

At RDCS, we offer a standards-based educational program that includes a strong integration with the Arts. For this new charter term, we will continue to focus on creating a strong science program integrating the arts and project-based learning. Our strong integration of Next Generation Science Standards (NGSS), Common Core State Standards (CCSS) in English Language Arts (ELA) and Math drive student engagement, support language development, and provide flexible challenge levels to meet the needs of our diverse community.

Our intensive English Language Development Program, with the blended approach with content standards helps students in reclassification, keeps students in the public-school system, and ensures that all students in the community have access to a high-quality education.

The RDCS student and community population is increasingly multicultural and multilingual with students from diverse socio-economic backgrounds. Our program has evolved with the need for social emotional education created by the current pandemic and remote learning. Our academic program will continue to serve students with different motivations for engaging in learning, behaving positively, and performing academically. Our strong Social and emotional learning (SEL) focus provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life.

Over the last five years, we have met the minimum statutory criteria for renewal as set forth in Education Code § 47607(b) by meeting the following criteria:

RDCS 2017-18 to 18-19 academic indicators as measured by CAASPP scores showed that all of our students increased in average DFS in English Language Arts (ELA). All the subgroups like Latinos, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities also made gains.

RDCS 2017-18 and 2018-19 Academic Indicator -English Language Arts (ELA Grades 3-5)

Subgroup	2018 Color	2019 Color	2018 Average DFS	2019 Average DFS	Change Level	School to State Comparison
All Students	Green	Green	12.7	25.4	Increased	Higher
Latinos	Yellow	Green	-20.9	1.4	Increased	Higher
English Learners	Yellow	Yellow	-21.4	-14.1		
Socioeconomically Disadvantaged	Yellow	Green	-13.0	-2.2	Increased	Higher
Students with Disabilities	No Color	Yellow	-66.3	-46.9	Increased	Higher

RDCS 2017-18 to 18-19 academic indicators as measured by CAASPP scores showed that all of our students increased in average DFS for Mathematics (ELA). All the subgroups like Latinos, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities also made gains.

RDCS 2017-18 and 2018-19 Academic Indicator -Mathematics Grades 3-5)

Subgroup	2018 Color	2019 Color	2018 Average DFS	2019 Average DFS	Change Level	School to State Comparison
All Students	Yellow	Green	-22.4	-6.0	Increased	Higher
Latinos	Yellow	Yellow	-46.3	-26.0	Increased Significantly	Higher
English Learners	Yellow	Yellow	-35.9	-34.8		
Socioeconomically Disadvantaged	Yellow	Yellow	-46.1	-28.7	Increased Significantly	Higher
Students with Disabilities	No Color	Yellow	-113.3	-83.9	Increased	Higher

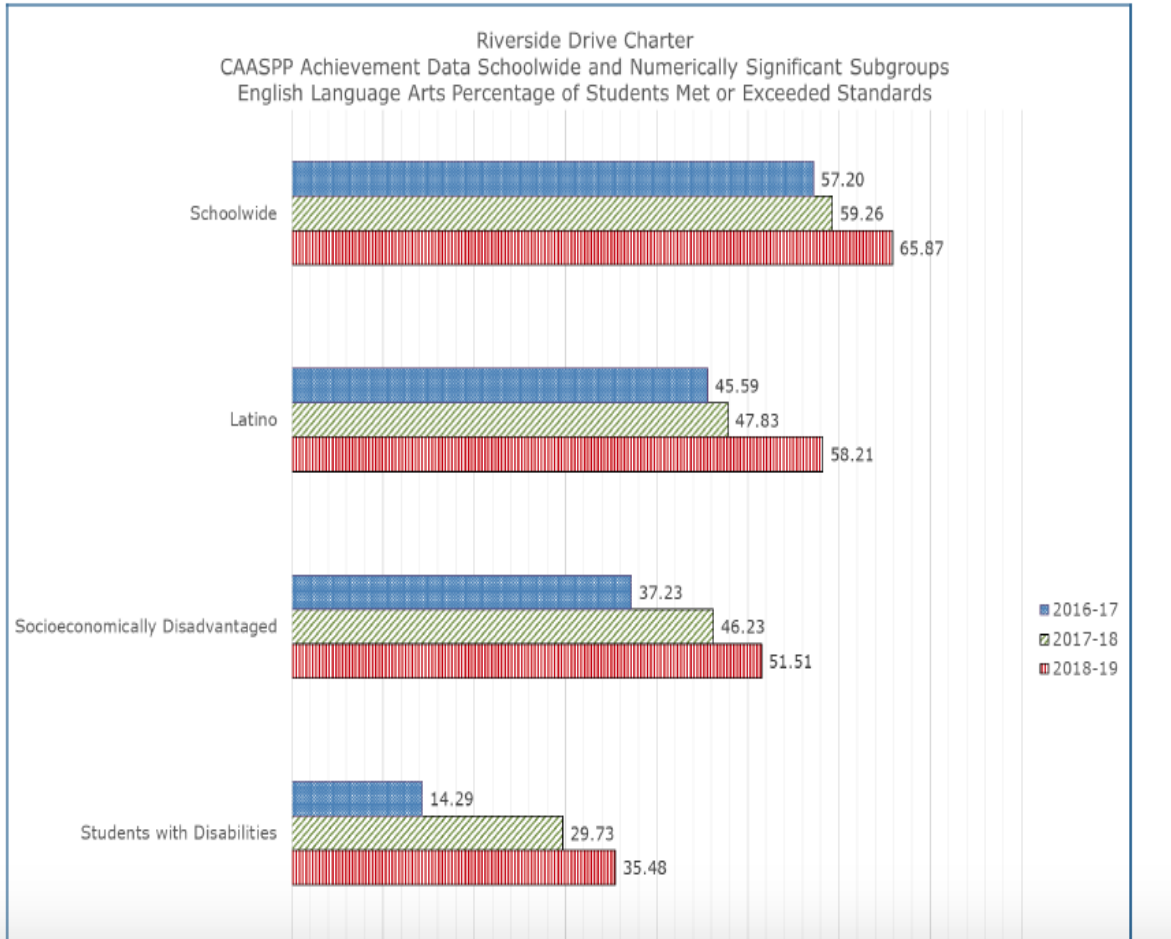
A review of RDCS’s multi-year school performance on the Smarter Balanced Assessment demonstrates significant growth in the area of English Language Arts. RDCS’s school wide percentage of students who achieved Met/Exceeds Standard increased from 59.26% in 2017-18 to 65.87% in 2018-19, showing a positive change of 6.61%.

In addition, we had three subgroups that increased the percentage of Met/Exceeds Standard over

that two-year period:

Socioeconomically Disadvantaged students increased from 46.23% to 51.51%; Students with Disabilities increased from 29.73% to 35.48%, and Latino students increased from 47.83% to 58.21%.

Multi-Year School Performance Summary Charts Riverside Drive Charter



RDCS’s performance on the Smarter Balanced Assessment demonstrates significant growth in the area of Math as well. RDCS’s schoolwide percentage of students who achieved Met/Exceeds Standard increased from 45.93% in 2017-18 to 51.79% in 2018-19, showing a positive change of 5.86%.

In addition, we had three subgroups that increased the percentage of Met/Exceeds Standard over that two-year period:

Socioeconomically Disadvantaged students increased from 33.02% to 38.00%; Students with Disabilities increased from 13.51% to 16.13%, and Latino students increased from 34.78% to

41.18%.

RDCS will be adopting a new mathematics textbook, Eureka Math (originally EngageNY Math) from the school year 2021-22. This curriculum is intelligently designed to teach math as a coherent body of knowledge that follows the proper learning progressions required for true math fluency, and not just a set of skills. The focus of Eureka Math is to instill deep, conceptual understanding that students can use to build on while also allowing students to find the joy of mathematics. Furthermore, this textbook is more aligned to the challenges and expectations placed on students by the SBAC. Our students will begin using this new program in the fall of 2021.

Although our English Learner (EL) students made some gains in English Language Arts in meeting and exceeding standards, we recognize that there is a need to continue to find new strategies to address their language development.

In the areas of Reclassification Rates, the school wide percentage of English Learner students who met the criteria for reclassification has declined from 21.4% in 2017-18 to 16.7% in 2018-19.

Supports for English Learners include Designated English Language Development (dELD) and Integrated English Language Development (iELD) as mandated by the State, via online and virtual platforms and Virtual Learning Resources from Benchmark Advance and Culturally Responsive Pedagogy techniques. Small group, interactive lessons tailored to individual students' English Language Development needs are provided by teachers and teaching aides. These small-group sessions are designed and planned to focus on specific skills students need to progress in their language arts and Math programs. Additional afterschool intervention will be planned for the students to fill the learning gap.

SBAC Performance Level Trend - Subgroup English Learners -English Language Arts (ELA)

Performance Level	2016-17	2017-18	2018-19
Standards Not Met	84%	82%	76%
Standards Nearly Met	14%	15%	19%
Standards Met	2%	3%	5%
Exceeds Standards	0%	0%	1%

Our STArt (Science, Technology and Art) emphasis enriches our overall program, creates interest, and motivates students. The program is also tailored to address the needs of all sub-groups.

According to the California Science, Test (CAST) 2018-19 which was administered to seventy-four fifth graders, 52.71 % students met or exceeded the standard.

We were in the process of establishing a STArt lab in addition to our existing outdoor garden lab when the school closure due to the pandemic was announced. Since then our teachers have provided additional opportunities for students to get hands-on learning in science in addition to the work done in the classroom. Some teachers use Mystery Science to incorporate more hands-on and project-based learning experiences in their distant learning curriculum. Furthermore, we adopted NGSS as a basis of our STArt program.

RDCS uses Project-based learning activities and gained more knowledge and experience by creating grade level science-based projects.

We also increased family participation through our Family Learning Nights. Our Math Night and Literacy Night events were very well attended, and our Science Festival drew a sizeable crowd as well.

We have continued with the family learning nights during the school closures and quickly adapted to the virtual platform during the pandemic. We have plans to greatly grow the Science Festival and host an Arts Festival. Our students have learned to get more involved in their community by participating in projects such as building and distributing care kits for the homeless, collecting blankets for animal shelters, and campus beautification at Riverside Drive.

We plan to increase our service projects by looking at science-based global issues that we could address in our project-based learning. Our Theater Arts program has blossomed during this time into a highly respected program. Students who matriculate from Riverside Drive Charter School in fifth grade are welcomed into the Millikan Performing Arts Magnet, Cinematic Arts Academy, and Film Academy every year. We plan to increase the arts integration through our STArt program. All our classrooms have been equipped with front of classroom technology. In addition, our students also have 1:1 access to iPads or Google Chromebooks. We have extended the use of technology-based learning through our STArt program with the addition of Computer Wise Kids. Our teachers have stepped up to find new ways to make use of this technology to increase the learning of all students. Our student-run garden is now actively serving as an outdoor lab for our science teaching and we have plans to more closely integrate the garden program into the curriculum.

Looking at the foundational skills current data, our DIBELS scores mainly have remained consistent between 71-83% range even with the distant learning. We strongly believe in foundational skills being the strong indicator of high school graduation.

2019-20 to 2020-21 DIBELS MOY (Middle of Year) Assessments Comparison

Grade Level	2019-2020 % Students Met or Exceeded Benchmark	2020-2021 % Students Met or Exceeded Benchmark
Kinder	76%	71%

First	83%	72%
Second	81%	81%

Data indicates although students in K-2 are progressing on the necessary early literacy skills to develop reading fluency such as Phonemic Awareness, segmentation, and oral blending strategies to decode. Some students are struggling in learning high frequency words through automaticity. Based on the data we summarize that we are focusing on ‘breaking the code’ and retelling so students not only are able to decode but also comprehend the text.

Data Analysis has led us to conclude that there is a need to develop language skills for LEP students; even Math involves problem solving and language in order to comprehend math questions. Math computational skills are taught but there is a need to effectively implement all mathematical practice standards as students solve mathematical problems^[1]_[SEP]. Math Number sense (K-2) and Problem solving (grades. 3- 5) are the strands of Math where Latino, and Socio-Economic Disadvantaged are least proficient. English Learners and Latino students were the least proficient in Math, especially in the math claims of ‘Problem Solving’ and ‘Communicating Reasoning. To address the need, RDCS is currently holding 12 classes of after school intervention.

The RDCS chronic absenteeism rate in 2018 was 12.8 %, which increased to 22.1% in 2019 due in large part to the nine-day teachers’ strike. We continue to work towards our goal to improve in chronic absenteeism. To improve in this area, we have created an attendance committee. Our attendance committee has been campaigning for improved attendance by offering monthly incentives for good attendance and distributing home connection letters informing parents about the importance of school attendance and our attendance policies. Even in remote instruction we monitor the attendance and follow it up with phone call home. For distant learning we make every effort to reach out to the family for any support needed in terms of devices and WiFi hot spots.

STUDENT POPULATION TO BE SERVED

Following the LAUSD Affiliated Charter guidelines, Riverside Drive Charter School accepts lottery students in addition to the children who live within our local school boundaries. Our program is designed to welcome all students to receive a quality education regardless of economic or social status, race, religion, color, or disability. We share the District’s commitment to “providing a safe and supportive learning environment for all students and to ensuring that every student shall have equal access to the District’s educational programs and activities”. We extend ourselves to recruit and retain a multicultural community of students, faculty, and staff from beyond our community boundaries. RDCS embraces all students from across all races, cultures, disabilities, and socio-economic status. We take pride in creating a diverse and inviting environment for students, parents, and staff.

Below are some facts about the current and target population:

- Students with Disabilities represented 8.4% of our population in 2019-2020.
- Gifted Students (GATE) represented 10.2% of our population in 2019-2020.
- English Language Learners Students represented 8.4% of our population in 2019-2020. These students receive targeted additional support for English proficiency. English learners (ELs) are being provided in-class intervention for designated English Language Development (ELD) instruction by the classroom teachers focusing on the ELD standards and work with students on skills they will need in order to reclassify to fluent English proficiency. All students who need additional small-group instruction work with teachers or paraprofessionals in small groups, either in a breakout room during the class online meetings, or in specially arranged instruction online classes with the classroom teacher.
- Foster Youth students represent 0.2% of our population.
- 33.9% of our student population is classified as Socioeconomically Disadvantaged.
- Our students speak over 8 different languages at home, including Hebrew, Armenian, Russian, French, Spanish, Chinese, Farsi, and English.

We are meeting the needs of our English learners, foster youth, and low-income student subgroups in multiple ways. We contact families with more than five absences to offer help, we provide internet access, iPads/devices, parent engagement support meetings, and access to our support staff, psychologist, and counselors.

Most of the RDCS student community feeds into Millikan Middle School. Millikan has a number of unique programs that offer great opportunities to students, such as the Performing Arts Magnet, the Social and Gender Equity Magnet (SAGE), the Math Academy, and the Performing Arts Academy, and the Cinematic Arts Academy. The community needs a TK – 5th grade elementary school that prepares students to succeed in these programs.

Enrollment Rollout Plan

For 2019-20 the school served 510 students TK-5. In 2020-21 our enrollment is 456, the decrease in enrollment can be attributed to remote learning and the extra ordinary circumstances of the pandemic. Many families have opted to switch to in-person private school options as well as homeschooling during this time. The enrollment forecast for the 2021 – 2022 school year is 462 students. We will continue to grow our program and increase enrollment during the remainder of the charter term.

GOALS AND PHILOSOPHY

Mission and Vision

Mission

Riverside Drive Charter School’s mission is to help our diverse student population cultivate the curiosity and skills to be lifelong learners. Our STArt (Science, Technology, and Art) curriculum

provides the hands-on, interdisciplinary learning that is the key to developing the critical thinking, creativity, collaboration, and communication proficiencies that are important in the 21st Century. We are committed to creating and maintaining a thriving community of educators, staff, parents, and community partners who work together to prepare students for the challenges of college and careers.

Vision

Riverside Drive Charter’s STArt curriculum implements instruction in a way that cultivates a student’s ability to develop the four Cs of Critical Thinking, Communication, Collaboration, and Creativity. These 21st Century skills are critical to ensuring that students have a solid foundation in the core curriculum and the technology skills they will need to be college and career ready.

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

The National Education Association (NEA) has done extensive research in identifying the skills that 21st century students need to be successful in the new global society. They have boiled their list down to four Cs²:

- Critical thinking
- Communication
- Collaboration
- Creativity

Riverside Drive Charter believes an “Educated Person in the 21st Century” needs to have solid experience in these four skills and needs to know how to use modern technology to support these skills in addition to utilizing the knowledge acquired in traditional elementary content areas. Our global society has evolved to a point where we are able to collaborate with the others anywhere on the planet, and communication in the 21st century requires an educated person to be able to use technology to do it. The instructional program at RDCS is specifically designed to be hands-on with visual, language, and creative skills embedded in art, science, history, and culture. Our diverse population will acquire relevant college bound skills needed for the global economy. The “Four Cs” in concert with each other and with technology give students the tools to succeed at work and in life. People who can use their communication skills to collaborate with others to creatively solve the problems that were identified by critical thinking will be on the path to success.

How Learning Best Occurs

At Riverside Drive Charter School, we believe learning best occurs when the development of positive attitudes and perceptions are made part of every learning task. Students **learn** to think

positively about themselves, their peers, and the material they are learning.

At RDCS we establish a relationship with each student as our literacy program empowers students with the ability to read, write, listen, and articulate in compelling ways. The literacy goes beyond the traditional meaning to also include the development of children who are mathematically competent, scientifically adept, and empowered with technological aptitude.

RDCS teachers believe that creative and imaginative thinking empowers students with the ability to think unconventionally, to question assumptions, and to imagine new scenarios. Imaginative thinkers craft astonishing work because they recognize their creative capacities and celebrate them through a variety of artistic mediums. Students are also provided with opportunities for growth and show a willingness to take reasonable risks.

Our instructional model recognizes the individual child's stages of development and supports the unfolding of the cognitive, physical, emotional, and social aspects of a child. We envision the 21st-century student to be joyful, confident, self-motivated, aware, inquisitive, resourceful, and persistent people who can thrive in an ever-changing world.

At Riverside Drive Charter School, we believe learning best occurs when the student faces real world problems that are tailored to their interests and skill levels. The following factors create an environment where learning best occurs:

- When students see the practical application of their learning, they are more likely to take an interest in it.
- When students are able to make emotional connections to the content and connect the content to other learning, their understanding and grasp of the content increases significantly.
- Students who put their hands-on materials that demonstrate the lesson and collaborate with other students to explore it connect with the subject matter in a way that enables deeper learning.
- Students who are given an opportunity to discuss the material learn that they can develop their own point of view about the material and that their point of view is valid.
- Students who express what they have learned in their own words and connect that material with what they already know are more likely to retain the new knowledge.
- When the arts are added into the process, the student builds confidence in their ability for self-expression and a willingness to accept constructive criticism.
- Arts help students develop a comfort level with making mistakes that further encourages healthy risk taking and further learning.

- Students who are shown that learning is hard work, but that work changes the brain for the better become better learners.
- When students learn to evaluate their own thinking processes and develop self-reflection skills, they become better learners. This process is called meta-cognition. It enables students to recognize their thought processes so they can step back and see if there is a different approach they should try instead.
- Students need to be able to make mistakes and need to know how to evaluate what they can learn from the mistakes so they can be more successful next time.
- The biggest indicator of future success is resiliency and perseverance. Students who develop a willingness to fail and come back from failure are more successful learners and more successful in life.
- Students remember information better when they are given many opportunities to practice retrieving it from their long-term memories and think about its meaning.³
- Students develop problem solving and critical thinking skills by solving problems and receiving feedback on their solutions. Students need background knowledge in order to develop good solutions.
- Students learn best when they develop a sense of belonging in a class and they feel that their efforts are worthwhile.
- Tell them that when you hit a wall, this is where you are learning. Then they will be motivated to push through that wall and learn that they can change their mind and change their future. Connecting experience with learning helps students become self motivated.
- Project-based learning, hands-on activities, and strengthened ties between EL learning and Science learning make learning more accessible to English Learners and other challenged sub-groups.

Local Control Funding Formula (LCFF) Requirements

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

LCFF STATE PRIORITIES

GOAL #1

Student Achievement:

RDCS School will annually increase by 1 percentage points the number of 3rd to 5th grade students achieving “Standard Met” level and ‘Exceed’ as measured by the CAASPP SBAC English Language Arts and Math assessments.

Related State Priorities:

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

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

To achieve the proficiency goals, the school will:

- School will hold data chats and analyze professional development sessions to monitor progress throughout the school year teachers will be using SBAC Interim assessment and CAASPP Instructional resources.
- Provide training (PD Teacher X/Z) on Common Core implementation strategies for English language arts lesson design and delivery, with a focus on close reading and informational text comprehension.
- Provide training (PD Teacher X/Z) on Common Core implementation strategies for mathematics lesson design and delivery, with a focus on problem-solving and real-world applications.
- Participate in peer coaching to evaluate, plan, and refine research-based reading intervention strategies and activities to meet the individual literacy development needs of struggling students.
- Backwards Planning through the use of data analysis of ELA SBAC Claims. Lesson Design utilizing information text and text dependent questioning
- Teacher to monitor and guide the efforts to address the needs of EL students, gifted students and students performing below grade level.
- Develop a collection of grade-level and developmental-level appropriate non-fiction informational texts, on a check-out basis, for guided reading and literature circle instructional activities
- Continue to utilize on-line reading programs and skills teachers learned through distant learning during the pandemic. Self paced intervention programs will be established and designed to help students improve their reading decoding and comprehension skills.
- If budget permits, teachers will be paid X time to provide intervention for targeted students outside of the regular school day.
- Implement the features of the academic program outlined in our 2021 Charter Renewal petition.

Expected Annual Measurable Outcomes

Outcome #1:

The school will annually increase by 1percentage point the number of students achieving “Standard Met” and “Exceed” as measured by the CAASPP SBAC Math assessments.

Metric/Method for Measuring:

Annual Review of CAASPP SBAC Scores

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	52 %	53 %	54 %	55%	56%	57%
English Learners	19%	20%	21%	22%	23%	24%
Socioeconomically Disadvantaged Students	38%	39%	40%	41%	42%	43%
Foster Youth						
Students with Disabilities	16%	17%	18%	19%	20%	21%
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students	41%	42%	43%	44%	45%	46%
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students	57%	58%	59%	60%	61%	62%

Outcome #2:

The school will annually increase by 1percentage point the number of students achieving “Standard Met” level and “Exceed” as measured by the CAASPP SBAC English Language Arts assessments.

Metric/Method for Measuring: Annual Review of CAASPP SBAC Scores.

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	66%	67 %	68 %	69 %	70 %	71%
English Learners	0%-	1%	2%	3%	4%	5%
Socioeconomically Disadvantaged Students	51%	52%	53%	54%	55%	56%
Foster Youth						
Students with Disabilities	35%	36%	37%	38%	39%	40%
African American Students						

American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students	58%	59%	60%	61%	62%	63%
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students	72%	73%	74%	75%	76%	77%

GOAL #2

Proficiency for All

Consistent with its charter, the school will annually meet or exceed state targets school wide for English Learners, low income students, foster youth, and for all numerically significant subgroups, as required by law and the charter

Related State Priorities:

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

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

The school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to yield improved academic performance outcomes for all students, including English learners. The school will annually maintain or increase the number of EL students achieving “proficiency” or equivalent on CAASSP English Language Arts and Mathematics assessments.

The school will increase the number of English learners who reclassify as Reclassified. Ensure teachers in EL classrooms attend training (PD Teacher X/Z) on ELD lesson design and instructional strategies for English language acquisition and access to core instruction focused on CCSS standards.

Expected Annual Measurable Outcomes

Outcome #1: The school currently reclassification rate for 2019- 2020 is 16.7 % and will strive to meet to meet LAUSD’s reclassification target rate of 22%, by increasing 1 percentage point annually.

Metric/Method for Measuring: Annual Reclassification Rate.

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	-	-	-	-	-	-
English Learners	16.7%	17.7%	18.7%	19.7%	20.7%	21.7%
Socioeconomically Disadvantaged Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						

White Students						
----------------	--	--	--	--	--	--

Outcome #2:

English Learners will increase their progress towards English language proficiency by 1 percentage point, as measured by the English Learner Progress Indicator.

Metric/Method for Measuring:
 Percentage of Els making progress towards English language proficiency, as measured by the school’s ELPI on the California Dashboard.

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)						
English Learners	44.7%	45.7%	46.7%	47.7%	48.7%	49.7%
Socioeconomically Disadvantaged Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #3:

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

Metric/Method for Measuring:

Percent of LTEL Students

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	-	-	-	-	-	-
Foster Youth	-	-	-	-	-	-
Students with Disabilities	-	-	-	-	-	-
African American Students	-	-	-	-		
American Indian/Alaska Native Students	-	-				
Asian Students	-					
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

GOAL #3

100% Attendance-
 Improve pupil engagement by steadily increasing the percentage of students attending school.

- The school will annually increase the number of students that attend 173-180 days each school year (i.e., achieve individual attendance of 96% or higher)
- The school will decrease by 1% annually the number of students missing 16 days or more each school year or an attendance rate of 91% of lower school wide

Related State Priorities:
 1 4 7
 2 5 X 8
 3 6

Local Priorities:
 :
 :

Specific Annual Actions to Achieve Goal

Increase annually the percent of students achieving an individual attendance rate of 96% or higher.

- Maintain attendance incentive programs
- Contact families whose student is absent more than 7 days during the school year
- Decrease chronic absenteeism

* Form a committee to review chronic absentee cases and identify ways to provide support to families that need it.

Expected Annual Measurable Outcomes

Outcome #1:
 The school will annually increase the number of students achieving an individual attendance rate of 96% or higher.

Metric/Method for Measuring:
 Percent of Students with Attendance Rate of 96% or Above.

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (School wide)	27.3%	28.3%	29%	30%	31%	32%

Outcome #2:
 The school will decrease the chronic absenteeism by 1 percentage point annually.

Metric/Method for Measuring:
 Percent of Chronically Absent Students.

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (School wide)	22%	19%	16%	13%	10%	9%

GOAL #4

<p>Parent, Community, and Student Engagement</p> <ul style="list-style-type: none"> • Increase the number of parents completing the School Experience Survey * Annually increase the percentage of students who “feel welcome to participate in this school” as indicated in the School Experience Survey. * Train parents on academic initiatives by providing a minimum of four workshops annually 	<p>Related State Priorities:</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> 1</td> <td><input type="checkbox"/> 4</td> <td><input type="checkbox"/> 7</td> </tr> <tr> <td><input type="checkbox"/> 2</td> <td><input type="checkbox"/> 5</td> <td><input type="checkbox"/> 8</td> </tr> <tr> <td>X 3</td> <td>X 6</td> <td></td> </tr> </table> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>	<input type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7	<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8	X 3	X 6	
<input type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7								
<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8								
X 3	X 6									

Specific Annual Actions to Achieve Goal

- Further extend the Project-based learning approach to engage students in the classroom.
- Increase parent awareness about the importance of School Experience Survey
- Continue to provide family and community activities and events like Family Science Night, Family Math Night, Physical Fitness, and Literacy Night, and International Cultural Night.
- Continue to host monthly Coffee with the Principal events.
- Host parent education workshops.
- Maintain an effective program for interactive parent and family involvement that includes meaningful opportunities for providing and gathering parental input for decision-making, sharing and receiving information, and teaching and learning how to support the educational program.
- Provide guidelines for parents to express and resolve concerns, in accordance with the charter.

Expected Annual Measurable Outcomes

Outcome #1:
 Percentage of parents completing the School Experience Survey will increase by 1percentage point annually.

Metric/Method for Measuring:
 LAUSD Parent School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	68%	69%	70%	71%	72%	73%

Outcome #2:

Percentage of parents who “feel welcome to participate in this school” increase by 1percentage point annually.

Metric/Method for Measuring:

Question on School Experience Survey.

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (School wide)	90%	91%	92%	93%	94%	95%

Outcome #3:

Percentage of parents that state that “My child's school recruits and organizes parents to help and support the school” will increase by 1percentage point annually.

Metric/Method for Measuring:

Question on School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (School wide)	89%	91%	92%	93%	94%	95%

GOAL #5

Provide for Basic Services

- Maintain the percentage of teachers that are appropriately credentialed for the students they are assigned to teach at 100%
- Maintain the percentage of teachers completing the Teacher Growth and Development Cycle
- Continue to grow the percentage of school-based staff attending 96% or above
- Maintain the percentage of schools providing students with standards based instructional materials by meeting Williams Act requirements at 100%.
- Reach 100% of facilities that are in good repair

Related State Priorities:

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

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

- Family counselors will continue to be purchased to provide counseling services for all students in need of social emotional assistance
- Continue purchasing general supplies and IMA
 - Centralized support from the District provided to the school

Expected Annual Measurable Outcomes

Outcome #1:

Maintain the percentage of teachers that are appropriately credentialed for the students they are assigned to teach at 100%.

Metric/Method for Measuring:

Annual review of school compliance with credentialing and assignment requirements.

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students	100%	24100%	100%	100%	100%	100%

Outcome #2:

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

Metric/Method for Measuring:

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

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	-	-	-	-	-	-
Students with Disabilities	100%	100%	100%	100%	100%	100%

Outcome #3:

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

Metric/Method for Measuring:

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

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

GOAL #6

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

Related State Priorities:
 1 4 7
 2 5 8
 3 6

Local Priorities:
 :
 :

Specific Annual Actions to Achieve Goal

Conduct an annual review of the school’s master schedule, student schedules, and other Information.

Expected Annual Measurable Outcomes

Outcome #1:

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

Metric/Method for Measuring:

Annual review or master schedule and student schedule.

Baseline	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (School wide)	100%	100%	100%	100%	100%	100%

Outcome #2:

Ensure all students receive the education code mandated 200 minutes of physical education every 10 schooldays.

Metric/Method for Measuring:

All teachers certify mandated monthly PE minutes on LAUSD Teacher Portal. The Principal reviews and conducts random check before certifying on Principal Portal for compliance with the California Education Code.

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #3:

The school will annually increase by 1 percentage point the number of students achieving “Met” level and ‘Exceed’ as measured by the State of California designated assessment tool for Science.

Metric/Method for Measuring:

2018-2019, CAASSP California Assessment Science Test (CAST) scores will be used as baseline.

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (School wide)	52.7%	53.7%	54.7%	55.7%	56.7%	57.7%
Socioeconomically Disadvantaged Students	29.0%	30%	31%	32%	33%	34%
Students with Disabilities	15.4%	16.4%	17.4%	18.4%	19.4%	20.4%
Latino Students	40%	41%	42%	43%	44%	45%
White Students	60%	61%	62%	63%	64%	65%
English Learners	53%	54%	55%	56%	57%	58%

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

The RDCS educational program is designed from the ground up to enable students to become self-motivated, competent, and life-long learners. Students need to understand that learning is in their control and that by putting in effort, their mind develops. This helps them become self motivated and develops life-long learners. A **project-based curriculum** shows students that effort results in learning. A **science-focused curriculum** develops self-motivated learners by enabling students to learn how to shape a problem and develop a solution to it. **Arts integration** encourages the student to think about how a subject makes them feel, further engaging and motivating them. Students who know how to use **technology** to research a problem, communicate information, and work creatively are motivated to continue to use these tools to further their learning.

A **project-based curriculum** shows students that effort leads to learning and that learning can be fun. Our projects provide an opportunity for students to put effort into their learning and to create something that is a physical manifestation of that learning. This allows them to see the results of their effort and encourages life-long learning. When a student works on a hands-on project, they develop a new sense of understanding of the subject that encourages further investigation. Our project-based learning is designed to help students enjoy learning, and to see that their learning can reap benefits for them and the world around them. When students see that learning can be fun and rewarding, they are encouraged to remain life-long learners.

A **study of science** shows students’ new ways to look at the world around them and gives them the confidence to believe that they can make impactful change to the world. When students use the scientific method and study engineering design (as covered in the Next Generation Science Standards) they learn how to identify and shape a problem, along with ways to evaluate potential solutions. When students see the results of their efforts to define and solve problems, they are encouraged to continue to learn more in order to solve more problems. This develops critical thinking and problem-solving skills that students are motivated to use throughout their lives.

Arts integration enables students to further engage in a subject while developing creativity, critical thinking, willingness to take risks and fail, and developing new ways of self-expression. When students use **the arts** to further engage in a subject, it reinforces their learning. The arts encourage students to be creative by providing opportunities to try new things in an environment where

creativity is encouraged. This also encourages students to take risks and try something new. Exposure to various forms of the arts helps students find new ways for self-expression. The arts also show students that each person can have a different and valid perspective on a subject. By giving and receiving feedback on the arts, students learn critical thinking skills. Students who are willing to take creative risks and accept criticism are more likely to be willing to learn something new in the future.

Technology is a very powerful tool that can be used to research a problem, communicate information, and work creatively. Students who are given an opportunity to work with technology on a regular basis develop a level of comfort with technology that encourages them to use these tools to further their learning.

The RDCS program develops competency by engaging students in the subject matter from several different angles. When students practice elaboration by putting their learning into their own words and connect it to other things they already know, they develop a stronger grasp of the new learning. When they can also see the subject of their learning in a broader context, especially if they can see the concepts in action, the knowledge is reinforced even further.⁴ Our cross-curricular projects support this style of learning across the material covered by the Common Core Standards and the Next Generation Science Standards, thus encouraging a greater grasp of all subjects taught, and developing competency.

Altogether, our STArt program with its focus on project-based learning helps students develop competency, builds confidence in their ability to change the world, encourages self-expression and shows students that learning can be fun. Our students will develop the competency required to continue to learn and the motivation to want to learn for the rest of their lives.

INSTRUCTIONAL DESIGN

Riverside Drive Charter School's STArt curriculum implements all the California State Content Standards, including but not limited to the following subject areas:

- English Language Arts
- English Language Development
- Mathematics
- History-Social Sciences
- Science
- Visual and Performing Arts
- Health and Physical Education
- The STArt curriculum also incorporates all of the Common Core State Standards and the Next Generation Science Standards. Detailed discussion of RDCS's incorporation of the California State Curriculum can be found below under the subheading "Curriculum and Instruction".

⁴Peter C. Brown, Henry L. Roediger III, and Mark A. McDaniel, *Make it Stick: the Science of Successful Learning*. (Cambridge, MA 2014), p. 5-6

- The focus of RDCS’s instructional design is to create meaningful intersections of NGSS, the Common Core Standards in Language Arts (including ELD) and Math, and the California State Curriculum for Visual and Performing Arts. We will do this by using project-based learning that encourages critical thinking, communication, collaboration, and creativity. The instructional design integrates recent cognitive science advances in learning, including metacognition. The use of project-based learning, critical analysis and careful implementation of new standards such as NGSS and Common Core Standards in Language (including ELD) and Math, and interleaving common intersections of different disciplines is just as applicable to those standards of California State Curriculum such as History/Social Studies or Health and Physical Education. The following section describes in detail how RDCS applies this instructional design to NGSS because of its significance in the changes in the teaching and learning of the sciences.

- The instructional design uses careful analysis of the standards so that the teachers can understand their design and philosophy as demonstrated below in the analysis of the NGSS standards. The purpose is to design a gateway to allow students to excel in science in elementary school and beyond. We are preparing this gateway so that the new configuration of the teaching and learning created by NGSS is accessible to all our children at our school. In our instructional design, we combined project-based learning that uses critical thinking, collaboration, communication, and creativity to find numerous access points to a curriculum with interdisciplinary crosscutting patterns. Realizing that science is heavily semantic, conceptual, and abstract, we researched and found learning skills recommended by recent cognitive science that will help children learn dense information and ideas. These strategies are individually based and reverse many of our long-held beliefs about efficient learning. In analyzing NGSS, the teaching and learning is divided into three parts that parallel our understanding that learning requires three important brain learning processes to be up and running and working in synchronicity: semantic, procedural, and schematic. For meaningful learning of science according to NGSS, students must understand Core Ideas, Crosscutting Concepts, and Practices. Focus on the NGSS permits us to use the latest research that learning requires meaningful interactions of semantic (Core Ideas), procedural (Practices), and schematic (Crosscutting Patterns) learning for a robust understanding of science. Our instructional design also uses the most current ideas about the skills of critical thinking, communication, collaboration, and creativity. The project-based learning element of the instructional design will be used to focus on the semantic, procedural, and schematic learning as it has been designed for the NGSS to other subjects in the California State Curriculum.

- RDCS recognizes the importance of successful teaching and learning of the NGSS for the future of all its students from Transitional Kindergarten to Fifth Grade in the 21st century, and has organized an instructional design that will provide proficient fluency for all students in CCSS and NGSS. In teaching and practicing the standards and practices of NGSS, RDCS will use project-based learning to explore the interaction and integration of science, technology, and the arts. RDCS will develop a strong connection between NGSS and the English Language Standards in CCSS for nonfictional reading and writing to ensure that students are able to readily access abstract scientific concepts and to organize the variety of different information generated by the study and practice of science. RDCS will

also link the teaching of NGSS with CCSS Math standards referenced by NGSS in the performance expectations that require specific math knowledge and skills. The teaching methodologies will be driven by the Four Cs (critical thinking, communication, collaboration, and creativity) and enriched by the most recent research in cognitive science about learning. This design will strongly benefit all subgroups of students, including ELL, special needs, and socially or economically disadvantaged.

- Riverside Drive Charter School’s STArt curriculum is based on the NGSS that significantly improves the science learning that all students need to be critical, communicative, collaborative, and creative in the ideas and practices of current and future science. In order to develop and provide a top-tier, research based, and professionally developed science education so that our student population is fluent in the language, thinking, and expression of science, RDCS’s stakeholders, parents, teachers, administrators, staff, and community will collaborate in planning, developing, and implementing the STArt curriculum.

- RDCS has aligned its instructional design to the improvement NGSS brings to science learning in listing “performance expectations that depict what the student must do to show proficiency in science,” rather than isolated standards. These performance expectations are different from the traditional one-line standards in that the Science and Engineering Practices are coupled with various components of the Disciplinary Core Ideas and Crosscutting Concepts. RDCS will develop and implement a Project-based learning model, as such models already exist, that will combine practices with content to create the learning context because practices alone are activities and content alone is memorization. RDCS ascribes to the NGSS philosophy that it is through integration of practice and content that science begins to make sense and allows students to apply the material. The Project-based learning will be built on a foundation of science, technology, and the arts, and on real-world science and engineering that is always a combination of content and practice. It will necessarily include critical skills such as reading, writing, speaking, listening, math, and engineering. For the first year of this renewal term, each and every teacher will work together to develop a grade level project that incorporates one of the strands of science, technology, and art. The project developed by teachers in the first year will be rolled out to students in the second year and will be shared with families at a school open house towards the end of that year. During the second year, all teachers will develop a second project based on a different strand of science, while rolling out and refining the first project. For the third year, teachers will develop a third project while the second project is rolled out to students and refined. Emphasis on specialized reading and writing in the sciences and application of math skills to the performance expectations of NGSS will greatly benefit ELL and socially and economically disadvantaged student subgroups. By the fourth year of the renewal term, students will be presenting three projects at open house style events throughout the year.

- RDCS’s instructional design includes integration of the CCSS ELA standards that apply to nonfiction text and writing and the NGSS. According to the National Research Council (2014) *Literacy for Science: Exploring the Intersection of the Next Generation Science Standards and Common Core for ELA Standards, A Workshop Summary*, since the CCSS literacy in science standards predated the NGSS, there remain questions about how the two sets of standards can complement each other and can be used in concert to improve

students' reading and writing, as well as listening. This integration is necessary as science is "language intensive and requires students to engage in classroom science discourse." RDCS will link connections between these two standards and set aside dedicated instruction time in which to specifically decode and comprehend science text, such as a thirty-minute period in the language arts period two or three times a week. With linkage of both CCSS ELA Standards that apply to reading and writing nonfiction text and the NGSS, students will be able to access substantive scientific ideas and the variety and magnitude of different classifications of facts and use that knowledge in order to effectively practice science to be able to meet the performance expectations.

In addition to the integration between NGSS and CCSS ELA standards regarding nonfiction reading and writing, RDCS's instructional design will link NGSS and the CCSS Math standards. NGSS cross-references CCSS Math standards as well as ELA standards that are necessary for students to meet the performance expectations that are assessable statements of what students should know and be able to do. In order to hold students accountable for demonstrating their achievement of all performance expectations, we need to explicitly link the NGSS and the Math standards and set aside dedicated instruction time in which to master those Math standards, such as a thirty minute period in the math period two or three times a week.

The goal of RDCS's instructional design is to grow and develop the skills the students will need to succeed and achieve in the new global society: critical thinking, communication, collaboration, and creativity. These skills will support the STArt curriculum by infusing students with the ability to persevere in mastering the CCSS and NGSS standards from Kindergarten to Fifth Grade. RDCS's teaching methodologies will be integrated with the Four Cs. Two performance expectations in Critical Thinking include 1.) the ability to use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation and 2.) to effectively analyze and evaluate evidence, arguments, claims, and beliefs. Examples for Communication include articulating thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and context, and listening effectively to decipher meaning, knowledge, values, attitudes, and intentions. For Collaboration, students demonstrate ability to work effectively and respectfully with diverse teams, and exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal. Some performance expectations in Creativity include using a wide range of idea creation techniques, elaborating, refining, analyzing, and evaluating original ideas to improve and maximize creative effort, and viewing failure as an opportunity to learn and understanding that creativity and innovation are part of a long-term, cyclical process of small successes and frequent mistakes.

RDCS's instructional design utilizes the latest developments in cognitive scientific research about learning to support and enhance the academic success of the students. Riverside teachers are actively engaged in researching, evaluating, and applying the latest developments in the science of learning. This research shows us that the explicit teaching of the process of learning itself is an important part of empowering our children to be master learners by the time they transition to middle school. We recognize that students who are aware of their learning processes are better prepared to read and appreciate new ideas and concepts. A vital part of our teaching methodologies will be linked to metacognition research. In particular, teachers will help students to understand such fundamental ideas of learning as these:

- Some kinds of difficulties during learning help to make the learning stronger and better remembered.
- When learning is easy, it is often superficial and soon forgotten.
- Not all of our intellectual abilities are hardwired. In fact, when learning is effortful, it changes the brain, making new connections and increasing intellectual ability.
- You learn better when you wrestle with new problems before being shown the solution, rather than the other way around.
- To achieve excellence in any sphere, you must surpass your current level of ability.
- Striving, by its nature, often results in setbacks, and setbacks are often what provide the essential information needed to adjust strategies to achieve mastery.⁵

These fundamental ideas of learning can be taught directly to the students in age comprehensible language. As learning occurs all the time, these ideas can be made concrete by referencing them to times when learning is not easy because learning is effortful and not because there is a group of students who believe it is not easy because they cannot learn. In addition, there are scientifically validated learning practices that can easily be taught to the students. These learning practices and skills incorporate these fundamental ideas of learning. Some of the practices and skills are retrieval practice, spaced practice, interleaving, generating, elaborating, calibration, reflection, and low stakes testing as a learning tool.

Much is said these days about perseverance but unless students know why it is important to persevere there will be no reason for students to persevere. Understanding that effortful learning changes the developing brain and makes new connections in the brain that will increase one's intellectual ability will provide students with a reason that they themselves can measure. Current research that translates cognitive science into educational science has established the following strategies for learning that will guide the strategies RDCS teachers will use to help students master the CCSS and the NGSS:

- Practice Retrieving New Learning from Memory – “Retrieval practice” means retrieving knowledge and skill from memory.
- Space Out Your Retrieval Practice – Spaced practice means studying information more than once but leaving considerable time between practice sessions.
- Interleave the Study of Different Problem Types – If you're trying to learn mathematical formulas, study more than one type at a time, so that you are alternating between different problems that call for different solutions.
- Elaboration – Elaboration is the process of finding additional layers of meaning in new material.
- Generation – Generation is an attempt to answer a question or solve a problem before being shown the answer or the solution.
- Reflection – Reflection is the act of taking a few minutes to review what has been learned in a recent class or experience and asking yourself questions.

⁵ Peter C. Brown, Henry L. Roediger III, and Mark A. McDaniel, *Make it Stick: the Science of Successful Learning*. (Cambridge, MA 2014)

- Calibration – The act of aligning your judgments of what you know and don't know with objective feedback so as to avoid being carried off by the illusions of mastery that catch many learners by surprise at test time.

As a result of our vision to integrate Science, Technology and Art we are proposing to work with the following learning model:

- Learning happens on four different levels: 1) the accumulation of stocks of knowledge, 2) the creation of flows of knowledge between students and the classrooms, 3) the changing perception of self as new knowledge, skills, and one's ability to participate in a community of practice are assimilated, and 4) other people's changing perceptions of the learner as those new capabilities are leveraged within the context of a classroom.
- The learning model presumes a creative ecosystem that necessarily crosses standard and repetitive boundaries. The classroom becomes custodian of talent, not a creator or originator of test results. Consequently, the school has a responsibility to leverage its resources to maximize the benefits of the students' talents to society.
- Learning occurs over an irregular time horizon: not semesters, academic years, quarters, or fiscal years, but moments, minutes, hours, days, and decades and lifetimes. Therefore, we will encourage students to look at their long-term progress in learning, beyond the periodic report cards.
- Benefits may not be immediate, or may occur exogenously, i.e. outside the boundaries of traditional trajectories.
- Learning is emergent and not prescriptive. It requires that you ask questions that will enable you to develop your own direct and indirect measures for whether the experience was worthwhile.

The strategies that put into practice the learning model have been fully discussed in our approach to the instructional design of our STArt program. For example, for the principle that learning happens on four different levels, the STArt program uses the connections between NGSS and the Common Core Standards for language arts and math to provide the greatest opportunities for the students to gain knowledge that they can use in their learning. The project-based learning allows students to experience transfer of information and knowledge between different students and groups of students and in activities other than just directed learning. In groups, individuals have different roles for their collaborative team effort. Students understand that their contributions though different from each other can be designed and practiced in ways that increases the exchange of information. As the students work on interdisciplinary connections, they discover important connections between the different subjects that are necessary for a thorough understanding of the ideas and skills. The element that emphasizes that understanding that learning occurs over different periods of time for different students is utilized in the learning and practice skills such retrieval practice, spaced practice, interleaving, elaboration, generation, calibration, and low stakes testing. These learning practices and skills utilize the recent findings that long-term learning requires reconsolidation of the memory that takes place over an extended period of time. By joining together, the crosscutting patterns in different disciplines, students benefit from strategies that use the same pattern for different disciplines. Project based learning will require children to ask questions outside the context of a textbook to develop their own measurements of the designs they need to fulfill the project's purpose.

Under this new model, the teaching of Science will incorporate open dialog that drives meaning through collaboration, and interaction in dynamic responsive processes. Our curriculum will embody education as providing an environment in which students feel absolutely compelled to become involved in the creation of their future by understanding how important they are to the present.

Riverside Drive Charter School's teaching methodologies incorporate the principles of a project-based, collaborative, interdisciplinary, and creative curriculum (curriculum that addresses all of the California State Curriculum and utilizes the constant advances in cognitive science to create innovative opportunities, such as project-based learning, to foster creativity) to enhance the critical thinking, communication, collaboration, and creativity our students will need to succeed in the 21st century. Our teaching methodologies are based on the latest advances in cognitive science and continuous collaboration within and across grade levels and active participation in professional developments provided by STEM and STEAM. Riverside Drive Charter School utilizes teaching methodologies that are transparent to academic performance assessments measured by District and state formal and interim assessments and supported by teacher-created and publisher assessments.

RDCS's curriculum fully implements the California State Content standards and the Common Core State Standards and is designed to motivate students to understand and utilize the core concepts of the standard in their elementary learning experience and beyond. It meets all CCSS, State, and LAUSD standards. In addition to the mainstream methodologies such as systematic direct instruction, guided practice, and regular assessments, RDCS believes that project-based learning will open curiosity and thirst for knowledge by providing learning that is student-directed and multi-modal, which allows a multitude of multilayered opportunities for students to generate new ideas and elaborate new significance on standard ideas.

Riverside teachers and the leadership team are fluent experts at effectively implementing the following standard methodologies:

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

Clear Expectations – Teachers clearly define and articulate grade-level and state standards in “student-friendly” language to ensure academic goals are attained.

Collaborative Groupings – Teachers create small groups for students to interact with their peers. Students share their thinking processes to maximize learning. Cooperative groups promote diverse perspectives, student-centered learning, and teamwork.

Criteria Charts/Rubrics – These tools help focus students to effectively meet and exceed teacher expectations and objectives for each assignment. Charts/rubrics are based upon curricular standards and objectives.

Direct Instruction – Teachers use carefully planned direct instruction to teach standards-based lessons.

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

Small Group Instruction – Teachers create small groups to target students who need extra instructional time as well as preview and review, and to accommodate accelerated learners with the capability to more deeply explore various subjects.

Differentiated Instruction – Teachers provide lessons and assignments within the core curriculum that allow students to perform at their appropriate academic levels while maintaining or exceeding standards.

Higher-Level Thinking – Teachers design lessons that develop critical thinking skills, which help students solve critical problems with depth and complexity. Students are encouraged to utilize the highest states of Bloom’s Taxonomy, such as synthesis, analysis, and evaluation.

Integration of the Arts – Teachers and curriculum specialists use drama, dance/creative movement, music, visual arts, creative writing, and cinematic arts to enhance their students’ thinking and learning experiences.

Experiential Learning – Learning by doing. Students relate to the curriculum through plays, field trips, labs, simulations, and experiments. It is through these involvements that students process, analyze, and conceptualize the experience.

Successful planning, development, and integration of the proposed instructional framework and teaching methodologies will require communication and collaboration from all of the stakeholders in order to ensure that the teaching staff at Riverside Drive Charter School can successfully meet the needs of all students which include these subgroups: Gifted and Talented, Students with Disabilities, English Learners, Students Performing Below Grade Level, African American Students, Asian Students, Latino Students, White Students and the Socio-Economically Disadvantaged/Low Income Students.

Curriculum and Instruction

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

Riverside Drive Charter implements the Common Core State Standards and CAASPP in accordance with District policy and timelines. The scope and sequence taught across grade levels and the different subjects the school plans to teach have been outlined below. All CCSS are addressed with cross-grade level planning to ensure students receive consistent instruction. All subjects will use the District-adopted textbooks where available.

Project-based learning

RDCS will incorporate Project-based learning (PBL) in the teaching of the science curriculum aligned with CCSS and NGSS from Transitional Kindergarten to 5th Grade. PBL is a teaching method that motivates students to learn and sparks their interests, while requiring critical thinking as students gain and synthesize new knowledge in a problem-solving format. The projects will be based on and integrated with the CCSS and NGSS standards, the California Technology Standards, and the California Arts Standards. For the first year of the charter, each class will develop and complete one Project-based learning project. Each project will be presented to families in an open

house setting. For the second year of the charter, the classes will develop and present two projects, and for the third, fourth, fifth years, develop and present three projects.

RDCS will use a project-based learning model in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. RDCS's PBL model will be based on a foundation of "5 Keys to Rigorous Project-Based Learning"

1. Establishing Real-World Connections in Projects – Students are more engaged when learning relates directly to the world they live in.
2. Building Rigorous Projects That Are Core to Learning – Project-based learning fully incorporates and is aligned to the CCSS and NGSS.
3. Structuring Collaboration for Student Success – Project-based learning provides a unique opportunity to help students practice critical thinking, collaboration, communication, and creativity.
4. Facilitating Learning in a Student-Driven Environment – When students are directly involved in planning and steering projects, they are more invested in their learning.
5. Embedding Assessment Throughout the Project – Assessment will be integrated seamlessly in the project-based learning to measure student understanding from the beginning to the end of the project.

Students will be responsible for preparing a project assignment for each of the 3 project units each year. The project assignments may be prepared by individual students or by groups of students working together. The project assignment will be graded based on a rubric that will be developed by the grade level teachers when designing the project. The grading rubric may include components such as Science Content Standards, Presentation Quality, Organization and Teamwork

Science (Core)

Our science program must provide opportunities for students to develop the understanding and skills necessary to function productively as problem-solvers in a scientific and technological world.

RDCS adopted the NGSS prior to scheduled mandatory adoption by LAUSD because of our conviction that rigorous, engaging, and enriching science education of all grades from Transitional Kindergarten to 5th Grade is essential to prepare them for understanding and interacting with the global world. RDCS is fortunate to be able to build upon the strong scientific program and the multi-dimensional science lab and garden-based research resources established by RDCS during the first five years of operations under charter status and guidelines. We share NGSS's view of science as a combination of a body of knowledge, an evidence-based model, and a theory-building enterprise. It is a view that continually extends, refines, and revises knowledge. In NGSS this view is known as the three dimensions of science: Practices, Core Ideas, and Crosscutting Concepts.

RDCS's project-based learning STArt curriculum utilizes the science lab and gardens so that students will experience behavior that scientists engage in as they investigate and build models and theories about the natural world. It also enables them to learn and use engineering practices as they design and build models and systems. A primary focus of our science curriculum is to better explain and extend what is meant by "inquiry" in science and the range of cognitive, social, and physical practices that it requires.

RDCS's science curriculum recognizes the importance of engineering design to the NGSS. We recognize the significant differences between engineering design and scientific inquiry. Scientific inquiry involves the formulation of a question that can be answered through investigation, while engineering design involves the formulation of a problem that clarifies for students the relevance of science, technology, engineering, and mathematics to everyday life. Our students spend time doing hands-on projects where they investigate and respond to an engaging and complex question, problem, or challenge, enriched with the creativity and imagination of the Art standards. Through this experience, they gain knowledge and skills about engineering design.

Students will have opportunities to practice scientific inquiry and engineering design in our science lab and student run garden. In the indoor science lab, students have the opportunity to act as real scientists. They conduct hands-on, inquiry-based science experiments that provide them a way to observe, explore, interact, understand, and change the world around them. The outdoor garden provides a living context in which to study principles such as interdependence, diversity, cycles, scale and limits, energy and resources, succession, and sustainability.

In order for our school to be successful in science education, we recognize that engagement in science practices is “language intensive and requires students to engage in classroom science discourse.”⁶ RDCS has linked the CCSS and the NGSS curricula to emphasize the need for our students to be fluent and proficient in scientific reading and writing. RDCS's strategies weave science and literacy instruction together using core ideas in the strategies listed in the National Research Council's report on this interconnection. Some examples identified in this report include *Seeds of Science/Roots of Reading*, *Science IDEAS*, *Investigating and Questioning our World through Science and Technology (IQWST)*, and *Project READi*.

Successful implementation of these strategies will:

- Provide students with a rigorous curriculum that meets or exceeds the Next Generation Science Standards (NGSS) by being early adopters of these standards
- Inspire a passion for science by providing opportunities for hands-on experiences
- Offer expanded science expertise, resources and tools through the science and garden labs
- Utilize Science topics as the core subjects for three annual projects per grade level
- Hypothesize and develop experiments utilizing the scientific method
- Integrate science and writing by using the language of the discipline
- Theorize and view other subjects such as music, art, and math as a scientist
- Understand the need for eco-friendly products and life-changes to better our local and global community
- Teach the sciences as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade levels
- Help students learn and apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness
- Regular internal assessments in science prior to fifth grade standardized assessments in order to ensure students are on track to have the science skills they will need in middle and high school

- Develop mastery of engineering components of the Next Generation Science Standards to develop critical thinking and problem-solving skills that will serve students in all aspects of life, no matter which career they choose

The table below outlines the 5-year plan for science curriculum at RDCS.

School Year	Planned Activities
2021-22	<ul style="list-style-type: none"> • Incorporate regular practice in reading and writing non-fiction text about NGSS topics into the curriculum. • Develop Lesson Plans for Next Generation Science Standards (NGSS) • NGSS lessons in all classrooms • Continue to allocate resources to support the STArt Lab
2022-23	<ul style="list-style-type: none"> • Use hands on NGSS curriculum in all classrooms • Use science interim assessments for grades 3-5 • 5th Grade students take SBAC CAST Interim Assessment as formative assessment • Continue to allocate resources to support the STArt Lab
2023-24	<ul style="list-style-type: none"> • Refine strategies to implement NGSS curriculum effectively • Base science instruction on Interim assessments for grades 3-5 • 5th Grade students take SBAC CAST Interim Assessment as formative assessment • Continue to allocate resources to support the STArt Lab
2024-25	<ul style="list-style-type: none"> • Extend the Science interim assessments to earlier grades • Collaborate with the Millikan Science Academy to better prepare our students who are interested in this program • Continue to allocate resources to support the STArt Lab
2025-26	<ul style="list-style-type: none"> • Identify new ways to improve the science program • Continue to allocate resources to support the STArt Lab

The table below identifies the textbooks and instructional materials that are currently in use by grade for Science education at RDCS.

Grade	Textbooks and Instructional Materials for Science
TK	FOSS: Observing Nature
K	FOSS: Materials and Motion/Trees and Weather/Animals Two by Two
1	FOSS: Sound and Light/Air and Weather/Plants and Animals
2	FOSS: Solids and Liquids/Pebbles, Sand, and Silt/Insects and Plants
3	FOSS: Motion and Matter/Water and Climate/Structures of Life
4	FOSS: Energy/Soils, Rocks, and Landforms/Environments

5	FOSS: Mixtures and Solutions/Earth and Sun/Living Systems
---	---

Technology (Core)

RDCS’s technology curriculum is adapted from the Fresno County Office of Education Recommended Digital Literacy and Technology Skills to Support the California Common Core Standards. The skills identified for each grade level align to the CCSS for Mathematics and English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects as well as skills required to take the Smarter Balanced Assessment Consortium’s (SBAC) Computer Adaptive Assessments. Additional skills identified in RDCS’s technology curriculum are from the National Educational Technology Standards 2007: Creativity and Innovation: Digital Citizenship; and Technology Operations and Concepts.

Through RDCS’s technology curriculum, students will:

- Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software, and connectivity and proficiency in basic operations, word processing, spreadsheet, multimedia, and presentation tools.
- Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and in society with emphasis on acceptable use, copyright, and plagiarism.
- Demonstrate the ability to use technology for research, critical thinking, decision-making, communication, and collaboration, creativity, and innovation.
- Have 1:1 access to electronic devices in the classroom for more personalized learning. Transitional Kindergarten through 2nd grade students have and will learn to use iPads, while 3rd through 5th grade students have and will learn to use Google Chromebooks.
- Be prepared to use computers for the new standardized testing formats by getting practice using computers, developing typing skills and taking practice tests.

The Arts (Core)

The Arts section of our STArt curriculum recognizes the importance of the arts in school in the healthy development of elementary students. Art, dance, film, theatre, creative writing and music are key strategies to reverse the evidence that elementary students who score in the bottom third of the distribution of grades on math and reading decide by the third or fourth grade that these are too difficult. The idea we want art to promote is that each student’s drawing or musical performance is acceptable because it reflects the student’s attempt to create something of beauty. Learning only through grading often crimps the desire to be original and different by forcing individuals to copy the style of those who receive the top ranks from authority figures.

We also recognize that the mind uses three distinct forms, or tools, to acquire, store, and communicate knowledge: procedural, schematic, and semantic. The brain sciences confirm the locations of semantic knowledge, schematic knowledge, and procedural knowledge to be in distinct areas of the brain and that all three sources of knowledge contribute to the healthy development of

the brain. Therefore, our educational program should cover all three forms of learning to help grow the entire brain. Howard Gardner's book, *Frames of Mind*⁷, points out that I.Q. test scores did not measure procedural and schematic knowledge, but mainly semantic knowledge. He also points out that development of procedural and schematic knowledge help in the development of semantic knowledge.

Semantic knowledge is strongly addressed by the Common Core State Standards in English Language Arts, and by the Next Generation Science Standards (NGSS). NGSS also addresses procedural learning through the Practices dimension and schematic learning through the Crosscutting Concepts dimension. We think it is important to use Art to further develop the schematic and procedural forms of learning in order to further reinforce development of these parts of the brain. Art helps reinforce the schematic form of learning when students use art to represent the ideas and objects in the world around them. Students practice procedural learning in art when they follow a series of steps to create a piece of art. Therefore, our art program is a core part of the learning experience at RDCS.

Another advantage to an arts curriculum is that it allows a number of children to work as a cooperative unit, as when they compose a mural or perform theatre arts or music. Finally, art and music provide opportunities for all children to experience and express feelings and conflicts that are not yet fully conscious and cannot be expressed coherently in words.

RDCS believes that the arts, including dance, music, theatre, creative writing, cinematic arts and visual arts, are a universal basic language. Study in and through the arts employs a form of thinking and a way of knowing based on human judgment, invention, and imagination. We will expand upon our current arts program that offers students the opportunity to envision, set goals, determine a method to reach a goal and try it out, identify alternatives, evaluate, present for evaluation by others, revise, solve problems, imagine, work collaboratively, and apply self-discipline.

Our arts curriculum is academically rigorous as it includes the following:

- Learning through active practice, rehearsal, and creation or performance of works in the arts
- Reading about the arts and artists
- Researching, writing, and communicating about the arts
- Reflecting on the arts in thoughtful essay or journal writing on one's observations, feelings, and ideas about the arts
- Participating in arts criticism based on observation, knowledge, and criteria
- Making connections between concepts in all the arts, across subject areas, and careers
- Experiencing the arts from the perspectives of American culture and worldwide ethnic, racial, religious, and cultural groups to enhance cultural appreciation and awareness.
- Including new technologies for the arts, art-related computer applications, and emerging arts-related careers in California's vast arts and entertainment industry.
- Provides students with a rigorous curriculum that exceeds the State content standards for the arts

⁷ Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences* (2011)

Teaches students that creativity is a crucial part of problem solving.

- Incorporates the arts into other curricula to help students access the information in different ways
- Introduces students to a broad range of arts to provide them with alternative means of self-expression and develop creativity
- Utilizes the arts to exercise and develop higher order thinking skills including analysis, synthesis, evaluation, and “problem finding.”
- Use the arts to teach children that problems can have more than one solution and that questions can have more than one answer
- Incorporate the arts across all curricular subjects to develop literacy, creative thinking, and expression and as a means to build understanding of core ideas

English Language Arts (Core)

RDCS’s language arts curriculum focuses on preparing students to be college and career-ready by providing opportunities for students to securely learn and practice the following academic goals in the areas of reading, writing, and listening and speaking. Our curriculum will implement all of the California State Content Standards including the Common Core State Standards for English Language Arts.

Reading:

- 1) Key ideas and details – Read closely to determine what the text says explicitly and to make logical inferences
- 2) Craft and structure – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole
- 3) Integration of knowledge and Ideas – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
- 4) Range of Reading and Level of Text Complexity – Read and comprehend complex literary and information texts independently and proficiently

Writing:

The writing curriculum will include project-based learning that will provide numerous opportunities for our students to develop the following “habits of the mind” essential to effective writing:

- Learning to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events
- Learning to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and to adapt the form and content of their writing to accomplish a particular task and purpose
- Developing the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources.
- Devoting significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year

Speaking and Listening:

The speaking and listening curriculum will provide ample opportunities to take part in a variety of rich, structured conversations, as part of the whole class, in small groups, and with a partner. It will explicitly coach important dimensions to being productive members of these conversations:

- Students learn to contribute accurate, relevant information
- Students learn to respond to and develop what others have said
- Students learn to make comparisons and contrasts
- Students learn to analyze and synthesize a multitude of ideas in various domains
- Students learn to be cognizant of the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio

RDCS will continue to develop writing programs incorporating art, technology, and science and dedicate a minimum of two thirty-minute blocks to the integration of the ELA for nonfiction and science of the CCSS and the NGSS.

RDCS's language arts curriculum will:

- Provide students with a rigorous curriculum that implements CCSS for language arts, K-5
- Develop students' reading, writing, listening, and speaking skills to support academics across the discipline.
- Develop critical reading skills
- Support reading using the California Treasures Reading Program
- Enhance reading using leveled readers, and an Online Learning Program such as Accelerated Reader or Explode the Code.
- Critique, justify, and theorize in compositions/writing across disciplines
- Develop students' grammar, spelling, oral speaking, and active listening skills through direct instruction and vocabulary development as well as integration of language arts embedded across the curriculum
- Apply vocabulary development in written and oral format
- Demonstrate critical thinking skills specific to Bloom's Taxonomy
- Construct creative writing stories and poetry
- Devote minimum two hours daily to language arts instruction in grades K-5
- Include written or oral presentations as part of every project
- Incorporate Literature into projects to provide additional context for the learning
- Incorporate dedicated writing time into the curriculum each month
- Utilize frequent low stakes testing to identify and support students' areas of need in reading development

Mathematics (Core)

RDCS's math curriculum integrates the Standards for Mathematical Practices such as problem solving, reasoning and proof, communication, and representation. Just as importantly, it emphasizes the importance of teaching mathematical proficiency such as adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition. It further emphasizes a belief in diligence and one's own efficacy. It fully implements all aspects of CCSS for Math.

Our math curriculum will develop in our students the ability and skills to 1) make sense of problems and persevere in solving them; 2) reason abstractly and quantitatively; 3) construct viable arguments and critique the reasoning of others; 4) model with mathematics; 5) use appropriate tools strategically; 6) attend to precision; 7) look for and make use of structure; 8) look for and express regularity in repeated reasoning.

RDCS's math curriculum provides strategies and support to:

- Provide students with a rigorous curriculum that implements the CCSS for mathematics K-5, using the District recommended My Math.
- Develop students' mathematical proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes
- Develop understanding of the concepts of computations, patterns, functions, geometry, statistics, and probability
- Apply math skills to daily problem-solving situations
- Recognize relevant information and review applications by checking work
- Discern operations necessary to solve real world problems
- Connect math across disciplines (music, dance/creative movement, science, art, technology, and history)

Develop students' skills using mathematical tools (protractors, calculators, computers, rulers, and compasses)

- Provide access to online learning systems such as IXL and ALEKS to provide differentiated learning opportunities
- Incorporate math in every project in order to allow students to apply their learning and improve retention
- Utilize frequent low stakes testing to identify and support students' areas of need in understanding mathematical concepts
- Offer additional support in math through intervention programs
- Utilize regular internal assessments in order to identify deficiencies early for appropriate differentiation and intervention, if necessary

History and Social Science (Core)

RDCS will implement the California State Content Standards for History and Social Science. Students will learn about the importance of Western civilizations as a source of American political institutions, laws, and ideology. Students will learn about the changing political relationships within and among other regions of the world through history and contemporary global interconnections. Students will learn to distinguish between the major and minor events and to understand the connections between the present and the past and to appreciate the universality of historical themes. RDCS's curriculum will supply students with biographies, original documents, diaries, letters, legends, speeches, and other narrative artifacts to foster students' understanding of historical events through the ideas, values, fears, and dreams of the actual historical people.

RDCS's History and Social Science curriculum will:

- Provide students with a rigorous curriculum that implements the State content standards for history and social studies

- Help students to understand their own place in the world through studying communities, cities, states, and countries in terms of geographical settings and periods
- Assist students in identifying needs in the community and help implement group efforts to support those needs, such as care kits for the homeless, and blanket and towel drives for animal shelters.
- Teach critical thinking skills to help students relate over time historical events and be able to find parallels and patterns
- Help students interpret geographical and historical information to draw conclusions
- Understand cause and effect of historical events
- Utilize role-playing and interactive units to gain first-hand experiences

Health and Physical Education (Core)

RDCS firmly believes that health and physical education significantly contribute to students' well being. We will provide and develop high-quality health and physical education instruction for good health, fundamental and advanced motor skills, improved self-confidence, and increased levels of physical fitness for high academic achievement. Our health and physical education curriculum are designed for students to become confident, independent, self-controlled, and resilient. The program's aim is to foster in students the abilities to develop positive social skills, set and strive for personal and group goals, learn to assume leadership, cooperate with others, accept responsibility, and to improve their academic performance.

RDCS's physical education includes the experiential learning involved in the development of:

- The way in which students move through space and time in their environment.
- The way in which the student and a partner move in space together.
- The continuity and change in movement.
- The manipulation of objects in time and space.
- The manipulation of objects with accuracy and speed.
- Working cooperatively to achieve a common goal.
- Meeting challenges, making decisions, and working as a team to solve problems.

RDCS's physical education curriculum will include fundamental motor skills development, game play, team play, games involving a net, agility courses, track and field, flag games, competition, long-distance running and running for time. Integrated with these developmentally appropriate activities, students will learn playground games and rules stressing fair play and good sportsmanship, and the importance of teamwork and sportsmanship.

RDCS's health education curriculum is designed to cultivate students who are health-literate:

- Critical thinkers and problem solvers when confronting health problems and issues
- Self-directed learners who have the competence to use basic health information and services in health-enhancing ways
- Effective communicators who organize and convey beliefs, ideas, and information about health issues
- Responsible and productive citizens who help ensure that their community is kept healthy, safe, and secure

The health curriculum will teach skills that enable students to make healthy choices and avoid high-risk behaviors. It is based on eight overarching standards: Essential Health Concepts; Analyzing Health Influences; Assessing Valid Health Information; Interpersonal Communication; Decision Making; Goal Setting; Practicing Health-Enhancing Behaviors; and Health Promotion. It is organized into six health content areas:

- Nutrition and Physical Activity
- Growth, Development, and Sexual Health
- Injury Prevention and Safety
- Alcohol, Tobacco, and Other Drugs
- Mental, Emotional, and Social Health
- Personal and Community Health

Theatre Arts (non-Core)

RDCS's Theatre Arts curriculum is an outstanding program that has enchanted and educated students here for many years. It has taught students about the creativity of all students through its quality as a universal language. The theatre arts convey knowledge and meaning not learned through the study of other subjects. Study in and through the theatre arts employs a form of thinking and a way of knowing based on human judgment, invention, and imagination. It offers students the opportunity to envision, set goals, determine a method to reach a goal and try it out, identify alternatives, evaluate, revise, solve problems, imagine, work collaboratively, and apply self-discipline. As students study and create in theatre arts, students use the full potential of the human mind.

RDCS's Theatre Arts will:

- Development of the vocabulary of theatre, such as sense memory, script, cue, monologue, dialogue, protagonist, and antagonist
- Comprehension and Analysis of the Elements of Theatre such as structural elements of plot in script or theatrical experience.
- Participation in improvisational activities to explore complex ideas and universal themes in literature and life.
- Demonstration of the use of blocking (stage areas, levels, actor's position, such as full front, quarter, profiles, and full back) in dramatizations

- Collaboration as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performances
- Using theatrical skills to dramatize events and concepts from other curriculum areas, such as reenacting the signing of the Declaration of Independence in history and social science.
- Identification of the roles and responsibilities of performing and technical artists in theatre, film, television, and electronic media.
- Utilize a curriculum that is aligned to LAUSD’s standards for Theater Arts instruction
- Teach students how to utilize their face, body, and voice in theater productions and real-world communications
- Develop an understanding of emotions through study of acting techniques
- Grow confidence in public speaking by providing opportunities to perform in small-scale productions
- Develop cross-curriculum, small-scale productions for students
- Provide opportunities outside of the classroom for students to participate in performing arts productions
- Support the use of video production in projects for students in fourth and fifth grades

English Language Development (Core)

As a District affiliated charter school, the Riverside Drive Charter School shall implement the provisions of the District’s Master Plan for English Learners and comply with all applicable federal and state laws, District policies and procedures related to the implementation of the English Learner Master Plan. English Learners will be monitored with ELPAC, SBAC’s and classroom assessments, which are aligned to the new English Learner Standards.

The RDCS STArt program will help to address the needs of our English Learners. In addition to the daily block of time devoted to English Language Development our ELs will be enriched in their development by the many cross cutting experiences provided by RDCS. The school’s focus on Science, Technology, and Art will create opportunities for ELL students that are trans-lingual and cultural because science, technology, and art is understood and appreciated by all cultures of the world. In addition, the project-based learning approach provides experiential learning that will supplement and enrich the direct ELD curriculum. This approach permits continued and sustained focus during a major period of time. Our ELD program is more fully discussed below under the heading “Meeting the Needs of All Students”.

Intervention

RDCS recognizes that some students need extra help to get through the curriculum. We will utilize the California Department of Education’s Response to Instruction and Intervention (RtI2) program to identify those students who need additional

- DIBELS and CORE assessment programs will be used to screen and progress monitor students in grades K-3. Tier 2 and 3 students in grades 4 and 5 will also be

monitored using above programs. Data will be analyzed and used in the planning and implementation of targeted interventions.

- After-school intervention programs will be specifically designed to meet the needs of the nonproficient/underachieving students (Tier 2 and Tier 3) who require additional support to meet academic standards.
- Under the guidance and direction of the classroom teacher, parent and community volunteers will provide support to students who are struggling in the classroom, in both small groups and individually as needed.
- During the school year, parents and families will have the opportunity to attend both parent education meetings and family learning nights. These activities will increase family involvement and awareness of learning strategies to support student progress toward academic standards.

Enrichment Programs (non-core)

RDCS students participate in the following enrichment classes during the school day at Riverside:

- Visual Arts activities lead by classroom teachers
- 12 weeks a year of Theater Arts
- Computer Classes
- Science Lab
- Garden Lab
- Visual or Performing Arts classes held by LAUSD provided traveling teachers (subject varies each year based on availability of LAUSD resources)
- Visits to the school library

Transitional Kindergarten

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

Transitional Kindergarten (TK) bridges the path between preschool and kindergarten and gives students the gift of time that will help them build a strong foundation for future school success. Transitional kindergarten is the first year of a two-year kindergarten program. It blends social and emotional experiences with academic learning, so that students not only learn essential literacy, math, and other cognitive skills, but also develop social and self-regulation skills needed to succeed in school and life.

Transitional Kindergarten (TK) is year one of a two-year Kindergarten program. TK provides an early childhood education program that builds a bridge between preschool years and traditional Kindergarten. and structure in Kindergarten. With increasing academic demands and structure in Kindergarten, students in TK are provided with opportunities to gain familiarity with highly structured learning and basic readiness skills. Transitional Kindergarten is a great opportunity for students to mature and grow socially and emotionally and benefit from an extra year of readiness.

Our families volunteer in the classroom daily. This way our children are able to explore with parent and teacher guidance. This helps to create a safe and nurturing environment. Our TK children are actively engaged with fine and gross motor skills, sensory activities, problem solving, music, and exploratory hands-on science, explorative arts and directed art and crafts, dance, and movement. Our children will learn through play and social interaction, and with the Common Core Standards our Transitional Kindergarteners will learn through reading, games, interactive discussion, dramatic play, and directed technology. Every child will have the opportunity to create and learn in a caring environment.

Academic Calendar and Schedules

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



LOS ANGELES UNIFIED SCHOOL DISTRICT
SINGLE-TRACK INSTRUCTIONAL SCHOOL CALENDAR 2021-2022

ATTACHMENT A
Board Approved
5/4/2021

JULY

MO	TU	WE	TH	FR
			1	2
5	6	7	8	8
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

AUGUST

MO	TU	WE	TH	FR
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

SEPTEMBER

MO	TU	WE	TH	FR
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

OCTOBER

MO	TU	WE	TH	FR
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

NOVEMBER

MO	TU	WE	TH	FR
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

DECEMBER

MO	TU	WE	TH	FR
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

JANUARY

MO	TU	WE	TH	FR
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

FEBRUARY

MO	TU	WE	TH	FR
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

MARCH

MO	TU	WE	TH	FR
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

APRIL

MO	TU	WE	TH	FR
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

MAY

MO	TU	WE	TH	FR
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JUNE

MO	TU	WE	TH	FR
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

07/05/21 Independence Day	01/11/22 Second Semester Begins
08/16/21 First Day of Instruction	01/17/22 Dr. Martin L. King Birthday
09/03/21 Admission Day	02/21/22 Presidents' Day
09/06/21 Labor Day	03/28/22 Cesar E. Chavez Birthday Observed
11/11/21 Veterans Day	04/11 - 04/15/22 Spring Recess
11/25 - 11/26/21 Thanksgiving Holiday	05/30/22 Memorial Day
12/20/21 - 01/07/22 . . Winter Recess	06/10/22 Last Day of Instruction

LEGEND:

- First Day/Last Day of Instruction
- Legal/Local Holidays
- School Recess
- Unassigned Day (no school)
- Pupil Free Days *
- Second Semester Begins
- Instructional Days

Instructional Days

Fall Semester	80
Spring Semester	<u>100</u>
Total	180

* Scheduled pupil free days are Friday, August 13, 2021, and Monday, January 10, 2022.
If a school selects Friday, June 10, 2022, as a pupil free day, then Monday, January 10, 2022, becomes an instructional day.

Riverside Drive Charter School will follow the traditional academic calendar set forth by the Los Angeles Unified School District for single-track schools.

Riverside Drive Charter will operate on the LAUSD calendar with a minimum of 180 days of instruction composing the school year. RDCS will file a minimum and shortened day schedule with the Local District superintendent on a yearly basis as a typical traditional track elementary school. All LAUSD school holidays will be observed as a traditional track elementary school.

Bell Schedule

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

Standard Bell Schedule

7:56 am	Warning Bell
8:01 am	Instruction Begins
9:55 am	First Recess
10:15 am	End of First Recess
10:20 am	Second Recess
10:40 am	End of Second Recess
11:40 am	First Lunch Begins
12:25 pm	First Lunch Ends
12:25 pm	Second Lunch Begins
1:10 pm	Second Lunch Ends
2:29 pm	End of the School Day

Schedule Exceptions:

- The end of the school day on Tuesdays will be 1:29 pm (banked days)

- On minimum days there is no standard recess or lunch
- Minimum days will have brunch from 10:00 – 10:30 am and 10:30 – 11:00 am.
- Dismissal on minimum days will be at 12:44 pm

Riverside Drive Charter follows recommendations for minimum daily minutes as set forth in the Common Core State Standards and LAUSD:

English Language Arts: 120 minutes per day

Math: 60 minutes

English Language Development: 45 – 60 minutes determined by ELD level

Physical Education: 200 minutes every 10 days

Transitional Kindergarten/Kindergarten, and 1st Grade: Regular and Early Dismissal

Time	Subject Area	Regular Day Instructional Minutes	Early Dismissal Day Instructional Minutes
8:01 – 8:21 am	Breakfast in the Classroom	20	20
8:21 – 10:20 am 10:40 - 11:00 am	ELA and Designated ELD	139	139
11:00 am – 12:25 pm	Math/Integrated ELD	85	85
1:10 – 2:29 pm (1:29 pm if early dismissal)	Social Studies, Art, Theater, Science, Health, and PE (Integrated ELD)	79	19
Total		323	263

Transitional Kindergarten/Kindergarten, and 1st Grade: Minimum Day Dismissal

Time	Subject Area	Early Dismissal Day Instructional Minutes
8:01 – 8:21 am	Breakfast in the Classroom	20
8:21 – 10:30 am	ELA and Designated ELD	129
11:00 am – 12:20 pm	Math/Integrated ELD	80
12:20 – 12:44 pm	Social Studies, Art, Theater, Science, Health, and PE (Integrated ELD)	24
Total		253

2nd & 3rd Grade: Regular and Early Dismissal

Time	Subject Area	Regular Day Instructional Minutes	Early Dismissal Day Instructional Minutes
8:01 – 8:16 am	Breakfast in the Classroom	15	15
8:16 – 9:55 am 10:15 - 11:00 am	ELA and Designated ELD	144	144

11:00 am – 11:40 am 12:25 – 1:10 pm	Math/Integrated ELD	85	85
1:10 – 2:29 pm (1:29 pm if early dismissal)	Social Studies, Art, Theater, Science, Health, and PE (Integrated ELD)	79	19
Total		323	263

2nd & 3rd Grade: Minimum Day Dismissal

Time	Subject Area	Regular Day Instructional Minutes	
8:01 – 8:16 am	Breakfast in the Classroom	15	
8:16 – 10:00 am 10:30 - 11:00 am	ELA and Designated ELD	134	
11:00 am – 12:20 pm	Math/Integrated ELD	80	
12:20 – 12:44 pm	Social Studies, Art, Theater, Science, Health, and PE (Integrated ELD)	24	
Total		253	

4th & 5th Grade: Regular and Early Dismissal

Time	Subject Area	Regular Day Instructional Minutes	Early Dismissal Day Instructional Minutes
8:01 – 8:16 am	Breakfast in the Classroom	15	15
8:16 – 9:00 am	English Language Arts	44	44
9:00 – 10:20 am	Math/Integrated ELD	80	80
10:40 am – 12:25 pm	ELA/Designated ELD	105	105
1:10 – 2:29 pm (1:29 pm if early dismissal)	Social Studies, Art, Theater, Science, Health, and PE (Integrated ELD)	79	19
Total		323	263

4th & 5th Grade: Minimum Day Dismissal

Time	Subject Area	Regular Day Instructional Minutes
8:01 – 8:16 am	Breakfast in the Classroom	15
8:16 – 9:00 am	English Language Arts	44
9:00 – 10:30 am	Math/Integrated ELD	90
11:00 am – 12:20 pm	ELA/Designated ELD	80
12:20 – 12:44 pm	Social Studies, Art, Theater, Science, Health, and PE	24

	(Integrated ELD)	
Total		253

Mathematics Placement Act

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

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

RDCS has a strong group of teachers who are qualified to deliver the STArt program outlined in this document. Six teachers are National Board Certified and hold high and rigorous standards of teaching and learning. We will recruit additional teachers in accordance with LAUSD policy, procedures, and collective bargaining agreements. RDCS Governing council oversees a Staff Selection committee that ensures that teachers and parents can participate in the selection process. The committee will interview and select teachers and school-funded support staff from District approved lists of eligible candidates. Available lists will be determined by LAUSD Human Resources and may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on the current hiring situation in each subject area. That committee will endeavor to identify candidates from these lists who have the experience and desire to fulfill this vision.

Professional Development remains a priority at Riverside Drive because it is an extremely effective tool to meet the curricular needs of our teachers. Professional Development topics are driven by the staff’s needs, interests, and carefully balance school-based initiatives with district mandated training. A waiver is in place allowing Riverside Drive to begin professional development on Tuesdays at the start of each school year and continue for the duration of the school year. This allows for a consistent cycle of professional development throughout the school year. Teachers are given the opportunity to share what curricular areas they require additional support in and the professional development plan for the year is aligned with those needs in addition to the District mandated professional development for the year. For the 2021-2022 school year Riverside Drive will focus on backwards mapping of math and NGSS science standards, in addition to data analysis cycles aligned with the Dibels and Interim Assessment Block assessments for both ELA and Math. Starting in the school year 2021-22 RDCS has been approved as a SAS school, which requires teachers to take a minimum of sixteen hours of professional development in differentiated instruction and strategies to meet the needs of GATE students. To support our teachers in the area of gifted learners, teachers will also receive professional development in Depth and Complexity.

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*.

Riverside Drive continues to work with English Learners to ensure they meet and/or exceed English language proficiency and grade-level standards comparable to their fluent English proficient peers. The EL Designee oversees the EL program and work closely with teachers and families to ensure the EL Master Plan is being followed and accountabilities are met. Utilizing the ELD components of the Benchmark ELD program along with the Smart Start program, teachers of ELD students teach Designated ELD forty-five minutes to sixty minutes each day depending on the students' ELPAC levels as well as teaching Integrated ELD. Teachers set an ELD schedule and submit it to the schools administration each year. The EL Designee along with the school's Student Support and Progress Team (SSPT) work to ensure teachers receive support in meeting the goals for each student. To ensure progress monitoring of ELs and RFEPs, the team officially meets with ELD teachers twice yearly to examine ELPAC scores, the EL Monitoring Roster, student growth/progress, reclassification criteria, and to answer any questions teachers may have about the status of their EL students. The team is also available to teachers throughout the school year to monitor consistency with instruction and documentation. Students who need additional support are offered after school intervention in the areas of language development and foundational literacy skills. This is especially critical for our Long Term English Learners. Parents of LTELs are conferenced with twice a year to ensure that they are aware of the process for reclassification and the criteria to do so. In this conference, the EL designee meets with the parents, teacher, and student to develop and monitor the Individualized Reclassification Plan.

The school closely analyzes ELPAC Initial and Summative data to help determine EL students' needs and supports. Since the ELPAC is also part of each student's reclassification plan, the school looks at the areas of need on each individual student's ELPAC score report and targets those areas to accelerate student progress toward English proficiency. RDCS will be committed to advancing our ELs a minimum of one ELPAC level per year. To reclassify, ELs must test proficient in English on the ELPAC, with an overall score of 4 or 5 and scores of 3 or higher in each skill area (Reading, Writing, Listening, and Speaking). Students must demonstrate grade-level skills in English on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Assessment – achieving Benchmark scores on all measures: a) Grade 2 DIBELS Oral Reading Fluency (DORF); b) Grade 3-5 DIBELS Oral Reading Fluency (DORF) and DAZE assessment. They must also attain report card marks of 3 or 4 in English Language Arts (reading, writing, listening, and speaking). Parents are consulted as part of the process. Students will be monitored throughout the school year, after each marking period, to determine whether they meet the criteria for reclassification.

We recognize that parent involvement is a key component for successful implementation of the District's English Learner Master Plan. Since our EL population is a mixture of numerous languages and cultures, the challenge to cultivate an effective ELAC at our school is greater than most schools. With that in mind, the dedicated parents of the current ELAC are committed to developing a council that represents the needs and interests of all of the various languages and cultures represented by our EL population. As part of that strategy, RDCS focuses on building parents' capacity by holding parent workshops that address critical issues such as LEEP classrooms, identification, and reclassification, as well as the new ELD standards. With better understanding and communication about the ELD program EL parents will have the motivation to actively support ELs to be successful academically. ELAC is planning a monthly newsletter to support EL parents in the ELD program.

Gifted and Talented Students and Students Achieving Above Grade Level

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

Riverside Drive Charter School has renewed its status as a School for Advanced Studies (SAS) Program starting from the school year 2021-22. RDCS plans to offer an intensive academic articulated program in which both innovative and traditional courses are taught. The course content is modified to match the students' achievement level or capacity for learning. RDCS will implement the District's process for identifying GATE students including students in the following categories:

- Intellectual
- High achievement
- Specific Academic, creative or leadership ability

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

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

Students who have been identified by their teachers to meet SAS criteria will be clustered in kindergarten through second grade. Starting in third grade, students identified as gifted or SAS criteria are placed in gifted clusters with teachers who have had specialized training in gifted education. Performance of Gifted and Talented Students is monitored as part of the school wide performance monitoring.

Students Achieving Below Grade Level

Students achieving below grade level are identified using classroom assessments, anecdotal records/classroom observations, as well as District and State standardized assessments. RDCS will utilize standardized summative and formative assessments which include, but are not limited to: Common Core State Standards Assessment/SBAC for Grades 3 – 5 (yearly), ELPAC (yearly), DIBELS Reading Foundational Skills Assessments (administered three times in a year), Benchmark Reading Program Assessments (weekly and per unit), District Edulastic Math Assessments (administered three times in a year), and CAASPP Science CAST (5th grade). Data from these different assessments is collected and analyzed by teachers independently and at bi-weekly or monthly grade-level collaboration meetings. Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers. Once identified, students not achieving grade-level standards are referred for interventions and are closely monitored. RDCS provides these students with several interventions throughout the year, based on teacher recommendation and student performance data.

Learning Center – A resource specialist works with students in small groups to help them master specific skills.

Assistant Principal/ EL Designee holds individual student, parent, and teacher Meetings to come up with the Individual Reclassification Plan.

We invest our Block Grant to serve the various subgroups at RDCS, including those students achieving below grade level.

School Psychologist – Students may be referred to SSPT and LAUSD psychologist if the teacher and administrators deem that the student may benefit from counseling.

Principal Student/Family Meetings – Every year in the spring before the standards-based testing, our school principal meets individually with students to inspire and motivate those who are achieving below grade level. In addition, families are invited to meet with the principal to discuss their child's needs.

Socioeconomically Disadvantaged Students/Low Income Students

RDCS is committed to providing an equitable instructional program that actively engages each and

every child to embrace learning and reach his/her highest potential. School administration and classroom teachers work in collaboration with each other and parents/guardians to ensure socio-economically disadvantaged students are identified using data noting which students qualify for free or reduced lunch and are tracked in LAUSD’s MISIS system.

RDCS provides a multitude of enrichment opportunities to broaden the experience of the Socio-Economically Disadvantaged Students through exposure to the arts and sciences.

In the last two years for which we have SBAC data, RDCS has shown a positive trend in achievement for students who are socio-economically disadvantaged. The chart below shows significant improvement in both ELA and Math since we became an affiliated charter, and our students consistently achieve at higher than District averages

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

School Year	# of students	ELA	Math
2017-18	106	46.23 %	33.02 %
2018-19	99	51.51 %	38.00 %

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

1. District Affiliated Charter School’s Special Education Responsibilities

a. General Requirements

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

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

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

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

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

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

b. Transferring Students

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

c. Assessments

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

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

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

d. Alternative Placements

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

e. Least Restrictive Environment

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

f. Staffing Requirements

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

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

g. Student Discipline/Inclusion

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

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

2. Procedural Safeguards/Due Process Hearings

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

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, both the District Affiliated Charter School and the District will be named as respondents. Whenever possible, the District and the District

Affiliated Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

3. Complaints

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

4. Funding of Special Education

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

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

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

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

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

RDCS provides a multitude of enrichment opportunities to broaden the experience of the Students with Disabilities through exposure to the arts and sciences.

In the last two years for which we have SBAC data, RDCS has shown a positive trend in achievement for students who are Students with Disabilities. The chart below shows significant

improvement in both ELA and Math since we became an affiliated charter, and our students consistently achieve at higher than District averages

Percentage of Students with Disabilities achieving met/exceeded standards:

School Year	# of students	ELA	Math
2017-18	37	29.73 %	13.51 %
2018-19	31	35.48 %	16.13 %

Students in Other Subgroups

RDCS follows LAUSD procedures to identify students in other subgroups, such as Foster Youth and Standard English Learners. On the first day of school the Student Residency Questionnaire is sent home with all students. Once returned all homeless students are documented in MISIS and the forms are retained in a confidential binder kept in the main office. This liaison carefully monitors student progress. As needed, he/she will link families with needed services (food banks, family housing, etc.) and work with DCFS case workers to obtain needed referrals for mental health issues. On a day-to-day basis, homeless youth would be supported in the same way as socio- economically disadvantaged students (as mentioned above) based on their educational and social-emotional needs in order to promote academic success and student achievement. We work to ensure equal access to all school curriculum and enrichments, meal programs, as well as other applicable services available at RDCS (e.g. tutoring, counseling, support for school supplies/transportation). Our Homeless Liaison/ Assistant Principal is responsible for the implementation of the Homeless Education Program to serve these families in transition by providing advocacy and referral services as needed.

“A TYPICAL DAY”

As you enter the gates at Riverside Drive Charter School, you really get a sense of the community that has been fostered. Our open campus allows parents to enter along with their children. Transitional kindergarten, kindergarten students, and their parents make their way to the kindergarten yard where you see brightly painted games on the blacktop and parents looking on as their children line up to start their day. On the main yard you are surrounded by murals on the walls and the handball courts. Students race to say hello to friends and meet their teacher at their line up area. As students are excitedly getting ready for another day, you hear the different languages that make up our diverse community. In the classroom, the day begins with breakfast. Nourishing their bodies and their social-emotional well-being is a part of each day. Teachers use this time to check in and engage with their students. Once breakfast is over, RDCS students engage their brains for learning. Whether they are working on math or language arts in their classrooms or are headed to enrichment classes for drama, the garden lab, or the computer lab, our students are constantly engaged in learning. The afternoon at Riverside Drive Charter includes teaming within the grade levels. Students work on Science focused projects, PE, Social Studies, and Health. The teaming results in a sense of shared responsibility for all students in a grade level and increases the connectedness of our school community. As the school day comes to a close, the gates open and parents make their way to meet their children at their classrooms. Many 2nd – 5th grade students head out to the yard to participate in the Beyond the Bell Youth Services program; this a no-cost

program offered by LAUSD. Other students in transitional kindergarten through 5th grade may head over to meet their STAR coach. The STAR program is fee based and provides on site supervision and activities for their participants. Every day is a great day to learn at Riverside Drive School.

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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (2013) (Local Control Funding Formula) and AB484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Riverside Drive Charter School’s measurable annual goals for all pupils and for each subgroup of pupils identified pursuant to Education Code 52052 for each of the 8 state priorities identified in

Education Code 52060 are stated in Element 1 under subheading **Local Control Funding Formula**.

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Riverside Drive Charter School will utilize standardized summative assessments which include, but are not limited to: Common Core State Standards Summative Assessment/SBAC for Grades 3rd - 5th (yearly), ELPAC (yearly), and Science CAASPP CAST (5th grade only – yearly). These assessments give teachers a common measure of student performance as well as an indication of what may need to be reviewed. Teachers and administrators can make decisions regarding instructional programming based on how a student performs in relation to other grade-level students who take the same test(s). Over the course of our Charter we have gleaned much from the summative assessments/SBAC data and have set goals for our future Charter term.

Pupil outcome targets for summative assessments over the next 5 years are identified in Element 1 under the subheading **Local Control Funding Formula**.

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.

Riverside Drive Charter School will utilize standardized formative assessments, which include, but are not limited to:

- DIBELS Reading Assessments (every 6-8 weeks)
- Benchmark Reading Program’s Assessments (weekly and per unit)
- District’s Edulastic Math Assessments (every 6-8 weeks)
- Science CAASPP CAST Interim Assessments (every 6-8 weeks)
- CAASPP Interim Assessments Blocks (IAB) and Interim Comprehensive Assessments (ICA) for grades 3-5
- District Interim Assessments for grades Tk-2 ELA and Math (2-3 times in a school year).

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

- Portfolios of significant work
- Journals
- In and out-of-class work samples
- Homework

- Teacher-created tests
Teacher observations
- Checklists
- Rubrics
- Anecdotal records
- Publisher-provided criterion referenced tests
- Projects

Riverside Drive believes that formative assessments are ongoing and provide teachers an opportunity to develop daily lessons that meet the needs of all students based on their strengths and weaknesses. Teachers will use performance tasks/ assessments for Math and ELA, these types of assessments allow for meaningful application of essential knowledge and skills and provide a wealth of data for teachers to evaluate student improvement, performance, and achievement.

We are committed to ensuring that each student reaches his or her proficiency level in the areas of language arts and mathematics. We use a variety of assessment tools in order to get a comprehensive representation of student achievement. Data from these different assessments is collected and studied by teachers independently and at bi-weekly or monthly grade-level collaboration meetings. Our resource teacher monitors the progress of and works with Special Education Students who are not in Special Day classes. Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers. In conjunction with standardized and authentic assessments, teachers will also use daily informal assessments from observations, weekly quizzes and tests, class work, and project-based learning assignments to help identify immediate areas of concern and to guide instruction.

Formative Assessments

Subject	Skills	Assessments
Language Arts: Writing	<ul style="list-style-type: none"> - Critique, justify, and theorize in writing across disciplines with evidence - Inform, persuade, and expose in writing with text-based and personal evidence - Defend, critique, and illustrate in oral and written formats - Describe and illuminate in oral and written format using figurative language - Apply vocabulary development and knowledge in written and oral format - Demonstrate critical thinking skills specific to Depth of Knowledge degrees - Produce inquiry-based research projects aligned to thematic subjects in various disciplines - Creative Writing– stories & poetry - “Think Like a Disciplinarian”, (e.g. emulate accomplished professionals) 	<ul style="list-style-type: none"> - District-mandated tests - Teacher-developed assignments, tests, and activities - Writing Journals - Digital Portfolios / Portfolios containing work of significant achievement - Oral Presentations and Project exhibits - Debate and Speech, including but not limited to in-class debates, monologues, poetry recitation, script writing and performing - Lucy Calkins’ Units of Study in Writing - End of unit projects
Language Arts: Reading	<ul style="list-style-type: none"> - Identify, analyze, and evaluate thematic cross-curricular literature - Discern relevant information after careful examination and exploration of text - Distinguish between fact vs. fiction and important supporting details - Understand cause & effect and connections in rising action - Select and evaluate books and other “reads for pleasure” while also participating in a leveled individualized reading program 	<ul style="list-style-type: none"> - District-mandated tests - Teacher-developed assignments, tests, and activities - Benchmark Reading Program Tests - DIBELS - Close Reading - Project-based learning inquiry Projects - Accelerated Reader - Leveled Literature Circles - Oral Presentations and Project exhibits
Math	<ul style="list-style-type: none"> - Apply and practice acquired skills in daily math problem solving - Discern key details and choose appropriate operations necessary to solve word problems - Persevere in solving problems, including multi-step/multiple strategy problems - Explain / show math strategies and justify solutions in multiple ways 	<ul style="list-style-type: none"> - District-mandated tests - Teacher-developed assignments, tests, and activities - Publishers’ classwork, homework, activities, and tests - Online and manipulative-based math activities -IXL (Web-based math program) - ALEKS (Web-based math program)
Science	<ul style="list-style-type: none"> - Skills specified by the California NGSS - Develop theories and test them in experiments utilizing scientific 	<ul style="list-style-type: none"> -Field studies - Interactive units and simulations - Lab-based experiments and STEAM activities (FOSS Kit

Subject	Skills	Assessments
	inquiry process - Report on findings in oral or written presentation; conduct further inquiry - Persevere in solving problems, including multi-step problems - Employ language of the discipline - Use “Think Like a Disciplinarian” ideas to theorize and view other subjects such as music, art, and history as a scientist - Understand the need to integrate eco-friendly practices in our everyday lives to better our local and global communities - Incorporate STEAM curriculum	materials) - Science note-taking and reflective journals - Exhibits and presentations - Student-led gardening and recycling programs -Project-based learning presentations integrating the arts - NGSS Interim assessments (when available)
History and Social Studies	In addition to the grade level California Content Standards for History and Social Sciences, students will demonstrate the following intellectual, reasoning, reflection, and research skills: - Interpret timelines and build an understanding of historical events within a chronological sequence and spatial context. - Relate the present to the past, finding similarities, differences, trends, and patterns over time. - Use map and globe skills to find locations, interpret information, judge the significance of the relative location of a place, and analyze changes over time of these relative locations. - Identify, summarize, and interpret key events of history. - Identify and explain unique characteristics of figures, events, and places. - Conduct cost-benefit analyses of historical and current events. - Analyze research of history, pose relevant questions about historical artifacts, and distinguish fact from fiction by comparing many sources of historical characters and events.	- Teacher-developed assignments, tests, and activities - Field studies - Interactive units and simulations - Portfolios of significant achievement - Exhibits and oral presentations - Integration of the Arts
Technology (Computer Lab/iPads/Google Chromebooks)	- Use Internet for research and learn to evaluate relevant versus irrelevant information - Use word processing applications to create documents - Create spreadsheets to analyze data - Create slide shows to present their learning	- Teacher-developed activities - Portfolios of significant achievement - Presentations and inquiry-based projects

Subject	Skills	Assessments
	<ul style="list-style-type: none"> - Create Video presentations to support their projects - Use artistic applications to create original and novel products -Use websites to enrich and personalize learning 	

DATA ANALYSIS AND REPORTING

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

Data from combined assessments continuously evaluated by teachers and administration, as it becomes available, in order to meet each student’s and class’s educational needs. Data is also used to identify and prioritize professional development priorities.

District assessment results and authentic assessment results are communicated to parents (by teaching staff) throughout the school year.

School-wide data is also shared in a public forum at monthly Governance Council meetings, when it’s available, in order to discuss upcoming program development and education intervention priorities.

Parents are encouraged to use LAUSD’s Parent Portal and Schoology for immediate access to grades, scores, and attendance. Instant access to this information provides all stakeholders the ability to monitor student performance and academic growth. With the roll out of LAUSD’s Whole Child Integrated Data platform staff will utilize the information regularly to critique and examine data to develop effective Professional Development, classroom instruction, and intervention.

Progress Reporting to Families

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

Student progress toward achieving the school’s desired grade-level standards will be communicated to students’ parents by providing timely feedback on class assignments, homework assignments,

and by means of the 6-week Below Proficient Parent Reports, Progress Reports, and regular conferences with students' teachers.

Progress is reported to the parents three times annually using the LAUSD Progress Report, and the Report of Progress Toward the Achievement of IEP Goals, as applicable. Additionally, parent conferences are conducted at the end of the first reporting period and as needed within the second and third reporting periods. The LAUSD Progress Report uses a 4-point scoring rubric that aligns with classroom teachers' daily work assignments. Students earn a "4" for Advanced Proficient Levels; "3" for Benchmark Proficient Levels; "2" for Partial Proficient Levels; and "1" for Not Proficient Levels. The academic standards include specific learning topics in the different subject areas for each grade level: Language Arts including reading, writing, listening, and speaking; Mathematics; History and Social Science; Science; Health Education; Physical Education; and the Arts. The standards for lifelong learning (i.e., work and study habits) include use of time, independence, organizational skills, and quality and completeness of work. The standards for character development (i.e., learning, and social skills) include respect, cooperation, dependability, responsibility, self-control, and the ability to play fairly.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

If the charter school has a separate charter school Governing Council The RDSCS Governance Council is made up of 14 members: 7 parent representatives elected by parents, 5 teacher and 1 non-teaching staff member elected by the staff, and 1 school principal. Council members are elected for two-year terms. In addition, a merge council waiver is renewed and filed each year with the District.

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

STAKEHOLDER INVOLVEMENT

The RDCS Governance Council encourages all members of the school community to participate in the governance of our school. Governance Council is comprised of 12 regular members and two alternates. The make up is 50% staff and 50% parents, Staff and parent representatives are elected by stakeholder groups. To ensure representation, the Council is made up of parents, teachers, and classified employees. Teachers, staff members, parents, and community members are all welcome to attend all Governance Council meetings. Stakeholders are informed about the meetings and their outcomes by posting the agendas and meeting minutes both in our Main Office, on our website, and in the Principal's Update. Meeting agendas are posted at least 72 hours prior the meeting. All meetings are held in accordance with the posted agenda and any topics raised during "public comment" will be added to a future agenda for an official discussion.

All stakeholders are invited to participate in the committees that are the drivers of change at our school. All teachers, staff, and parents are encouraged to volunteer for committees that match their interest. All committees are welcome to present proposals to the Governance Council by requesting to be on the agenda at least two weeks in advance of the meeting in order to allow compliance with Brown Act compliance.

At RDCS we recognize that all of our stakeholders deserve to have a voice at Governance.

Therefore, all Governance meetings include time for public comment.

In order to develop our Local Control and Accountability Plan (LCAP) for Riverside Drive Charter, the school holds informational meetings for both the parents and school staff, to share an overview of the LCFF, the eight state priorities, and other LCAP requirements, as well as the process for local development and District approval of the LCAP. School leaders will share how the LCAP aligns to the school's Charter. To assist in the understanding of the process, data that is relevant to state and District priorities is also shared. Data shared may include student attendance, English Learner

progress toward reclassification, student suspension, and academic growth in Math and ELA. All stakeholders have the opportunity to designate their priorities for our budget during committees as well as Governance. Throughout the year, testing data is shared with stakeholders about student outcomes from formative and summative assessments. Stakeholder input is used to create the proposed LCAP, aligned to both the school's Charter as well as the Single Plan for Student Achievement. All parents are informed and encouraged to participate in the process. The Governance Council approves the submission of the proposed LCAP each spring.

Taking comments and feedback from all stakeholder groups into consideration, RDCS will then craft a plan to meet the varying needs of our students. Student support may be targeted to provide intervention and support for our English Learners in the areas of progressing in language development, intervention to assist them on the ELPAC, reclassification, and reducing potential long-term English Learners (PLTEL). Feedback from parents resulted in the addition of afterschool and Saturday intervention for students not meeting benchmark with the DIBELS assessments and in need of strengthening their foundational literacy skills. Teacher and parent input led to the Governance Council decision to allocate funding for the afterschool intervention programs. In the 2020-2021 school year, over 100 students were provided the opportunity to receive this much-needed support.

Communication is critical to fostering stakeholder involvement. In addition to Blackboard Connect phone and email messages, a weekly Parent Update newsletter, and Twitter updates, our school website is also a source of information. Any flyers or email correspondence sent home is also posted on our school website. Parents may refer to the website for information regarding any events taking place for our school as well as any pertinent District correspondence. The RDCS website has a dedicated page for Governance where stakeholders can find current and previous meeting agendas and minutes. Committee information is also listed on the website.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall

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

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

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

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

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

Certificated Personnel

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

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

Classified Personnel

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

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

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

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION

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

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

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

GENERAL PROVISIONS

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

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

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

Student Recruitment

Riverside Drive Charter will conduct three prospective parent tours each year for all students including those with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities. Tours will be held in October, November, and January/February. These tours are announced on our school website, Parent Update, school marquee, Blackboard Connect, and is also promoted by our PTA and current families. Prospective

families receive information about enrollment on the tour, on our website, or by calling or visiting our Main Office.

Application Procedures

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance boundaries⁸ of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

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

Lottery Preferences and Procedures

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

- **LAUSD Students**

- **Siblings**

- Prospective students who (a) are siblings of students enrolled in grades TK – 4 at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have **second** admission preference. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program (first choice only) in the same year in order to be placed consecutively in the selection process.

- **Other LAUSD Students**

⁸ For all District affiliated charter schools, which are conversion charter schools, the term “former attendance boundaries” includes those sending areas designated under the District’s PWT and CAP programs.

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

- **California Students**

- Siblings

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

- Other California Students

- Prospective students who reside in the State of California, but not within LAUSD boundaries shall have fifth admissions preference.

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

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

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

prospective students' families by phone and notify them of the open position and also notify them when application materials will be due.

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

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

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

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

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

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable federal and state laws and related District policies and procedures regarding homeless and foster youth, including but not

limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

NON-DISCRIMINATION

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

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

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

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

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

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

OUTCOME DATA

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

READMISSION

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

GUN FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School:

Riverside Drive Charter Elementary School
c/o Nicole Richardson
School Principal
13061 Riverside Drive
Sherman Oaks, CA 91423
[Click or tap here to enter text.](#)

To District:

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

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

received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

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

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

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

REVOCAION OF THE CHARTER

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

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

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

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

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

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

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

CLOSURE PROCEDURES

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

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

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

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

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

ADDITIONAL PROVISIONS

FACILITIES

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

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

FISCAL MATTERS

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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

ADDENDUM

Assurances, Affirmations, and Declarations

Riverside Drive Charter School (also referred to herein as “RDCS”, “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(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

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

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

NOTE: This Charter contains specific “Federal, State and District Required Language” (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL addendum shall control.

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

LOCAL CONTROL FUNDING FORMULA (LCFF)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other

school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

CURRICULUM AND INSTRUCTION

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

TRANSITIONAL KINDERGARTEN

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

WASC ACCREDITATION

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

PROFESSIONAL DEVELOPMENT

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

MEETING THE NEEDS OF ALL STUDENTS

ENGLISH LEARNERS

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

GIFTED AND TALENTED STUDENTS AND STUDENT ACHIEVING ABOVE GRADE LEVEL

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

STUDENTS WITH DISABILITIES

Special Education

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

Conversion Affiliated Charter

2. District Affiliated Charter School's Special Education Responsibilities
 - e. General Requirements

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

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

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

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

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

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

f. Transferring Students

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

g. Assessments

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

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

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

h. Alternative Placements

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

f. Least Restrictive Environment

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

h. Staffing Requirements

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

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

i. Student Discipline/Inclusion

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

eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP set forth in the District's Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

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

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

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

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

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

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

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

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (2013) (Local Control Funding Formula) and AB484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

MEASURABLE PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

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

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

.

LEGAL AND POLICY COMPLIANCE

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

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

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

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

CERTIFICATED PERSONNEL

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

CLASSIFIED PERSONNEL

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

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

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

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION

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

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

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

GENERAL PROVISIONS

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

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

LAUSD) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within Charter School's former attendance boundary who wish to attend.

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

APPLICATION PROCEDURES

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance boundaries⁹ of Charter School ("resident students") shall have *first* admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

The charter school will follow LAUSD's Unified Enrollment process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below. Charter School's non-resident lottery applications will be made available each year through the On-Time LAUSD Unified Enrollment process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process

LOTTERY PREFERENCES AND PROCEDURES

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

- **LAUSD Students**

⁹ For all District affiliated charter schools, which are conversion charter schools, the term "former attendance boundaries" includes those sending areas designated under the District's PWT and CAP programs.

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

- **California Students**

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

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

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

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

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

Parents of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child’s priority number on the waitlist. Parents of student applicants

on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

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

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

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

HOMELESS AND FOSTER YOUTH

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

NON-DISCRMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, immigration status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set

forth in Section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

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

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

Charter School shall implement District policies and procedures ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education

programs and services at an appropriate interim educational placement, to be determined in coordination with the LAUSD Division of Special Education.

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

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

NOTIFICATION STUDENT’S DISTRICT OF RESIDENCE

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

OUTCOME DATA

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

READMISSION

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

GUN-FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School:

Riverside Drive Charter Elementary School
c/o Nicole Richardson
School Principal
13061 Riverside Drive
Sherman Oaks, CA 91423

To District:

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

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

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

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

REVOCAION OF THE CHARTER

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

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

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

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

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

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

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

CLOSURE PROCEDURES

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

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

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

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

ADDITIONAL PROVISIONS

FACILITIES

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

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

FISCAL MATTERS

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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

(Ed. Code § 47606.5(b).)