



LOS ANGELES UNIFIED SCHOOL DISTRICT

TOPEKA CHARTER SCHOOL FOR ADVANCED STUDIES

A DISTRICT AFFILIATED CHARTER SCHOOL
9815 Topeka Drive, Northridge, CA 91324

Renewal Petition

Submitted
March 15, 2017

TERM OF PROPOSED CHARTER

JULY 1, 2017 TO JUNE 30, 2022

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Topeka Charter School for Advanced Studies (also referred to herein as “Topeka Charter”, “District Affiliated Charter School” and “Charter School”) shall:

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

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

• The contact person for Charter School is:	<i>Josephine Stevens</i>
• The address of Charter School is:	<i>9815 Topeka Dr., Northridge, CA 91324</i>
• The phone number for Charter School is:	<i>818-886-2266</i>
• Charter School is located in LAUSD Board District:	<i>3</i>
• Charter School is located in LAUSD Local District:	<i>Northwest</i>
• The grade configuration of Charter School is:	<i>TK-5</i>
• The number of students in the first year of this Charter will be:	<i>600</i>
• The grade levels of the students in the first year will be:	<i>TK-5</i>
• Charter School’s scheduled first day of instruction in 2017-2018 is:	<i>August 15, 2017</i>
• The current operational capacity of Charter School is: NOTE: For all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.)	<i>624</i>
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Traditional Calendar</i>
• The bell schedule for Charter School will be:	<i>8:00-2:28</i>
• The term of this Charter shall be from:	<i>July 1, 2017 to June 30, 2022</i>

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

As an Affiliated Charter School in our community, Topeka will provide prospective students an opportunity to attend a California Distinguished School dedicated to the success of each child. Since Topeka's conversion to affiliated charter status, our student enrollment has grown each year with a wait list of approximately 300 students every year. Topeka Charter School for Advanced Studies has fully implemented the innovative features of the charter. It has allocated resources in a manner that is consistent with the charter that results in improved student achievement. The schools' double-digit gains in Smarter Balanced Assessments, is testimony to the effectiveness of the plan and the impact on student achievement. The categorical block grant was utilized to add support personnel, class size reduction teachers, teacher's assistants, increase technology and instructional materials.

Smarter Balanced Assessment Achievement Levels ELA 2014-2015

Grade	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
THIRD GRADE	45%	16%	29%	28%	28%	55%	80
FOURTH GRADE	36%	15%	21%	27%	37%	64%	67
FIFTH GRADE	50%	20%	30%	28%	22%	50%	74
Overall	44%	17%	27%	28%	29%	56%	221

Smarter Balanced Assessment Achievement Levels ELA 2015-2016

Grade	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
THIRD GRADE	31%	6%	26%	27%	42%	69%	89
FOURTH GRADE	23%	11%	12%	35%	41%	77%	82
FIFTH GRADE	30%	15%	15%	42%	28%	70%	74
Overall	28%	10%	18%	34%	38%	72%	245

TRENDS

- 3rd grade- 14% **increase** in students who met or exceeded the standards in ELA from 2014/15 to 2015/16
- 4th grade- 13% **increase** in students who met or exceeded the standards in ELA from 2014/15 to 2015/16
- 5th grade- 20% **increase** in students who met or exceeded the standards in ELA from 2014/15 to 2015/16

Smarter Balanced Assessment Achievement Levels LANGUAGE CLASSIFICATION SUBGROUPS ELA 2014-2015

Language Classification	% Not/Nearly Met Standard	% Meets/Exceeds Standard	# Tested
ENGLISH ONLY	39%	61%	155
INITIALLY FLUENT ENGLISH PROFICIENCY	39%	61%	23
LIMITED ENGLISH PROFICIENCY	73%	27%	15
RECLASSIFIED FLUENT ENGLISH PROFICIENCY	57%	43%	28
Overall	44%	56%	221

Smarter Balanced Assessment Achievement Levels LANGUAGE CLASSIFICATION SUBGROUPS ELA 2015-2016

Language Classification	% Not/Nearly Met Standard	% Meets/Exceeds Standard	# Tested
ENGLISH ONLY	29%	71%	181
INITIALLY FLUENT ENGLISH PROFICIENCY	15%	85%	20
LIMITED ENGLISH PROFICIENCY	86%	14%	7
RECLASSIFIED FLUENT ENGLISH PROFICIENCY	22%	78%	37
Overall	28%	72%	245

TRENDS

- ENGLISH ONLY- 10% **increase** in students who met or exceeded the standards in ELA from 2014/15 to 2015/16
- INITIALLY FLUENT ENGLISH PROFICIENCY- 24% **increase** in students who met or exceeded the standards in ELA from 2014/15 to 2015/16
- LIMITED ENGLISH PROFICIENCY- 13% **decrease** in students who met or exceeded the standards in ELA from 2014/15 to 2015/16
- RECLASSIFIED FLUENT ENGLISH PROFICIENCY- 35% **increase** in students who met or exceeded the standards in ELA from 2014/15 to 2015/16

Smarter Balanced Assessment Achievement Levels MATH 2014-2015

Grade	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
THIRD GRADE	37%	10%	27%	43%	20%	63%	80
FOURTH GRADE	34%	7%	27%	41%	24%	66%	70
FIFTH GRADE	69%	31%	38%	18%	14%	31%	74
Overall	47%	16%	31%	34%	19%	53%	225

Smarter Balanced Assessment Achievement Levels MATH 2015-2016

Grade	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
THIRD GRADE	37%	7%	30%	37%	26%	63%	89
FOURTH GRADE	32%	9%	23%	29%	39%	68%	82
FIFTH GRADE	47%	22%	26%	24%	28%	53%	74
Overall	38%	12%	27%	31%	31%	62%	245

TRENDS

- 3rd grade- 0% change in students who met or exceeded the standards in MATH from 2014/15 to 2015/16
- 4th grade- 2% **increase** in students who met or exceeded the standards in MATH from 2014/15 to 2015/16
- 5th grade- 22% **increase** in students who met or exceeded the standards in MATH from 2014/15 to 2015/16

Smarter Balanced Assessment Achievement Levels LANGUAGE CLASSIFICATION SUBGROUPS MATH 2014-2015

Language Classification	% Not/Nearly Met Standard	% Meets/Exceeds Standard	# Tested
ENGLISH ONLY	46%	54%	155
INITIALLY FLUENT ENGLISH PROFICIENCY	43%	57%	23
LIMITED ENGLISH PROFICIENCY	65%	35%	15
RECLASSIFIED FLUENT ENGLISH PROFICIENCY	39%	61%	28
UNKNOWN	50%	50%	2
Overall	47%	53%	221

Smarter Balanced Assessment Achievement Levels LANGUAGE CLASSIFICATION SUBGROUPS MATH 2015-2016

Language Classification	% Not/Nearly Met Standard	% Meets/Exceeds Standard	# Tested
ENGLISH ONLY	41%	59%	181
INITIALLY FLUENT ENGLISH PROFICIENCY	5%	95%	20
LIMITED ENGLISH PROFICIENCY	57%	43%	7
RECLASSIFIED FLUENT ENGLISH PROFICIENCY	38%	62%	37
Overall	38%	62%	245

TRENDS

- ENGLISH ONLY- 5% **increase** in students who met or exceeded the standards in ELA from 2014/15 to 2015/16

- INITIALLY FLUENT ENGLISH PROFICIENCY- 38% **increase** in students who met or exceeded the standards in ELA from 2014/15 to 2015/16
- LIMITED ENGLISH PROFICIENCY- 8% **increase** in students who met or exceeded the standards in ELA from 2014/15 to 2015/16
- RECLASSIFIED FLUENT ENGLISH PROFICIENCY- 1% **increase** in students who met or exceeded the standards in ELA from 2014/15 to 2015/16

Smarter Balanced Interim Assessments data shows that approximately 95.5% of our students are showing indicators of 'Near, At or Above Standard' on the SBAC ELA – Reading Interim Assessment. While on the SBAC Math – Number Sense, approximately 95.7% of our students are showing indicators of 'Near, At or Above Standard'.

Interim Assessment Data (IAB): ELA - Reading					
Count of District ID	Column Labels				
Row Labels	1- Below Standard	2- At or Near Standards	3-Above Standard	#N/A	Grand Total
Grade 3	4	44	46	7	101
African American			3	1	4
EO			3	1	4
American Indian			1		1
EO			1		1
Asian		8	15	1	24
EO		3	7		10
IFEP		2	4		6
LEP		1		1	2
RFEP		2	4		6
Filipino		6	5		11
EO		5	4		9
IFEP		1	1		2
Hispanic	1	20	5	3	29
EO	1	19	5	1	26
IFEP		1			1
LEP				2	2
White	3	10	17	2	32
EO	3	8	13	2	26
IFEP		1	1		2
LEP		1			1

RFEP			3		3
Grade 4	8	36	12	39	95
African American	3	2	3	2	10
EO	3	2	3	2	10
Asian	1	3	3	9	16
EO	1	2	2	1	6
IFEP			1	2	3
RFEP		1		6	7
Filipino		1	1	1	3
EO		1		1	2
RFEP			1		1
Hispanic	4	14	1	15	34
EO	3	13	1	10	27
IFEP		1		1	2
RFEP	1			4	5
Pacific Islander		1			1
EO		1			1
White		15	4	12	31
EO		12	4	9	25
IFEP		1			1
RFEP		2		3	5
Grade 5	1	4	2	81	88
African American				5	5
EO				5	5
American Indian				1	1
EO				1	1
Asian		1	1	19	21
EO		1	1	7	9
IFEP				3	3
LEP				1	1
RFEP				8	8
Filipino				3	3
EO				3	3
Hispanic	1	2		28	31
EO	1	2		18	21
IFEP				2	2
LEP				3	3
RFEP				5	5

White		1	1	25	27
EO		1	1	22	24
IFEP				2	2
LEP				1	1

Interim Assessment Data (IAB): Math – Number Sense					
Count of District ID	Column Labels				
Row Labels	1- Below Standard	2-At/Near Standard	3-Above Standard	#N/A	Grand Total
Grade 3		11	35	55	101
African American		1	1	2	4
EO		1	1	2	4
American Indian			1		1
EO			1		1
Asian		2	10	12	24
EO		1	5	4	10
IFEP			4	2	6
LEP				2	2
RFEP		1	1	4	6
Filipino		1	5	5	11
EO		1	3	5	9
IFEP			2		2
Hispanic		5	5	19	29
EO		5	5	16	26
IFEP				1	1
LEP				2	2
White		2	13	17	32
EO		1	10	15	26
IFEP			1	1	2
LEP				1	1
RFEP		1	2		3
Grade 4	10	18	2	65	95
African American	2	2		6	10
EO	2	2		6	10

Asian	1	2		13	16
EO		2		4	6
IFEP				3	3
RFEP	1			6	7
Filipino		2		1	3
EO		1		1	2
RFEP		1			1
Hispanic	5	3	1	25	34
EO	5	3	1	18	27
IFEP				2	2
RFEP				5	5
Pacific Islander				1	1
EO				1	1
White	2	9	1	19	31
EO	2	7		16	25
IFEP				1	1
RFEP		2	1	2	5
Grade 5	2	10	16	60	88
African American				5	5
EO				5	5
American Indian			1		1
EO			1		1
Asian		1	5	15	21
EO			3	6	9
IFEP		1	1	1	3
LEP				1	1
RFEP			1	7	8
Filipino				3	3
EO				3	3
Hispanic	1	5	4	21	31
EO	1	4	4	12	21
IFEP				2	2
LEP				3	3
RFEP		1		4	5
White	1	4	6	16	27
EO	1	4	5	14	24
IFEP			1	1	2
LEP				1	1

DIBELS Assessment Data 2016-2017						
Grade: TK	Beginning of Year (BOY)			Middle of Year (MOY)		
Language Classification:	Intensive	Strategic	Core	Intensive	Strategic	Core
EO	4	5	9	10	3	5
IFEP	1	0	3	1	2	1
LEP	1	0	0	1	0	0
RFEP	NA	NA	NA	NA	NA	NA

We sometimes anticipate an increase in TK students scoring 'intensive' as the Middle Of the Year assessment assesses for more phonological awareness skills that are a little further along the phonological awareness continuum. The assessment is designed for Kindergarten students who are typically developmentally *and* academically ready for the increase in phonological awareness rigor.

DIBELS Assessment Data 2016-2017						
Grade: K	BOY			MOY		
Language Classification:	Intensive	Strategic	Core	Intensive	Strategic	Core
EO	6	10	56	7	11	55
IFEP	0	4	14	1	2	15
LEP	1	0	2	1	1	3
RFEP	0	0	1	0	0	1

DIBELS Assessment Data 2016-2017						
Grade: 1	BOY			MOY		
Language Classification:	Intensive	Strategic	Core	Intensive	Strategic	Core
EO	6	1	66	3	5	65
IFEP	2	2	7	0	0	11
LEP	1	0	0	1	0	1
RFEP	0	0	3	0	0	3

DIBELS Assessment Data 2016-2017						
Grade: 2	BOY			MOY		
Language Classification:	Intensive	Strategic	Core	Intensive	Strategic	Core
EO	6	1	73	4	4	71
IFEP	0	0	8	0	0	8
LEP	2	0	2	2	0	2

RFEP	0	0	5	0	1	4
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The DIBELS data below shows that Topeka has more students meeting Benchmark in grades K-2 for BOY and MOY assessments, when compared to Local District Northwest.

DIBELS Assessment Data – Comparing Populations: LAUSD Northwest vs Topeka
2016-2017

View Segment Results by: School Report Level: District Grade Divider: On Bar Length: Percentage	Population Grade: Grade K, Grade 1... District: North West School: Topeka Drive Elementary	Time School Year: 2016-2017 Period: All Periods Show Students Enrolled: On Test Day	Measure Measure: Composite Score Performance Measurement: Levels Level Filter: All Levels
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School	Well Below Benchmark	Below Benchmark	Benchmark	Total Students
North West				
Grade K	Reference Point: District			
				7220
	1667 (23%)	1110 (15%)	4443 (62%)	
				7037
	1556 (22%)	1375 (20%)	4106 (58%)	
Topeka Drive Elementary				119
	12 (10%)	18 (15%)	89 (75%)	
				120
	20 (17%)	20 (17%)	80 (66%)	
Grade 1	Reference Point: District			
				6461
	1720 (27%)	851 (13%)	3890 (60%)	
				6432
	1294 (20%)	615 (10%)	4523 (70%)	
Topeka Drive Elementary				92
	10 (11%)	4 (4%)	78 (85%)	
				91
	4 (4%)	5 (5%)	82 (91%)	
Grade 2	Reference Point: District			
				6483
	1144 (18%)	461 (7%)	4878 (75%)	
				6391
	1116 (17%)	455 (7%)	4820 (76%)	
Topeka Drive Elementary				98
	7 (7%)	1 (1%)	90 (92%)	
				99
	6 (6%)	5 (5%)	88 (89%)	

Correlation/Effectiveness on mCLASS:DIBELS

By Race For Topeka Drive Elementary

Los Angeles Unified ..., CA

Student Population
 Districts: North West
 School: Topeka Drive Elementary

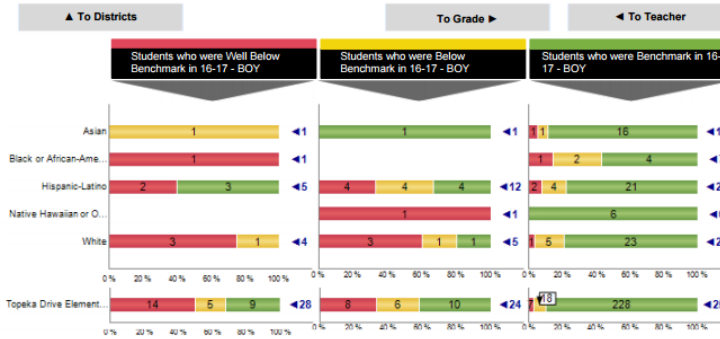
Grade: K
 Subject: Official Class

Measure 1 Time 1
 16-17 - BOY
 DIBELS Next
 Composite Score

Measure 2 Time 2
 16-17 - MOY
 DIBELS Next
 Gr. K Composite Score

Well Below Benchmark
 Below Benchmark
 Benchmark

Students enrolled on test day
 *Refresh date: 03/30/2017



The DIBELS data above shows that the majority our TK and Kindergarten students, every race, scored Benchmark in 2016-2017 BOY assessment.

Correlation/Effectiveness on mCLASS:DIBELS

By Race For Topeka Drive Elementary

Los Angeles Unified ..., CA

Student Population
 Districts: North West
 School: Topeka Drive Elementary

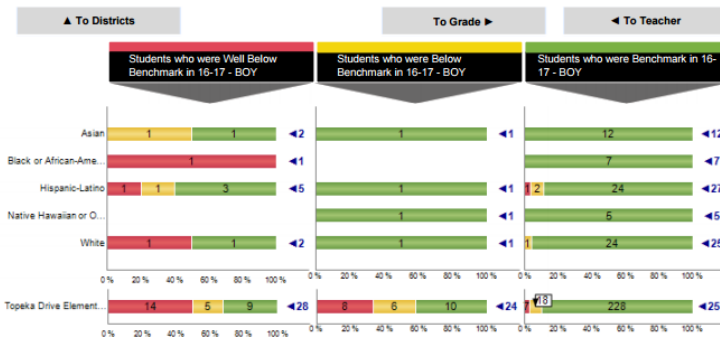
Grade: 1
 Subject: Official Class

Measure 1 Time 1
 16-17 - BOY
 DIBELS Next
 Composite Score

Measure 2 Time 2
 16-17 - MOY
 DIBELS Next
 Gr. 1 Composite Score

Well Below Benchmark
 Below Benchmark
 Benchmark

Students enrolled on test day
 *Refresh date: 03/30/2017

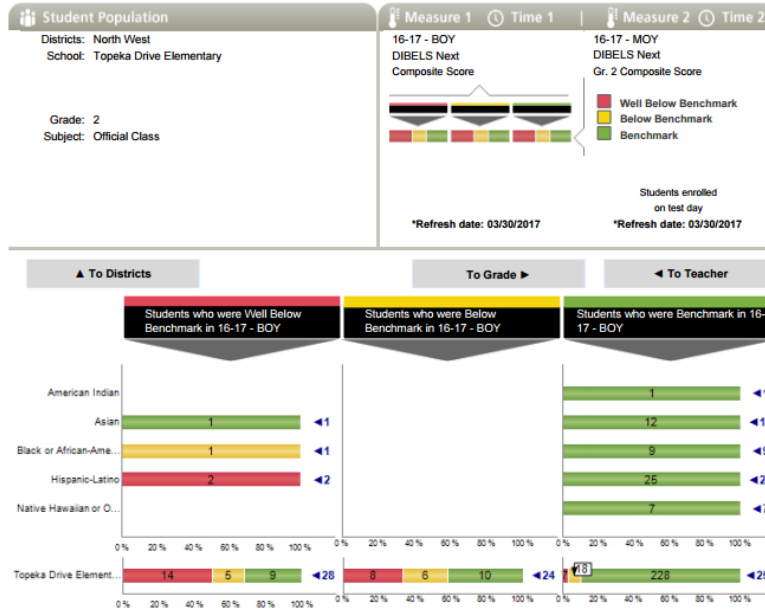


The DIBELS data above shows that the majority our First Grade students, every race, scored Benchmark in 2016-2017 BOY assessment.

Correlation/Effectiveness on mCLASS:DIBELS

By Race For Topeka Drive Elementary

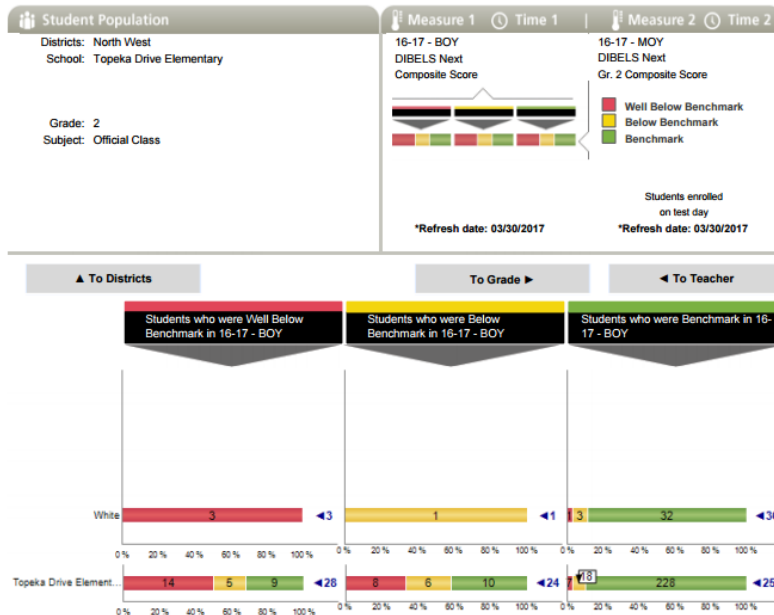
Los Angeles Unified ..., CA



Correlation/Effectiveness on mCLASS:DIBELS

By Race For Topeka Drive Elementary

Los Angeles Unified ..., CA



The DIBELS data above shows that the majority our Second Grade students, every race, scored Benchmark in 2016-2017 BOY assessment.

We have a school-site action plan , to reclassify and monitor the academic progress of our English Learner students. Our EL teachers progress monitor our English Learners using the DIBELS PM assessments. Our English Learner Coordinator analyzes the DIBELS data as well as Interim Assessment data to identify EL's who are making progress towards reclassification criteria and identifies EL's who are not meeting benchmark goals to meet reclassification criteria. If an EL is not making academic progress, the student is given supports through small group instruction in the classroom and in the Learning Center. We currently have a New-comer group in our Learning Center for our non-English speakers, as explained below, teacher professional development for our EL teachers, and planned intervention to target English Language Development. The English Language Development levels of our students vary each year; this year we have a handful of newcomer students whose CELDT score is at the beginning level. To provide them with additional English Language Development support outside of their Designated ELD instructional time, during Universal Access Time, our newcomers go to our Learning Center and participate in targeted newcomer intervention, which consists of a welcoming environment, social emotional support, phonics lessons to develop their phonemic awareness and ability to manipulate phonemes, and skills development to be successful in school. Individualized attention is made possible through a low teacher/student ratio. Our goal is to help newcomers build a strong foundation to thrive both socially and emotionally and to achieve academic success.

SURROUNDING PUBLIC SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA
Address: 9815 Topeka Drive, Northridge CA 91324

LAUSD SCHOOLS	# of Students	Met Schoolwide Growth Targets? (2013)	Met All Sub-group Growth Targets ? (2013)	API Score (2013)	State Ranking	Similar Schools Rank (2016)	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of ELL Students	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3
Beckford	622	YES	YES	933	9	5	19.9%	13%	3%	42%	29%	20%
Calahan	567	YES	NO	830	7	7	57.3%	12%	15%	47%	25%	12%
Castlebury	737	YES	YES	939	19	4	15.8%	8%	7%	44%	31%	17%
Darby	484	YES	YES	880	8	7	38.26%	12%	9%	44%	35%	11%
Germain	525	YES	YES	866	7	4	58.8%	12%	10%	45%	26%	16%
Napa	498	YES	YES	812	2	4	91%	15%	59%	87%	5%	3%
Superior	534	YES	YES	920	8	10	47.6%	13%	17%	47%	26%	16%
Topeka	604	YES	YES	916	9	8	40.46%	14%	4%	33%	33%	18%

Figure 1: Elementary Schools Located within a 3-Mile Radius of Topeka Charter SAS

Name	Private	Public	2013 Growth API Score <i>if applicable</i>
Abraham Joshua Heschel Day School	X		
Andasol Avenue Elementary School		X	863
Balboa Gifted/High Ability Magnet Elementary		X	981
Beckford Avenue Elementary School		X	933

Blythe Street Elementary School		X	738
Calahan Community Charter		X	830
Cantara Street Elementary		X	809
Casa Montessori	X		
Darby Elementary School		X	880
Dearborn Elementary Charter Academy		X	856
Eggremont	X		
First Presbyterian	X		
Germain Academy for Academic Achievement		X	866
Heritage Christian School	X		
Highland Hall Waldorf School	X		
Limerick Avenue Elementary School		X	768
Lorne Street Elementary School		X	825
Maria's Montessori School	X		
Mayall Avenue Elementary School		X	860
Melvin Avenue Elementary School		X	786
Napa Street Elementary School		X	812
Northpoint School and Intensive Outpatient	X		
Our Community School	X		
Our Lady of Lourdes	X		
Saint John Eudes	X		
Sierra Canyon	X		
St. Nicholas School	X		
Superior Street Elementary School		X	920
Topeka Charter School for Advanced Studies		X	916
Winnetka Avenue Elementary School		X	819
Total Area Schools	13	16	

STUDENT POPULATION TO BE SERVED

At present, Topeka Charter serves 590 students in transitional kindergarten through fifth grade. Our student body is ethnically, racially, linguistically, culturally, and economically diverse. The student population we serve is as diverse as the make-up of the city of Los Angeles: 33.8% of our students are classified as Latino, 32.7% White, 18.4% Asian, 8% African-American, and 6.1% Filipino. Besides English, the nineteen different languages spoken by students at Topeka are Arabic, Armenian, Bengali, Farsi, Filipino, Hebrew, Hindi, Japanese, Korean, Malay, Mandarin, Portuguese, Russian, Sinhalese, Spanish, Tamil, Thai, Urdu, and Vietnamese.

In addition, our school's educational program serves students of all abilities. Approximately 11% of our students are identified as Gifted and Talented, 3.9% as English Language Learners, 14.6% Special Education program, and 37.8% Socio-Economically Disadvantaged. At Topeka Charter, we embrace diversity and believe that every student has the potential to meet or exceed academic standards.

Subgroup	% of Students	Subgroup	% of Students
African American	8%	English Learners	3.9%
American Indian/Alaska Native	.5%	Reclassified EL's (RFEP)	7.4%
Asian	18.4%	Students w/Disabilities	14.6%
Filipino	6.1%	Identified Gifted – All	11%
Latino	33.8%	Identified Gifted – African American	10.2%
Pacific Islander	.5%	Identified Gifted – Latino	4.9%
White	32.7%	Identified Gifted – Filipino	18.9%
Economically Disadvantaged	37.8%	Identified Gifted – Poverty Indicator	10%

GOALS AND PHILOSOPHY

Mission and Vision

The mission of Topeka Charter School for Advanced Studies is to provide a comprehensive and rigorous instructional program that is highly engaging, culturally and linguistically responsive, and designed to ensure access, equity, and enrichment to all students. At Topeka instructional days include, academic excellence, character education, technology integration, arts appreciation, along with opportunities for student leadership and innovation. It is our aim to equip our students to be critical thinkers who will be prepared for both the highly competitive 21st century college and career worlds. The vision of Topeka Charter School for Advanced Studies is to provide all students with the tools to become responsible leaders, productive and respectful citizens who transform their communities and create a culture of care. Through collaboration, instructional excellence, innovation, and creative partnerships, the Topeka staff and community will provide a positive high-quality learning environment for all students.

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

TCSAS believes an educated person of the 21st century is flexible, creative, and complex with a continuous thirst for knowledge. These individuals require a solid foundation in core academic subject mastery where they are encouraged to be independent thinkers who are responsible partners in their own learning. 21st century learners must be prepared to make informed decisions, think critically, collaborate effectively with others, and strive to continue to grow as learners. To promote the mindset of a 21st century learner, Topeka Charter provides an environment where students:

- Practice critical thinking, problem solving, and self-regulation, so that they may be college and career-ready.
- Understand the cultures and beliefs of others, thus prepared for a multicultural world that is globally interconnected.
- Embrace diversity in order to respect and work with people from all backgrounds.
- Become technologically savvy in order to be a productive part of the ever-changing and fast paced information age.
- Apply the scientific method of investigation where students reason, question, and inquire.

- Gain valuable information and insights from concrete experiences in order to develop positive problem solving and critical thinking skills.
- Create an appreciation for the arts, cultivating their ability to see the world from different perspectives.
- Demonstrate a willingness to be flexible thinkers who make efficient and meaningful choices, encouraging their growth into dependable adult citizens.
- Remain open to continuous learning throughout their lives.

All students at Topeka Charter School will gain the cognitive and social skills that enable them to be effective communicators, problem solvers, critical thinkers, and strong collaborators. All faculty and administration at TCSAS will continue to be lifelong learners as well, through collaboration and professional development. We will work to provide a safe and enriching learning community, where students are equipped with the knowledge and skills to continue their education in becoming responsible adults who will be successful in the modern world.

How Learning Best Occurs

Topeka Charter recognizes that learning best occurs when the school embodies a culture of educational excellence and social responsibility that both challenges and nurtures the development needs of each individual. Collaboratively, teachers, parents, and the community members foster an educational climate that is uniquely reflective of our school, home, and community for the successful educational development of our students.

Learning best occurs, when all stakeholders fulfill their individual, departmental, and collaborative commitments to provide and foster a culture of education and care for every child. The community together creates an atmosphere focused upon the needs of all students, which in turn inspires a continuous collaboration, shared learning, a shared decision-making, and shared-responsibilities that establishes an environment where student and community is a priority.

TCSAS will continue as a nurturing environment, as well an outstanding academic arena that provides optimum learning potential as life-long learners. The school will ensure a safe, supportive, and challenging environment that encourages all students to maximize their learning potential through integrated learning experiences, as well as utilizing multifaceted educational modalities. Outstanding leadership, highly-qualified teachers, support personnel, and diversified classrooms will provide optimal opportunities for every child to be reached and supported in his/her educational development.

Local Control Funding Formula (LCFF) Requirements

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

to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)

LCFF STATE PRIORITIES-BASIC SERVICES

GOAL #1

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

Related State Priorities:

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

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

Outcome #1:

- Annual review of school compliance with credentialing, assignment requirements, and of teacher hiring procedures by Principal.
- To support that assignment, we have established a Hiring Committee that consists of representation from all stakeholders. There are teachers from each grade level span K-1, 2-3, 4-5, and Special Education along with a classified and parent representative. The committee works together to examine resumes, written tasks, and interview results to ensure that all teachers are assigned in accordance with their credentials.

Outcome #2:

- 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. **Outcome #3:**
- Annual Williams instructional materials review and certification process.
- Annual review of ELD and special education programs to identify and obtain all instructional materials needed.
- To ensure textbook sufficiency and feedback to the administrative team, at the beginning of the school year, teachers complete an annual Williams Instructional Materials form to report textbook sufficiency.
- Annual budget review and planning to ensure funds are available for instructional materials.
- Each spring, our school participates in a Textbook Roadshow, which is a system designed to ensure that instructional materials are ordered for all students. LAUSD ECAST numbers as well as current in-seat post norm attendance is considered in order to forecast the need for the following school year. A ten percent cushion is added to instructional material orders to account for any increased enrollment.

Expected Annual Measurable Outcomes

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

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

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

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

Metric/Method for Measuring: Internal and District Annual Review

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
English Learners	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Socioeconomically Disadvantaged Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Foster Youth	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Students with Disabilities	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating

African American Students	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating
American Indian/Alaska Native Students	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating
Asian Students	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating
Filipino Students	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating
Latino Students	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating
Native Hawaiian/Pacific Islander Students	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating
Students of Two or More Races	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating
White Students	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating

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

Metric/Method for Measuring: Annual Williams Instructional Materials Review and Certification Process

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

LCFF STATE PRIORITIES-IMPLEMENTATION OF STATE STANDARDS

GOAL #2

The school will engage in regularly scheduled cycles of data analysis (yearly, quarterly, report card grading, and interim assessment periods) to improve and monitor the delivery and design of our high-quality Common Core State Standards-based educational program as well as instruction that supports healthy social and emotional well-being.

Related State Priorities:		
<input type="checkbox"/> 1	<input 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:	
<input type="checkbox"/>	:
<input type="checkbox"/>	:

Specific Annual Actions to Achieve Goal

This data will be used in order to:

- Yield improved academic performance outcomes for all students
- Establish achievement benchmarks and performance targets
- Design and deliver targeted data driven professional development

The school will provide professional development opportunities on and off campus that will support teachers in:

- Implementing the California Common Core State Standards (ELA/ELD and Math) and the Next Generation Science Standards (NGSS).
- Implementing the 5 targeted Culturally Responsive Pedagogies to ensure highly engaging, culturally and linguistically responsive instruction is evident across all curricular areas.
 - ❖ Responsive Management- which includes Call and Response, Movement, Kagans researched based cooperative learning and management strategies, & Discussion and Participation protocols
 - ❖ Responsive Academic Vocabulary Instruction- employing word study strategies that address all learning styles in order to support student mastery of Tier 2 and 3 vocabulary
 - ❖ Responsive Academic Literacy Instruction- engaging students with culturally and linguistically responsive complex texts
 - ❖ Responsive Academic Language- Teachers will instruct students in the study of rules that govern various home languages as compared to the required Academic Standard English in order to ensure mastery of the Common Core Speaking, Listening, and Language standards
 - ❖ Responsive Environment- creating a learning environment that conveys respect for all home cultures, languages, and learning styles represented in the diversity in the classroom

- Infusing the rigor of Webb’s Depth of Knowledge and Sandra Kaplan’s Depth and Complexity, by using Karen Hess’ DOK matrix when planning student tasks and questions along with regular use of the Depth and Complexity icons during instruction
- Integrating the 21st Century Skills into instruction with includes the development of critical thinking able to collaborate, create, and problem solve
- Instruction and targeted strategies to support the success of Gate/Gifted Students, English Learners, Standard English Learners, and Students with Special Needs
- Employing an interdisciplinary approach to instruction
- Exploring blended learning models within the classroom, starting with grades 3-5
- The EDST teacher evaluation process will be used as one vehicle for consistent cognitive coaching between the Administration and the teachers. In this process the Administration and the teachers will go through a cycle where they work collaboratively in identifying areas of focus and growth, the planning of formal observations, reflections and next steps. This system will be used as one avenue that creates a culture of collaboration and continuous cycles of improvement, as all teachers work toward the rating of ‘highly effective’.

Outcome #1:

- Interim Assessment Block data will be used to monitor student achievement and create instructional plans that meet specific student needs.
- Intervention groups will be designated based on needs revealed by formative assessment measures such as IABs and teacher/grade level created assessments.
- Regular use of technology will be incorporated into instruction to support students’ facility with current testing formats.

Outcome #2:

- Interim Assessment Block data will be used to monitor student achievement and create instructional plans that meet specific student needs.
- Intervention groups will be designated based on needs revealed by formative assessment measures such as IABs and teacher/grade level created assessments.
- Regular use of technology will be incorporated into instruction to support students’ facility with current testing formats.

Outcome #3:

- Teachers will participate in NGSS training and a cycle of Plan-Delivery-Reflect & Revise to improve a more comprehensive Science instruction at all grade levels.

Expected Annual Measurable Outcomes

Outcome #1: Annually increase the number of students achieving Standard Met and Standard Exceeded as measured by the CAASPP-SBAC English Language Arts assessments.

Metric/Method for Measuring: CAASPP-SBAC

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
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All Students (Schoolwide)	72%	73%	74%	75%	76%	77%
English Learners	14%	15%	16%	17%	18%	19%
Socioeconomically Disadvantaged Students	67%	68%	69%	70%	71%	72%
Foster Youth	50%	51%	52%	53%	54%	55%
Students with Disabilities	32%	33%	34%	35%	36%	37%
African American Students	85%	86%	87%	88%	89%	90%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	80%	81%	82%	83%	84%	85%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	53%	54%	55%	56%	57%	58%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	73%	74%	75%	76%	77%	78%
White Students	86%	87%	88%	89%	90%	91%

Outcome #2: Annually increase the number of students achieving Standard Met and Standard Exceeded as measured by the CAASPP-SBAC Mathematics assessments.

Metric/Method for Measuring: CAASPP-SBAC

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	62%	63%	64%	65%	66%	67%
English Learners	43%	44%	45%	46%	47%	48%
Socioeconomically Disadvantaged Students	47%	48%	49%	50%	51%	52%
Foster Youth	50%	51%	52%	53%	54%	55%
Students with Disabilities	27%	28%	29%	30%	31%	32%
African American Students	69%	70%	71%	72%	73%	74%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	83%	84%	85%	86%	87%	88%
Filipino Students	78%	79%	80%	81%	82%	83%
Latino Students	37%	38%	39%	40%	41%	42%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	64%	65%	66%	67%	68%	69%
White Students	77%	78%	79%	80%	81%	82%

Outcome #3: Annually increase the number of students achieving Standard Met and Standard Exceeded as measured by the CAASPP-SBAC 5th Grade Science assessments.

Metric/Method for Measuring: CST, CAASPP-SBAC

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	74%	75%	76%	77%	78%	79%
English Learners	40%	41%	42%	43%	44%	45%
Socioeconomically Disadvantaged Students	66%	67%	68%	69%	70%	71%
Foster Youth	N/A	50%	51%	52%	53%	54%
Students with Disabilities	38%	39%	40%	41%	42%	43%
African American Students	60%	61%	62%	63%	64%	65%
American Indian/Alaska Native Students	N/A	50%	51%	52%	53%	54%
Asian Students	87%	88%	89%	90%	91%	92%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	60%	61%	62%	63%	64%	65%
Native Hawaiian/Pacific Islander Students	N/A	50%	51%	52%	53%	54%
Students of Two or More Races	N/A	50%	51%	52%	53%	54%
White Students	85%	86%	87%	88%	89%	90%

LCFF STATE PRIORITIES-PARENTAL INVOLVEMENT

GOAL #3

The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives and ways in which to support their child's learning.

Related State Priorities:

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

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

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

- meaningful opportunities for providing and gathering parental input
- involving parent stakeholders in sharing and receiving information
- teaching and learning how to support the educational program

Outcome #1:

- Weekly reminders along with family and class incentives will be offered in order to increase parent participation in the School Experience Survey.
- Afterschool open computer lab hours will be offered so that parents can come and complete the SES online.

Outcome #2:

- Communication channels such as Connect Ed, the Thursday Backpack, weekly e-Backpack, Coffee with the Principal, Governance Council, PTA and school community events will be used to invite parents into the decision making process.
- Parents are invited to monthly Committee meetings where specific school needs and recommendations for the Governance Council are developed. Parents are also invited to the publicly held Governance Council meetings where they can participate in discussions that lead to decisions made for the school.

Outcome #3:

- Parent workshops, such as supporting student work and study habits, cultural responsiveness, attendance, positive behavior supports, standardized assessment, GATE/Gifted instruction and assessment processes, navigating and transitioning through school, etc. will be provided throughout the school year by Topeka Staff, District Personnel, and/or our Parent & Community Representative.

Expected Annual Measurable Outcomes

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

Metric/Method for Measuring: School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	43%	45%	47%	49%	51%	53%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

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

Metric/Method for Measuring: School Experience Survey and Local Data (sign-ins and school surveys)

APPLICABLE	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
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STUDENT GROUPS						
All Students (Schoolwide)	87%	88%	89%	90%	91%	92%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

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

Metric/Method for Measuring: School Experience Survey

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

LCFF STATE PRIORITIES-STUDENT ACHIEVEMENT

GOAL #4

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

Related State Priorities:

- | | | |
|----------------------------|---------------------------------------|----------------------------|
| <input 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:

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Specific Annual Actions to Achieve Goal

Outcome #1:

- The school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven language arts educational program in order to (1) yield improved academic performance outcomes for all students, including English Learners, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development
- Students will participate in SBAC-ELA practice sessions to become familiar with the SBAC testing platform.
- Teachers will administer the SBAC-ELA IAB's throughout the school year and analyze the data to inform instruction and address individual student needs.

Outcome #2:

- Provide training for certificated staff on Common Core implementation strategies for Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.
- Students will participate in SBAC-MATH practice sessions to become familiar with the SBAC testing platform.
- Teachers will administer the SBAC-MATH IAB's throughout the school year and analyze the data to inform instruction and address individual student needs.

Outcome #3:

- Monitor Long Term English Learners (LTEL's) progress (Student Support Progress Team)
- Utilize class-size reduction teacher to target needs of EL students.
- Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas.
- Use designated ELD time and integrated ELD with fidelity to provide English Learners with the academic language to meet reclassification criteria.
- Progress monitor English Learners using DIBELS-PM assessments to meet MOY and EOY DIBELS benchmarks for reclassification.

Expected Annual Measurable Outcomes

Outcome #1: The percentage of students that met standard/exceeded standard in Language Arts on the CAASP/SBAC

Metric/Method for Measuring: California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	72%	73%	74%	75%	76%	77%
English Learners	14%	15%	16%	17%	18%	19%
Socioeconomically Disadvantaged Students	67%	68%	69%	70%	71%	72%
Foster Youth	50%	51%	52%	53%	54%	55%
Students with Disabilities	32%	33%	34%	35%	36%	37%
African American Students	85%	86%	87%	88%	89%	90%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	80%	81%	82%	83%	84%	85%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	53%	54%	55%	56%	57%	58%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	73%	74%	75%	76%	77%	78%
White Students	86%	87%	88%	89%	90%	91%

Outcome #2: The percentage of students that met standard/exceeded standard in Mathematics on the CAASP/SBAC

Metric/Method for Measuring: California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	62%	63%	64%	65%	66%	67%
English Learners	43%	44%	45%	46%	47%	48%
Socioeconomically Disadvantaged Students	47%	48%	49%	50%	51%	52%
Foster Youth	50%	51%	52%	53%	54%	55%
Students with Disabilities	27%	28%	29%	30%	31%	32%
African American Students	69%	70%	71%	72%	73%	74%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	83%	84%	85%	86%	87%	88%
Filipino Students	78%	79%	80%	81%	82%	83%
Latino Students	37%	38%	39%	40%	41%	42%

Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	64%	65%	66%	67%	68%	69%
White Students	77%	78%	79%	80%	81%	82%

Outcome #3: Increase the number of English Learners who reclassify as Reclassified Fluent English Proficient

Metric/Method for Measuring: Reclassification Data

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	20%	22%	24%	26%	28%	30%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

LCFF STATE PRIORITIES-STUDENT ENGAGEMENT

GOAL #5

The school will annually increase student attendance and decrease chronic absenteeism to foster student engagement and positive student outcomes.

- Related State Priorities:
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| <input type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

- Local Priorities:
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| <input type="checkbox"/> : |
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Specific Annual Actions to Achieve Goal

Outcome #1:

- Increase annually the percent of students attending 173-180 days.
- Maintain attendance incentive programs.

- Positively and publically reinforce those who adhere to the attendance policy and employ an attendance incentive system (breakfast with the principal for those students with 96% or better attendance, small rewards for the students and the classrooms, etc.).
- Conduct monthly recognition attendance awards assemblies.
- Utilize PSA counselor to contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership with regard to attendance.

Outcome#2:

- Decrease the number of students missing 16 or more school days each year
- Make public the attendance policy via all communication avenues (i.e. Connect Ed, Parent Meetings, Parent/Teacher Conferences)
- The Principal and/or PSA counselor (if funded) meets with parents/families of students with chronic absenteeism to communicate the policy and discuss resources that will help them improve.
- Conduct SSPT's for students with chronic absenteeism to provide intervention services and referrals.

Expected Annual Measurable Outcomes

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

Metric/Method for Measuring: Student Attendance Rates

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	74%	76%	78%	80%	82%	84%
English Learners	42%	44%	46%	48%	50%	52%
Socioeconomically Disadvantaged Students	70%	72%	74%	76%	78%	80%
Foster Youth	50%	52%	54%	56%	58%	60%
Students with Disabilities	62%	64%	66%	68%	70%	72%
African American Students	84%	86%	88%	90%	92%	94%
American Indian/Alaska Native Students	67%	69%	71%	73%	75%	77%
Asian Students	80%	82%	84%	86%	88%	90%
Filipino Students	79%	81%	83%	85%	87%	89%
Latino Students	66%	68%	70%	72%	74%	76%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	74%	76%	78%	80%	82%	84%

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

Metric/Method for Measuring: Student Attendance Rate

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	10%	9%	8%	7%	6%	5%
English Learners	19%	18%	17%	16%	15%	14%
Socioeconomically Disadvantaged Students	12%	11%	10%	9%	8%	7%
Foster Youth	50%	49%	48%	47%	46%	45%
Students with Disabilities	13%	12%	11%	10%	9%	8%
African American Students	9%	8%	7%	6%	5%	4%
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%
Asian Students	7%	6%	5%	4%	3%	2%
Filipino Students	8%	7%	6%	5%	4%	3%
Latino Students	12%	11%	10%	9%	8%	7%
Native Hawaiian/Pacific Islander Students	0%	0%	0%	0%	0%	0%
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	11%	10%	9%	8%	7%	6%

LCFF STATE PRIORITIES-SCHOOL CLIMATE

GOAL #6

The school will make it clear how students are expected to act, reduce the number of suspension incidents schoolwide, and provide safe school grounds for all students.

Related State Priorities:

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Local Priorities:

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Specific Annual Actions to Achieve Goal

Outcome #1:

- Student assemblies are held to communicate the school safety and behavioral expectations where processes on how to report a problem/threat are clearly communicated.
- The Behavior Expectations Matrix is reviewed with students, both in the classroom and in the common areas by staff members.
- Safety committee meets monthly to review school procedures, safety strengths, and needs. They make recommendations to the Principal and Governance Council for

needed changes and support the Character Counts committee because developing student character adds to improved school-wide safety.

Outcome #2:

- Promote and strengthen home-school partnership to manage discipline.

Outcome #3:

- Student assemblies are held to communicate the school safety and behavioral expectations where processes on how to report a problem/threat are clearly communicated.
- Supervision aides are visible on the yard and in the hallways in order to remind students of safe play and provide supervision.
- Common area expectations reinforced by posters, periodic reviews by staff and students (student council), and character counts 'Caught Being Good' cards are awarded to students displaying the desired character.

Expected Annual Measurable Outcomes

Outcome #1: The school will increase annually the number of students that feel that this school makes it clear how students are expected to act.

Metric/Method for Measuring: School Report Card

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	88%	90%	92%	94%	96%	98%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #2: The school will maintain the number of students that were suspended one or more times at 0% schoolwide.

Metric/Method for Measuring: School Report Card

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	0%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%
Asian Students	0%	0%	0%	0%	0%	0%
Filipino Students	0%	0%	0%	0%	0%	0%
Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	0%	0%	0%	0%	0%	0%
Students of Two or More Races	0%	0%	0%	0%	0%	0%
White Students	0%	0%	0%	0%	0%	0%

Outcome #3: The school will increase the number of students that feel that school grounds are safe for all students.

Metric/Method for Measuring: School Report Card

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	87%	89%	91%	93%	95%	97%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

LCFF STATE PRIORITIES-COURSE ACTION

GOAL #7

The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program (Science Lab, Media Lab, Dance, Music, Physical Education) to **100% of its students** every year.

Related State Priorities:

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

Local Priorities:

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Specific Annual Actions to Achieve Goal

Outcome #1:

- Weekly instructional foci are identified according to the Teaching and Learning Framework or the California Content Standards, while classroom observations, done by the instructional administrative team, provide support, monitoring, and/or assistance and guidance.
- Feedback is provided to the teacher during formal and informal observations in order to celebrate effective instruction, refine areas of need, and support next steps planning.

Outcome # 2:

- Provide access to technology (iPads, chrome books, computer lab, classroom computers)
- Weekly instructional foci are identified according to the Teaching and Learning Framework or the California Content Standards, while classroom observations, done by the instructional administrative team, provide support, monitoring, and/or assistance and guidance.
- Feedback is provided to the teacher during formal and informal observations in order to celebrate effective instruction, refine areas of need, and support next steps planning.

Expected Annual Measurable Outcomes

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

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

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
English Learners	Maintain 100% of students having access	Maintain 100% of students having access	Maintain 100% of students having access	Maintain 100% of students having access	Maintain 100% of students having access	Maintain 100% of students having access

Metric/Method for Measuring: California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
English Learners	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Socioeconomically Disadvantaged Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Foster Youth	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Students with Disabilities	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
African American Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
American Indian/Alaska Native Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Asian Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program

Filipino Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Latino Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Native Hawaiian/Pacific Islander Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Students of Two or More Races	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
White Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program

LCFF STATE PRIORITIES-OTHER STUDENT OUTCOMES

GOAL #8

The school will maintain the IXL Math on-line system and Accelerated Reader on-line system and provide all students access to technology (iPads, chrome books, computer lab, classroom computers).

Related State Priorities:

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

Local Priorities:

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Specific Annual Actions to Achieve Goal

Outcome #1:

- Purchase and maintain licenses for on-line IXL-Math System.
- Teachers assign IXL-Math lessons to support classroom lessons during UAT and whole group.
- Teachers receive performance reports indicating student progress and performance on specific math standards completed.

- Teachers receive annual professional development on the new components of IXL-Math.

Outcome #2:

- Purchase and maintain licenses for on-line ELA-Accelerated Reader System.
- Students select appropriate reading level books and take on-line assessment during UAT and/or whole group.
- Teachers receive a performance report indicating students' reading comprehension performance on accelerated reader assessments.
- Teachers receive annual professional development on the new components of Accelerated Reader.

Outcome #3:

- Teachers have access to a class set of chrome books and/or iPads for classroom use.
- Teachers receive professional development on the various ways to incorporate technology in the classroom.

Expected Annual Measurable Outcomes

Outcome #1: The school will implement the IXL in Mathematics that is accessible to all students to increase competencies in concepts and skills.

Metric/Method for Measuring: Diagnostic Assessments, IXL Math built-in Assessments, Student Work Samples, District Interim Block Assessments

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math
English Learners	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math
Socioeconomically Disadvantaged Students	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math
Foster Youth	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math
Students with Disabilities	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math
African American Students	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math
American Indian/Alaska Native Students	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math
Asian Students	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math
Filipino Students	Maintain 100% of students	Maintain 100% of students	Maintain 100% of students	Maintain 100% of students	Maintain 100% of students	Maintain 100% of students

	having access to IXL Math	having access to IXL Math	having access to IXL Math	having access to IXL Math	having access to IXL Math	having access to IXL Math
Latino Students	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math
Native Hawaiian/Pacific Islander Students	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math
Students of Two or More Races	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math
White Students	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math	Maintain 100% of students having access to IXL Math

Outcome #2: The school will implement the Accelerated Reader Program that is accessible to all students to increase competencies in reading comprehension and reading fluency.

Metric/Method for Measuring: Diagnostic Assessments, Accelerated Reader built-in Assessments, Student Work Samples, District Interim Block Assessments

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader
English Learners	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader
Socioeconomically Disadvantaged Students	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader
Foster Youth	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader
Students with Disabilities	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader
African American Students	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader
American Indian/Alaska Native Students	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader
Asian Students	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader

Filipino Students	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader
Latino Students	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader
Native Hawaiian/Pacific Islander Students	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader
Students of Two or More Races	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader
White Students	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader	Maintain 100% of students having access to Accelerated Reader

Outcome #3: The school will provide all students access to technology (ipads, chrome books, computer lab, classroom computers).

Metric/Method for Measuring: Daily schedules for computer lab and iPad and Chrome book carts.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology
English Learners	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology
Socioeconomically Disadvantaged Students	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology
Foster Youth	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology
Students with Disabilities	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology
African American Students	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology
American Indian/Alaska Native Students	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology
Asian Students	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology
Filipino Students	Maintain 100% of students	Maintain 100% of students	Maintain 100% of students	Maintain 100% of students	Maintain 100% of students	Maintain 100% of students

	having access to technology	having access to technology	having access to technology	having access to technology	having access to technology	having access to technology
Latino Students	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology
Native Hawaiian/Pacific Islander Students	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology
Students of Two or More Races	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology
White Students	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology	Maintain 100% of students having access to technology

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

The rigorous instructional program at TCSAS is centered on full implementation of the California Common Core Content Standards. The instructional program is designed to be culturally responsive and highly engaging, in order to ignite students’ intrinsic motivation, build on their prior knowledge, increase and expand their skill sets. Students will engage in selections (texts in ELA, Social Science, Science, and Math) intentionally chosen for its complexity (CC standard requirements) and its cultural responsiveness: connection to our students’ diverse ethnicities, nationalities, gender, life’s experiences, home languages, etc. Teachers will provide differentiated, experiential and/or inquiry-based instruction. As a way to combine both the Culturally & Linguistically responsive pedagogy along with Inquiry-based learning model, teachers facilitate lessons where students are asked to explore questions, scenarios, and/or problems relevant to their culture, lives, age, experiences, etc., as they work to master the California Common Core standards. Students will be presented with a variety of interdisciplinary themes that will require them to apply their critical thinking skills to solving real world problems, therefore preparing life-long learners who, at all ages, positively contribute to society.

The budding innovators at TCSAS will prepare for the complex and challenging demands of the 21st Century through a variety of discussion and collaborative processes, that will enable our students to communicate effectively and with diverse groups. In addition, classroom teachers and instructors from the Creative Arts Network, will continue to build our students’ understanding of the arts (music, dance, theater, visual) from different time periods, of various styles and techniques. This too supports our students’ creativity and innovative spirits.

In order to create long lasting habits of mind and their metacognitive ownership, students will be required, by their teachers, to explain and/or support their thinking with accurate and relevant evidence, self-reflect, and use teacher as well as peer feedback in order to monitor their progress and set goals for themselves. The empowerment will

help students take ownership of their learning, and prepare them to remain self-motivated life-long learners.

INSTRUCTIONAL DESIGN

TCSAS' curriculum is based on the California Common Core Content Standards, the Next Generation Science Standards (NGSS), and the associated Frameworks for all content areas, including Visual and Performing Arts, Technology, and Physical Education. The curriculum will meet all state and LAUSD instructional shifts and initiatives. We believe that mastery learning and meeting the needs of our diverse population are best accomplished through a culturally responsive, highly engaging program that has a pedagogical balance with a student-centered focus. Our instructional practice will be grounded in research-based pedagogies and strategies including Close reading- Doug Fisher, Writers workshop, Three Phase Math Problem Solving- John Van de Walle's, Culturally and Linguistically responsive instruction- Geneva Gay, Zaretta Hammond & Sharroky Hollie- Use of Depth and Complexity- Sandra Kaplan, the 5E Model/Engage, Explore, Explain, Elaborate, Evaluate, Collaborative grouping- Kagan. In order to ensure quality education, TCSAS will employ the plan-deliver-reflect-revised instructional cycle where teachers will use both formative and summative data, analyze student work and conversation samples, use collaborative methods for reflection and revision, and collaboratively plan for the success of all students.

To ensure that we are meeting the needs of all subgroups (at risk, Gifted, English Learners, Standard English Learners, Students with Disabilities, socioeconomically disadvantaged, etc.), we will continuously examine various data points (student work samples, assessments, attendance data, discipline and nurse referrals, parent input, etc.) that reflect both the academic and social emotional strengths and needs of our students. Research-based instructional pedagogy along with specific student data will drive and shape instruction along with professional development, in order to meet the needs of all subgroups.

Grade level teams will continue to be constructed to provide the best-qualified teachers for the grade level student make-up. Teacher qualifications, training, service, preference, and individual strengths are considered when constructing the grade level make up each year. Professional development, conducted by the Principal, the Coordinators, the teachers on the Instructional Leadership Team, and District Instructional Support Staff, is driven and designed, based on student and teacher data, in order to support and improve teacher practice along with professional growth.

Topeka will continue to maintain high expectations for both our students and teaching professionals which includes the commitment to using key educational theories and research based strategies, such as Understanding by Design, a method where teachers backwards plan to provide a thoroughly mapped out road to academic success for all

students. Our daily instruction is infused with a balanced use of research-based practices/methodologies which include the following:

Clear Expectations

- State standards are clearly articulated in student and parent friendly language.
- Rubrics and criteria charts are standards-based and used to assess standard mastery (teacher created, class co-constructed, and students created rubrics & criteria charts).
- Feedback and reflection are used to ensure expectations are attainable.

Academic Rigor

- Students engage in the inquiry process.
- Webb's Depth of Knowledge (DOK) is infused in student tasks, question development, and lesson design.
- The revised Blooms Taxonomy is applied to lesson development.
- Sandra Kaplan's Depth and Complexity is applied across the curriculum.
- Metacognitive strategies are taught – students explain, justify, and challenge how and why they know something.
- Critical thinking skills are applied to complex real-world problems and tasks.

Collaboration

- Students converse and work collaboratively with diverse partners, building on the ideas of their peers and/or clearly stating and supporting their own.
- Students come to understand other perspectives, cultures, thought processes.
- Peer encouragement, acknowledgement, support, correction, revision and editing takes place.
- Teamwork and interdependence is structured within the day.
- Diverse grouping; pairs, small groups, whole groups, vertical teams are utilized to meet specific student needs.

Differentiated Instruction

- Specially tailored instruction to meet students' individual needs may include tiered and/or modified assignments.
- Specialized DOK leveled tasks are provided.
- Students are presented with a choice in displaying their learning.
- Various multi-media options are available to enrich learning experiences. Our multi-media includes document cameras, projectors, Smart Boards, 70 iPads, 69 Chrome Books, and a fully equipped 40 desktop computer lab with a Smart Board and projector.
- Teachers in grades 3-5 team teach, using the departmentalization model. Departmentalized instruction allows teachers to become "specialists" in one or more content area, which allows them to prepare for fewer subject

areas, giving them more time to invest in preparation in each subject they teach.

- Independent study, student work contracts.
- Skillful direct instruction and guided practice is employed.
- Independent practice results are used to check for understanding, inform future differentiation and further identify individual needs.
- Student interests and abilities are considered during lesson design.

Experiential Learning

- Student-centered learning is a focus.
- Technology/Multi-media use to progress through the SAMR model: Substitution, Augmentation, Modification, Redefinition will enhance students 21st century skills.
- Students are engaged by 'doing' and 'experiencing' the curriculum.
- Inquiry based research and projects are used.
- Manipulatives and realia make student learning concrete and sustainable.
- Standards based/educational field trips bring learning to life.

Arts Integration

- Use drama, dance, music, and visual performing arts to affirm student assets and enhance student learning experiences.

Curriculum and Instruction

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

- **English Language Arts**
 - Develop students' reading, writing, listening, and speaking skills to access academics across the disciplines.
 - Integrate and infuse critical thinking skills, such as Depth and Complexity, Bloom's Taxonomy, and Webb's Depth of Knowledge Dimensions, into the District's state adopted reading program and supplemental core literature.
 - Provide reading materials to meet the students' independent and instructional reading abilities in a variety of texts at appropriate Lexile levels and text-complexity ranges.
 - Emphasize nonfiction and fiction texts in all grades to meet and exceed the CCSS requirements
 - Teach foundational skills, including print concepts, phonics, word recognition, and fluency to address emergent readers
 - Supplement reading support using Accelerated Reader, Core Literature, Reader's Theater, thinking maps, literature circles, and novel studies

- Implement writing program to address persuasive/opinion, narrative, and informational writing
 - Critique, justify, and theorize in compositions/writing across disciplines
 - Differentiate writing instruction to meet the needs of all learners through analysis to pinpoint further scaffolding needed in small group and individual writing workshops
 - Demonstrate writing across the curriculum for a variety of audiences and purposes
 - Incorporate cross-cultural activities to reflect the diversity of our student population
 - Use technology, such as laptops, Smart Boards, Chromebooks, and iPads to conduct and complete informative, persuasive, narrative writing assignments, oral presentations, digital portfolios, and exhibits
 - Evaluate assignments in the upper grades through submission via Google Classroom, providing peer collaboration and revision to provide immediate feedback regarding criteria and quality
 - Apply speaking and listening skills by effectively engaging in a range of collaborative discussions and presentations delivered clearly using appropriate projection, expression, eye contact, and clear speech to varied audiences.
- **English Language Development/English as a Second Language**
 - On average, twenty-one percent of our English Learner population reclassifies on an annual basis. Teachers utilize ongoing assessments which include DIBELS Progress Monitoring and ELD Treasures unit assessments, collaboration, the *Treasures* ELD program and team-teaching in grades 3-5, using the departmentalization model to ensure our EL students' progress and receive a solid foundation of reading, writing, listening and speaking.
- **Mathematics**
 - Develop students' mathematical proficiency and mastery by utilizing curriculum aligned with the CCSS as the core math curriculum. Topeka Charter School utilizes My Math as the main source to provide rigorous conceptual and computational skills in a variety of mathematical processes to meet and exceed the CCSS.
 - Teachers will enhance mathematics using My Math enrichment materials and website, Interact, Marilyn Burns, Touch Math strategies, and various math websites (IXL, Khan Academy) during computer lab class time.
 - Chaos-Towers activities provide a rich learning environment of hands-on/minds-on content from simple concept learning to complex mathematical solutions.
 - Provide opportunities for students to generalize math skills to real world problems across disciplines.
 - Differentiate instruction through varied groupings to meet student needs from intensive to advance.

- Advance student skills by integrating manipulatives to assist students with modeling problems.
- **History-Social Studies**
 - Supplement instruction using a variety of materials that include state adopted textbooks and supplementary materials to meet and exceed the CCSS.
 - Elevate students' critical thinking skills by identifying patterns, parallels, contributions, and convergences that shaped historical events over time.
 - Facilitate the execution of classroom exhibits, museums, and presentations to provide creative opportunities while demonstrating mastery of content.
 - Develop research skills to reinforce content and dig deeper into topics.
 - Interact with primary resources as historical evidence to understand the people and time periods being studied
 - Hone students' geography skills utilizing map activities
 - Bridge students' awareness of their place in the world as it progresses from neighborhoods, communities, cities, states, and countries, to the interconnected, global world.
- **Science**
 - Our school uses an experimentally –based FOSS Science program and the Next Generation Science Standards that are well-structured, hands-on, and exciting.
 - Science labs are available at each grade level, where tools, will provide students with an optimum hands-on experience in science.
 - The sciences are taught as a cumulative learning process that builds upon prior knowledge and experiences as students' progress through the grade levels.
 - Hypothesize and develop experiments utilizing the scientific method.
 - Our recycling programs (i.e., cans, plastics, glass, paper, Lunch Skins, Capri Sun) encourage students to understand the need for eco-friendly products to improve our local and global community.
 - Help students learn and apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness.
 - Teach the sciences as a cumulative learning process that builds upon prior knowledge and experiences as students' progress through the grade levels.
 - Beautification Days and constant updating of our 2 school gardens help support science in all grade levels and promote eco-friendly behavior.
- **Visual and Performing Arts**
 - Students in all grade levels explore the elements of design: line, shape, form, space, color, and texture, aligned with the California State Standards and the developmental needs of each student.
 - Across-curricular art lessons include the principles of design: balance, emphasis, movement, pattern, repetition, proportion, rhythm, variety and unity, making connections with math and science.

- Visual Art is taught with rigorous content to achieve state's standards, and challenges all students to create their own works, and respond to works of art and ideas they impart.
 - Teachers work collaboratively with the Arts Program to promote awareness and enthusiasm for the four areas of art education: dance, music, theatre, and visual arts.
 - The Reflections arts competition is an annually anticipated event for all grade levels and we have produced several winners.
 - Students in grades 3-5 prepare and participate in an annual talent show, showcasing the talents of our diverse population.
 - The music curriculum at each grade level supports the language arts, social studies, and science curricula while meeting the California State music standards.
 - Our third-fifth graders learn to use instruments and participate in our orchestra.
 - Many of our students have made it to Honor's Orchestra and have performed at Disney Concert Music Hall.
 - Students are engaged in a variety of drama techniques that allow them to resolve conflicts in healthy, creative, and stimulating ways.
 - Comprehension is increased when students portray characters in literature and make inferences using tolerance and empathy to create different situations and outcomes.
 - Cause and effect is emphasized when improvisation and plot and character development are studied.
 - Drama encourages the art of public speaking with poise, clear pronunciation, expression of ideas, confidence, and good communication skills.
- **Health and Physical Education**
 - Foster students' foundation of health by utilizing a variety of materials that include state adopted texts such as Health and Wellness by Macmillian/McGraw-Hill across grades K-5 to meet and exceed the CCSS.
 - Assist students' in uncovering how the three parts of health (mental/emotional, physical, social/family) are interconnected and contribute to overall well being
 - Social-emotional health
 - Evaluate the effect of how the six pillars of character implemented school-wide contributes to a school culture of social responsibility
 - Continue reinforcement of character through a rotating focus and awards at assemblies three times a year
 - Empower students' conflict resolution skills by communicating with I-messages
 - Healthy choices and risk management
 - Judge how healthy behaviors and risk behaviors are beneficial or detrimental to personal health and safety

- Examine how the practice of healthful behaviors helps to reduce the spread of communicable and preventable diseases
 - Enrichment activities implemented by the classroom teachers that provide our students with a healthy mind and body
 - Enhances the concept of team sports and good sportsmanship while incorporating fairness in competition
 - Students participate in an annual Jog-A-Thon, Jump Rope for Heart, and weekly Psycho-motor classes to promote physical well-being.
- **Innovative curricular components of the educational program**
 - Making Movies that Matter – student films that require screenplay writing, digital storyboard creation, and video/sound editing
 - Robotics – students build and computerize robots while enhancing math and science skills
 - Walking Classroom – an in-school fitness initiative and obesity intervention that improves health literacy and builds core content knowledge while addressing different learning styles
- **Intervention and enrichment programs**
 - Learning Center – an 8 to 10 week pull-out targeted intervention program to address the needs of students not meeting benchmark goals.
 - Creative Arts Network – a year-long program for Grades TK-5th Grade that consists of Art, Music, and Theater rotations.
- **Curricular and instructional materials**
 - Topeka Charter will use LAUSD’s textbook adoptions in the core content areas.

All of our students have access to technology in the classroom (iPads, Chromebooks, classroom computers) and in our computer lab which consists of 40 desktop computers. All of our students in Grades 3-5 have multiple opportunities throughout the school year to log on to CAASPP and take Smarter Balanced Interim Assessments and practice tests. We also provide our students in Grades 3-5 four sessions in our computer lab to explore the CAASPP practice tests in ELA and Mathematics and become acquainted with all the various tools within the testing portal (i.e. expanding text, highlighting text, flagging test questions, using the graphing tools, dragging and dropping data and answers, etc.).

Transitional Kindergarten

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

existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

The Transitional Kindergarten program at TCSAS follows the full day schedule of Traditional Kindergarten with a 6 hour daily program Monday through Friday during the 180 day school year. Our TK program provides children with a well-planned classroom program to build necessary social and academic skills for success throughout their school careers. The program is based on We Can, an evidence-based comprehensive early learning curriculum and My Math Prekindergarten, with focused instruction in literacy and numeracy along with strong emphasis on self-regulation and social engagement. The daily schedule includes whole group instruction and activities, small group instruction and independent and "hands-on" learning. Our Transitional Kindergartners enjoy lunch and recess with their fellow Kindergarten friends and participate in all out of classroom Kindergarten activities such as art, music, and psycho-motor skills development throughout the year. We Can Early Learning Curriculum, My Math Prekindergarten and Kinder DIBELS Assessments, along with teacher observational data and work samples, are used to monitor each transitional-kindergarteners' growth and progress throughout the year. Our TK Teacher uses embedded progress checklists for reporting progress in the We Can Early Learning Curriculum, in My Math Prekindergarten curriculum, and Kinder DIBELS Benchmark assessments to guide instruction and meet every child's needs.

Academic Calendar and Schedules

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

Topeka Charter SAS will operate on the LAUSD calendar with 180 days of instruction composing the school year. All LAUSD school holidays will be observed as a typical traditional track elementary school.

Topeka Charter SAS students in grades TK-5 receive 324 instructional minutes on Monday, Wednesday, Thursday and Friday. On Tuesday banking days, students receive 264 instructional minutes. Students receive 249 minutes on Minimum Days. The instructional schedule fulfills California Ed. Code E.C. 47612.5

Important Dates & Holidays

07-04-2017	Independence Day	01-10-2018	Second Semester Begins
08-15-2017	First Day of Instruction	01-15-2018	Dr. Martin L. King, Jr.'s Birthday
09-01-2017	Admissions Day	02-19-2018	President's Day
09-04-2017	Labor Day	03-26 thru 03-30-2018	Spring Recess

11-10-2017 Veterans Day Observed	04-02-2018 Cesar E. Chavez
11-23 & 24-2017 Thanksgiving	05-28-2018 Memorial Day
12-18-2017 thru 01-05-2018 Winter Recess	06-07-2018 Last Day of Instruction

Regular Days

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal
Kindergarten	8:00	10:10	10:30	12:20	1:00	2:28
Grades 1-2	8:00	10:10	10:30	12:20	1:00	2:28
Grades 3-5	8:00	9:40	10:00	11:30	12:10	2:28

Professional Development Banked Days

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal
Kindergarten	8:00	10:10	10:30	12:20	1:00	1:28
Grades 1-2	8:00	10:10	10:30	12:20	1:00	1:28
Grades 3-5	8:00	9:40	10:00	11:30	12:10	1:28

Minimum Days

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal
Kindergarten	8:00	10:10	10:30	12:33	-----	12:33
Grades 1-2	8:00	10:10	10:30	12:33	-----	12:33
Grades 3-5	8:00	9:40	10:00	12:33	-----	12:33

Kindergarten Enrichment

Activity Time Block	Description Structure & Strategies	Integrated Opportunities For Program Enrichment	Outcomes
Morning Routine 8:00-8:30	-BIC -Attendance -Assign Helpers -Flag Salute/ Patriotic songs -Articulate schedule of day	-School-wide Flag Salute/ Announcements	-students will learn responsibility and organization -students will learn to salute the flag and develop an understanding of patriotism
Language Arts 8:30-10:10	-California Treasures/ ELD -Oral Language -build robust vocabulary	-Cooperative Grouping -Differentiated Instruction -Neurodevelopment Program to individualize	-Every student provided a stimulating, engaging & challenging environment -Cross disciplinary projects as means to enhance critical thinking resourcefulness -students will be provided daily

	<ul style="list-style-type: none"> -phonemic awareness -Word Study -phonics -high frequency words -Reading -listening comprehension -apply phonics/high frequency words -fluency -Language Arts -writing -grammar 	<ul style="list-style-type: none"> student learning style -Hands-on, inquiry based instruction -Student Writing Portfolios - Independent Work Time -Learning Center -Library Media Center -Computer Lab -Reader's Theater -Pajamarama -600 Minute Reading Club -Rubrics -Criteria Charts -Literacy websites -brainpop jr -starfall -abcya -treasures 	<ul style="list-style-type: none"> writing activities in multiple genres specific to grade-level standards including narratives, poetry, expository, writing, letters, imaginative narratives, folk tales, fairy tales, persuasive essays, and biographies with emphasis on conventions, writing CVC and high frequency words and words with long vowels and digraphs -Apply vocabulary development as well as integration of language arts embedded across the curriculum -Students will be taught public speaking and given many opportunities to present orally -Students will be given an opportunity to develop a love for reading by listening to books read by teachers, community members, authors and illustrators -Students will read grade level material -Students learn the writing process and paragraph writing with main idea, supporting details and concluding sentence -Students will be proficient or advanced on literacy constructed responses, unit assessments, DIBELS and other district tests
<ul style="list-style-type: none"> Recess 10:10-10:30 	<ul style="list-style-type: none"> -Sustenance -Recycle -Social Skills Activities 	<ul style="list-style-type: none"> -Green Team Recycling - Community Garden - Systematic Supervision -Character Counts 	<ul style="list-style-type: none"> -Positive behavior support -Environmental Awareness -Global Awareness -Provide a safe environment
<ul style="list-style-type: none"> Mathematics 10:30-11:30 	<ul style="list-style-type: none"> -My Math -Problem of the Day 	<ul style="list-style-type: none"> -Cooperative Grouping -Differentiated Instruction 	<ul style="list-style-type: none"> -Develop students' mathematic proficiency by applying mathematical concepts and

	<p>-prior days standards reviewed</p> <p>-Develop the Concept</p> <p>-problem-based interactive learning</p> <p>-Develop the Concept</p> <p>-visual learning with animated video and glossary</p> <p>-Close/Assess & Differentiate</p> <p>-check understanding</p> <p>-prescribe reteach (intervention), practice (on-level) or enrichment (advance)</p> <p>-Sandra Kaplan Math</p> <p>-icons for depth and complexity</p> <p>-</p> <p>Neurodevelopmental Program</p> <p>- Cooperative Grouping</p> <p>- Hands-on Learning</p> <p>-Math Intervention</p> <p>-learning center</p> <p>-Daily Calendar Activities</p>	<p>-Hands-on activities</p> <p>- Marilyn Burns</p> <p>- Marcy Cook</p> <p>-100th Day Activities</p> <p>-Math Websites</p> <p>-Brain pop Jr</p> <p>-Rubrics</p> <p>-Criteria Charts</p>	<p>computational skills to a variety of mathematical processes</p> <p>-Apply math skills to daily problem-solving situations.</p> <p>-Develop understanding of the concepts of computation, patterns, functions, geometry, statistics and probability.</p> <p>-Ensuring essential understanding</p> <p>-Students will be proficient or advanced on District IAB Math Assessments and Topic Tests</p>
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	-Incredible Equation		
Health Science History/ Social Studies 11:30-12:00	-Standard Based Curriculum -Health & Wellness -center activities -learning life skills lessons -Learn and Work -build background -teach -assess and extend -FOSS (Full Option Science System) -hands-on investigations, experiments, and observations -word banks -content charts -science notebooks	-State and District standards-based curriculum -Interactive activities & models Simulations Learning through the Arts, music, multicultural dances -Multicultural Performance - Holiday Program -Dual Language Program -Field Trips -Too Good for Drugs -Second Step -Dairy Council -Career Day -Character Counts	-Students will become health literate by learning health concepts and being helped to acquire life skills -Cross-curricular activities provide opportunities for integrated learning -Respect, caring, fairness, citizenship, responsibility will be explicitly taught -Students will be empowered to achieve and maintain optimal health -Full integration of arts & academics with real world examples -Students will be given the opportunity to identify, observe, communicate observations, describe similarities and differences, use relative vocabulary, and experience the wonder and excitement of science - Cause & Effect -Partnerships with: Food Drive Candy Splits Book Exchange Beautification Day Pennies for Patients Clothing donations Earth day
P.E. 12:00-12:20	-Daily Physical Activity -variety of physical fitness, motor skills, and physical activities -social and personal interaction	-a planned, sequential curriculum	-Designed to promote enjoyment of lifelong physical activity

Lunch 12:20-1:05	-Sustenance -Recycle -Sensory Garden -Student Council Team Leaders -Fiesta Fridays -Lunch with the Principal	-Green Team Recycling - Community Garden - Systematic Supervision -Character Counts	-Environmental Awareness -Global Awareness -Cooperative Play -lead by team leaders - Providing a Safe Environment
Story Time 1:05-1:25	-Teacher Selected Literature -listening skills - comprehension -vocabulary development	-Literature related to grade level curriculum topics, current events, social skills	-Students will develop listening skills.
Small group for Differentiated Instruction/ ELD 1:25-2:10	-Oral Language -High-Frequency Words -Phonemic Awareness -Phonics -Pre-decodable Readers -Practice Readers -Vocabulary -Writing	-Daily plans for the strategic, benchmark, advanced and EL learner	-Students' individual language arts needs will be met through small group instruction with the teacher and teachers' assistant. Instructional groups and activities will be data driven and designed to support students' academic language development, foundational skills, oral and reading vocabulary development, and writing.
Music/ Rhythms Evaluation of Day 2:10-2:28	-Developmental Music Curriculum -reinforce basic goals and standards -Multimodal learning opportunities -visual -kinesthetic -auditory -Strategies designed	-Introductory Activities -movement -singing -rhythmic	-Students self-expression will be encouraged -Students' performance Activities offer opportunities to use creativity and work well with others -Growth in self-esteem and an appreciation of each other

	to channel student's natural enthusiasm for music and movement into productive learning experiences		
Integrated Enrichment	<ul style="list-style-type: none"> -Psychomotor -Holiday Program -Multicultural Program -Arts Program -fine art -music -dance -theater -Computer Lab -Library -"Mad Science" 		<ul style="list-style-type: none"> -Students will express through various art forms, knowledge and understanding of other disciplines -Students will examine and formulate deeper understanding by integrating the arts specifically in dance, theater and music -Students will practice and perform for their community -Students will experience YMCA psychomotor curriculum -Students will learn to navigate a computer -Students will have access to and navigate a library

First Grade Enrichment

Activity Time Block	Description Structure & Strategies	Integrated Opportunities For Program Enrichment	Outcomes
Physical Education 8-8:20	<ul style="list-style-type: none"> -Daily Physical Activity -variety of physical fitness, motor skills, and physical activities -social and personal Interaction 	<ul style="list-style-type: none"> -a planned, sequential curriculum 	<ul style="list-style-type: none"> -Designed to promote enjoyment of lifelong physical activity
Morning Routine 8:20-8:40	<ul style="list-style-type: none"> -BIC -Calendar Activities 	<ul style="list-style-type: none"> -Flag Salute -Student of the week 	<ul style="list-style-type: none"> -Students engaged in learning -Leadership skills

	<ul style="list-style-type: none"> -odd/even numbers -skip counting -expanded notation -tally marks -money -place value -10 more, 10 less -1 more, 1 less -Pre-teaching -mini lessons related to weekly language arts standards 		
<p>Language Arts 8:40-10:10</p>	<ul style="list-style-type: none"> -California Treasures/ELD -Oral Language -build robust vocabulary -phonemic awareness -Word Study -phonics -high frequency words -Reading -listening comprehension -apply phonics/high frequency words -fluency -Language Arts -writing -grammar 	<ul style="list-style-type: none"> -Cooperative Grouping -Differentiated Instruction -Neuro-development Program to individualize student learning style -Hands-on, inquiry based instruction- Student Writing Portfolios - Independent Work Time -Learning Center -Library Media Center -Computer Lab -Reader's Theater -Pajamarama -600 Minute Reading Club -Rubrics -Criteria Charts -Literacy websites -brainpopjr 	<ul style="list-style-type: none"> -Every student provided a stimulating, engaging & challenging environment -Cross-disciplinary projects as means to enhance critical thinking resourcefulness -Students will be provided daily writing activities in multiple genres specific to grade level standards including narratives, poetry, expository, writing, letters, imaginative narratives, folk tales, fairy tales, persuasive essays, and biographies with emphasis on conventions, writing consonant-vowel-consonant words, high frequency words and words with long vowels and digraphs -Apply vocabulary development as well as integration of language arts embedded across the curriculum -Students will be taught public

		<ul style="list-style-type: none"> -starfall -abcya -treasures 	<p>speaking and given many opportunities to present orally</p> <ul style="list-style-type: none"> -Students will be given an opportunity to develop a love for reading by listening to books read by teachers, community members, authors and illustrators -Students will read grade level material -Students learn the writing process and paragraph writing with main idea, supporting details and concluding sentence -Students will be proficient or advanced on literacy constructed responses, unit assessments, DIBELS and other district tests
<p>Recess 10:10-10:30</p>	<ul style="list-style-type: none"> -Sustenance -Recycle 	<ul style="list-style-type: none"> -Green Team Recycling - Systematic Supervision -Caught Being Good 	<ul style="list-style-type: none"> -Environmental Awareness -Global Awareness -Cooperative Play - Providing a Safe Environment
<p>Differentiated Instruction/ ELD 10:30-11:15</p>	<ul style="list-style-type: none"> -Oral Language -High-Frequency Words -Phonemic Awareness -Phonics -Practice Readers -Vocabulary -Writing 	<ul style="list-style-type: none"> -Daily plans for the strategic, benchmark, advanced and EL learner 	<ul style="list-style-type: none"> -Students individual language arts needs will be met through a variety of activities
<p>Mathematics 11:15-12:20</p>	<ul style="list-style-type: none"> -My Math -Daily Spiral -prior days standards reviewed -Problem of the Day -prior days standards 	<ul style="list-style-type: none"> -Cooperative Grouping -Differentiated Instruction -Hands-on activities - Marilyn Burns - Marcy Cook 	<ul style="list-style-type: none"> -Develop students' mathematic proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes. -Apply math skills to daily problem –solving situations.

	<p>reviewed</p> <p>-Develop the Concept</p> <p>-problem-based interactive learning</p> <p>-Develop the Concept</p> <p>-visual learning with animated video and glossary</p> <p>-Close/Assess & Differentiate</p> <p>-check understanding</p> <p>-prescribe reteach (intervention), practice (on-level) or enrichment (advance)</p> <p>-Sandra Kaplan Math</p> <p>-icons for depth and complexity</p> <p>-Neuro-developmental Program</p> <p>- Cooperative Grouping</p> <p>- Hands-on Learning</p> <p>-Math Intervention</p> <p>-learning center</p> <p>-Daily Calendar Activities</p>	<p>-100th Day Activities</p> <p>-Math Websites</p> <p>-Connect Ed</p> <p>-Brain Pop Jr</p> <p>-Rubrics</p> <p>-Criteria Charts</p> <p>-IXL Math</p>	<p>-Develop understanding of the concepts of computation, patterns, functions, geometry, statistics and probability.</p> <p>-Ensuring essential understanding</p> <p>-Students will be proficient or advanced on District IAB Math Assessments, and Topic Tests</p>
Lunch 12:20-1:05	<p>-Sustenance</p> <p>-Recycle</p> <p>-Lunch with the Principal</p>	<p>-Green Team Recycling</p> <p>- Community Garden</p> <p>- Systematic Supervision</p>	<p>-Environmental Awareness</p> <p>-Global Awareness</p> <p>-Cooperative Play</p> <p>- Providing a Safe Environment</p>

		-Caught Being Good	
Story Time	-Teacher Selected Literature -listening skills -comprehension -vocabulary development	-Literature related to grade level curriculum topics, current events, social skills	-Students will develop listening skills.
Health Science History/Social Studies 1:15-2:28	-Standard Based Curriculum -Health & Wellness -center activities -learning life skills lessons -Time and Place -build background -teach -assess and extend -FOSS (Full Option Science System) -hands-on investigations, experimentations, and observations -word banks -content charts -science notebooks -Scholastic Magazine News -Content Wonders Big Book	-State and District standards-based curriculum -Interactive activities & models Simulations Learning through the Arts, music, multicultural dances -Multicultural Performance - Holiday Program -Field Trips -Too Good for Drugs -Second Step -Dairy Council -Career Day -Character Counts	-Students will become health literate by learning health concepts and being helped to acquire life skills -Cross-curricular activities provide opportunities for integrated learning -Respect, caring, fairness, citizenship, responsibility will be explicitly taught -Students will be empowered to achieve and maintain optimal health -Full integration of arts & academic with real world example -Students will be given the opportunity to identify, observe, communicate observations, describe similarities and differences, use relative vocabulary, and experience the wonder and excitement of science - Cause & Effect -Partnerships with : Food Drive Candy Splits Book Exchange Beautification Day Pennies for Patients Clothing donations Earth day
Dismissal 2:28			

Integrated Enrichment	<ul style="list-style-type: none"> -Psychomotor -Holiday Program -Multicultural Program -Arts Program -fine art -music -dance -theater -Computer Lab -Library -“Mad Science” 		<ul style="list-style-type: none"> -Students will express through various art forms, knowledge and understanding of other disciplines -Students will examine and formulate deeper understanding by integrating the arts specifically in dance, theater and music -Students will practice and perform for their community -Students will experience YMCA psychomotor curriculum -Students will learn to navigate a computer -Students will have access to and navigate a library
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Second Grade Enrichment

Activity Time Block	Scope and Sequence Description Structure & Strategies	Integrated Opportunities For Program Enrichment	Outcomes
Morning Routine 8:00-8:15	<ul style="list-style-type: none"> Student Council Announcements Attendance Patriotic Songs 	<ul style="list-style-type: none"> Flag Salute School-wide Announcements 	
Language Art Block 8:15-10:00	<ul style="list-style-type: none"> -Story Dramatization -Teacher directed lessons -Treasures Activities -Tiered Activities -Criteria Charts -Rubrics 	<ul style="list-style-type: none"> -Cooperative Grouping -Differentiated Curriculum for different learning groups -Depth and Complexity Icons -Accelerated Reader -Learning Center, -Grade Level Presentations -Hands-on, inquiry based instruction -Student Portfolios 	<ul style="list-style-type: none"> -Provide a stimulating, engaging & challenging -Environment for and every student - Cross-disciplinary projects as means to enhance critical thinking resourcefulness Effective writing and speaking skills - Apply vocabulary development as well as integration of language arts

		<ul style="list-style-type: none"> -Flexible Grouping - Independent Work Time -Utilizing the performing arts to dramatize stories -Letter writing to community members and family -Read to Succeed – 600 minute Club -Book It 	<p>embedded across the curriculum</p> <ul style="list-style-type: none"> - Develop comprehension skills through story dramatization - Writing for Purpose - To work toward proficiency and advance achievement on District, State Tests.
<p>Recess 10:10-10:30</p>	<ul style="list-style-type: none"> -Sustenance -Recycle -Computer Lab -Sensory Garden -Established Play Areas Positive Behavior Support 		<p>Environmental Awareness</p> <ul style="list-style-type: none"> -Global Awareness -Cooperative Play - Providing a Safe Environment
<p>Writing 10:30-11:15</p>	<p>Write for the Beginning</p> <ul style="list-style-type: none"> -Thinking Maps -Thematic Units Extensions -Differentiation- (GATE, ELD, Resource, Learning Center, RTI2) -Phonics -Letter Writing -Creative Narrative -Expository -Journal Tiered Activities Thematic Book Reports -Criteria Charts -Rubrics 	<p>Library Media Center</p> <p>Computer Lab</p> <p>Learning Center</p> <p>Reader’s Theater</p> <p>Library Media Center</p> <ul style="list-style-type: none"> -Computer Lab -Homework Club -Volunteer After school Teacher Tutoring 	<p>Grade level reading</p> <ul style="list-style-type: none"> - Critique, justify, and theorize in compositions/writing across the disciplines -Write across all genres specific to grade-level standards including narratives, poetry, expository, writing, letters, imaginative narratives, fairy tales, and biographies. - Writing for Purpose - To work toward proficiency and advance achievement on District, State Tests.
<p>Mathematic Block 11:15-12:20</p>	<ul style="list-style-type: none"> -My Math -Engage NY -Common Core Daily Practice 	<ul style="list-style-type: none"> -Flexible Grouping -Hands on Equations - Marilyn Burns - Marcy Cook 	<p>Develop students’ mathematic proficiency by applying mathematical</p>

	<ul style="list-style-type: none"> -Math journal/sentence frame -Number Talks -Problem of the Day -Touch Math -Developmental Instruction in: <ul style="list-style-type: none"> Mathematical Reasoning Problem Solving Algebraic Function Number Sense Statistic and Probability - Cooperative Grouping - Hands-on Manipulatives Math Intervention -Learning Center -Math Websites Mountain Math -Criteria Charts -Rubrics 	<ul style="list-style-type: none"> -Hundreds Day -Mathematics through <ul style="list-style-type: none"> -Origami -Chaos Towers -Math Websites -Online Assessments -Computer Lab -Learning Center -Homework Club -Volunteer After school Teacher Tutoring 	<p>concepts and computational skills to a variety of mathematical processes.</p> <p>Apply math skills to daily problem – solving situations.</p> <p>‘Develop understanding of the concepts of computation, patterns, functions, geometry, statistics and probability.</p> <p>To work toward proficiency and advance achievement on District, State Test.</p> <p>-Online Assessment</p>
<p>Lunch 12:20-1:05</p>	<ul style="list-style-type: none"> -Sustenance -Recycle -Sensory Garden -Student Council - Positive Behavior Support 	<ul style="list-style-type: none"> Green Team Recycling <ul style="list-style-type: none"> - Community Garden - Healthy Food 	<ul style="list-style-type: none"> Environmental Awareness -Global Awareness -Cooperative Play - Providing a Safe Environment
<p>Health and Wellness Science Social Studies 1:05-2:08</p>	<ul style="list-style-type: none"> Standard Based Curriculum -Interactive/hands-on modalities to illuminate abstract concept - Explore other Cultures In communities -Multicultural Day Celebration -Second Step 	<ul style="list-style-type: none"> -State and District standards-based curriculum -Interactive activities & models Simulations Learning through the Arts, music, multicultural dances -Multicultural Performance - Holiday Program 	<ul style="list-style-type: none"> -Full integration of arts & academic with real world example - Cause & Effect -Partnerships with : <ul style="list-style-type: none"> Food Drive Candy Splits Book Exchange Beautification Day Pennies for Patients Coat & clothing donations Earth day

	<ul style="list-style-type: none"> - Anti-bullying Program - <i>Time for Kids</i> - <i>National Geographic for Kids</i> Use of FOSS -The scientific method is taught and practiced through hands-on investigation, experimentation, observation 	<ul style="list-style-type: none"> -Dual Language Program -Field Trips -Too Good for Drugs -Second Step -Dairy Council -Career Day -Character Counts 	Scoring proficient or advances on Textbook Test and/or Teacher made tests
Physical Education 2:08-2:28	<p>-Daily Physical Activity</p> <ul style="list-style-type: none"> -variety of physical fitness, motor skills, and physical activities -social and personal Interaction 	<ul style="list-style-type: none"> -a planned, sequential curriculum 	-Designed to promote enjoyment of lifelong physical activity
Integrated Enrichment	<ul style="list-style-type: none"> Psychomotor Holiday Program Multicultural Program Art's Program Computer Lab Accelerated Reader 	<ul style="list-style-type: none"> -Library Media Center -Computer Lab -Learning Center -Homework Club -Volunteer After school Teacher Tutoring 	<p>Express through various art forms, knowledge and understanding of other disciplines, Students will examine and formulate deeper understanding by integrating the arts specifically in dance and music.</p> <p>To work toward proficiency and advance achievement on District, State Test.</p>

Third Grade Enrichment

Activity Time Block	Scope and Sequence Description Structure & Strategies	Integrated Opportunities For Program Enrichment	Outcomes
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<p>Morning Routine 8:00-8:20</p>	<p>Student Council Announcements Attendance SBAC Skills Review in ELA and Math</p>	<p>BIC Flag Salute School-wide Announcements</p>	<ul style="list-style-type: none"> - Engage all community members in one setting consistently in one setting consistently -Team teaching in flexible groups of standard based content -Venue to dispense timely, critical initiative (such as SBAC prep, student code of conduct and upcoming events. -Opportunity to celebrate and reflect on achievements -Integrated life-long physical awareness
<p>Language Art /Math/Science/ELD Rotations 8:20-2:00</p>	<ul style="list-style-type: none"> -Team teaching and collaboration -Teacher directed lessons -Treasures Activities -Flexible grouping -Standard based content Pen Pal Letters -Tiered Activities Sandra Kaplan Icons Depth and Complexity- Flip Books -Novel Studies -SBAC Prep -Book reports -Smartboard Activities -QAR - Neurodevelopmental Program and Activities 	<ul style="list-style-type: none"> -Cooperative Grouping -Departmental Rotations -Differentiated Instruction -Accelerated Reader -Learning Center, -Grade Level Presentations - Neurodevelopment Program to individualize student learning style -Hands-on, inquiry based instruction -Student Portfolios -Flexible Grouping - Independent Work Time -Book It -Classroom Volunteers 	<ul style="list-style-type: none"> -Provide a stimulating, engaging & challenging -Environment for and every student - Cross-disciplinary projects as means to enhance critical thinking resourcefulness -Tiered activities Effective writing and speaking skills - Apply vocabulary development as well as integration of language arts embedded across the curriculum -To work toward proficiency and advance achievement on District, State Test. -DIBELS -SWBAT identify lesson objectives

	<ul style="list-style-type: none"> - Whole Brain Program and Strategies Grade Level Musical - Fluency Partners -Criteria Charts -Rubrics 	<ul style="list-style-type: none"> -Teacher Modeling -ELD instruction 	
<p>Recess 9:40-10:00</p>	<p>Sustenance</p> <ul style="list-style-type: none"> -Recycle -Established Play Areas Positive Behavior Support 		<p>Environmental Awareness</p> <ul style="list-style-type: none"> -Global Awareness -Cooperative Play - Providing a Safe Environment -Caught Being Good
<p>Language Art /Math/Social Studies & Science Rotations</p>	<ul style="list-style-type: none"> -My Math -Touch Math - Developmental Instruction in: Mathematical Reasoning Problem Solving Algebraic Function Number Sense Statistic and Probability -Sandra Kaplan Math Icons for Depth and Complexity -Educational technology -Math in Minutes -Neuro-developmental Program - Cooperative Grouping - Hands-on Manipulatives -Problem solving Activities -Mountain Math Math Intervention -Learning Center -Criteria Charts 	<ul style="list-style-type: none"> -Flexible Grouping -Departmental Rotations Differentiation of Instruction -Hands on Equations - Marilyn Burns - Marcy Cook -Mathematics through Origami -Chaos Towers -Math Websites -Hands on Geometry -IXL Math -Kahoots -Math Icons 	<ul style="list-style-type: none"> . Develop students' mathematic proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes. -Apply math skills to daily problem –solving situations. -Develop understanding of the concepts of computation, patterns, functions, geometry, statistics and probability. -To work toward proficiency and advance achievement on District, State Test. - Work within a cooperative group to solve real like math problems

	<ul style="list-style-type: none"> -Rubrics - Library Media Center -Computer Lab -Learning Center -Homework Club -Volunteer After school Teacher Tutoring 		
Language Art /Math/ Social Studies & Science Rotations	<ul style="list-style-type: none"> -Standard Based Curriculum Departmental Rotations - Instruction done in 6 week blocks -Interactive/hands-on modalities to illuminate abstract concept -School-wide Performances - Use of FOSS -The scientific method is taught and practiced through hands-on investigation, experimentation, observation -<i>Time for Kids</i> 	<ul style="list-style-type: none"> -State and District standards-based curriculum -Differentiation Instruction -Interactive activities and models -Simulations -Learning through the Arts, music, multicultural dances -Field Trips -Too Good for Drugs -Dairy Council -Character Counts 	<ul style="list-style-type: none"> -Full integration of arts and academic with real world example - Cause & Effect -Scoring proficient or advances on Textbook Test and/or Teacher made tests -Students are encouraged to understand the need for eco-friendly products and life-changes to improve our local and global community.
Lunch 11:30-12:15	<ul style="list-style-type: none"> -Sustenance -Recycle -Lunch with the Principal 	<ul style="list-style-type: none"> -Green Team Recycling - Systematic Supervision -Caught Being Good 	<ul style="list-style-type: none"> -Environmental Awareness -Global Awareness -Cooperative Play - Providing a Safe Environment
Health /Physical Education 2:00-2:28	<ul style="list-style-type: none"> -Health and Wellness - Physical Education 	<ul style="list-style-type: none"> - Game Rules -Cooperative Play -Healthy Choices 	To help students learn and apply concepts of good physical, social and emotional health, including nutrition and physical fitness
Integrated Enrichment	<ul style="list-style-type: none"> Psychomotor The Art's Program Holiday Program 	<ul style="list-style-type: none"> Library Media Center -Homework Club 	<ul style="list-style-type: none"> -Data Analysis -Grade Level Collaboration

	<p>Multicultural Program Art's Program Computer Lab Accelerated Reader Orchestra 3 Grade Musical</p>	<p>-Volunteer After school Teacher Tutoring</p>	<p>-Grade level Consensus Building -Grade Level Planning -Express through various art forms, knowledge and understanding of other disciplines, Students will examine and formulate deeper understanding by integrating the arts specifically in dance and music.</p>
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Fourth Grade Enrichment

Activity Time Block	Scope and Sequence Description Structure & Strategies	Integrated Opportunities For Program Enrichment	Outcomes
<p>Morning Routine 8:00-8:30 am</p>	<p>BIC Student Council Announcements Attendance Grade level focus on physical education CST Review</p>	<p>Flag Salute School-wide Announcements Hundred Mile Club Walking Classroom</p>	<p>Engage all community members in one setting consistently -Venue to dispense timely, critical initiative (such as CST prep, student code of conduct and upcoming events. -Opportunity to celebrate and reflect on achievements -Integrated life-long physical fitness awareness</p>
<p>Language Arts Block 8:30-9:40 am</p>	<p>-Teaching in flexible groups of standards-based content using California Treasures (adopted reading program): Phonics Morphology Vocabulary Spelling Dictionary Skills</p>	<p>-Cooperative Grouping -Differentiated Curriculum for different learning groups -Accelerated Reader -Learning Center -Grade Level Presentations</p>	<p>-Provide a stimulating, engaging & challenging environment for every student - Cross-disciplinary projects as means to enhance critical thinking resourcefulness -Tiered activities</p>

	<ul style="list-style-type: none"> Prefixes/roots/ Suffixes Computer skills Cause & Effect Inferences Summaries Facts and Opinions Main ideas Setting Theme -Think/Pair/Share -Mountain Language -Lecture/discussion -Universal Themes -Departmentalized thematic unit extensions -QAR to analyze text -Rubrics and criteria charts -IWT- teacher targeted intervention in small group instruction 	<ul style="list-style-type: none"> -Neurodevelopment Program to individualize student learning style -Hands-on, inquiry based instruction -Student Portfolios -Flexible Grouping -Independent Work Time -Read to Succeed - 600 Minute Reading Club -Targeted instruction for specific student needs- fluency, comprehension, phonics, vocabulary, spelling 	<ul style="list-style-type: none"> -Effective writing and speaking skills - Apply vocabulary development as well as integration of language arts embedded across the curriculum -Ability to research subjects on the computer -To work towards proficiency or advanced achievement on State, District and/or teacher generated assessments -Developing a love for reading -to work towards proficiency and advanced achievement
<p>Recess 9:40-10:00 am</p>	<ul style="list-style-type: none"> -Sustenance -Positive behavior support 		<ul style="list-style-type: none"> -Environmental awareness -Global awareness -Cooperative play -Provide a safe environment
<p>Rotations: Writing 10:00-11:30 am</p>	<ul style="list-style-type: none"> -Four Square Writing (supplement) -Thinking Maps -Thematic Units Extensions -Differentiation- (GATE, ELD, Resource, Learning Center, RTI2) -Sandra Kaplan's Depth and Complexity -Neurodevelopmental Program -Intervention 	<ul style="list-style-type: none"> -Library Media Center -Computer Lab -Learning Center -Reader's Theater 	<ul style="list-style-type: none"> -Grade level reading -Critical writing skills - Critique, justify, and theorize in compositions/writing across the disciplines -Write across all genres specific to grade-level standards including narratives, poetry, expository, writing letters, imaginative narratives, folk tales, fairy tales,

	<ul style="list-style-type: none"> -Reteaching skills -ELD Instruction -Book Report Projects 		<ul style="list-style-type: none"> persuasive essays, and biographies. -To work towards proficiency or advanced achievement on State and District tests
<p>Rotations: Mathematics 10:00-11:30 am</p>	<ul style="list-style-type: none"> -My Math (adopted program) -Developmental Instruction <ul style="list-style-type: none"> Number sense Algebra Statistics and Analysis Mathematical Reasoning Geometry Daily Spiral Review -60 Second Sweep -Mountain Math -Sandra Kaplan Math Icons for Depth and Complexity -Neurodevelopmental Program -Cooperative Grouping -Hands-on learning with manipulatives -Math Intervention - Reteach -Learning Center -Problem solving 	<ul style="list-style-type: none"> -Flexible Grouping -Hands on equations -Marilyn Burns -Marcy Cook -Math Websites 	<ul style="list-style-type: none"> -Develop students' mathematic proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes. -Apply math skills to daily problem –solving situations. -Develop understanding of the concepts of computation, patterns, functions, geometry, statistics and probability. -Refined teaching content with supplemental sources to create students who effectively apply math problem solving skills to real world scenarios -To work towards proficiency or advanced achievement on State and District tests
<p>Lunch 11:30-12:15 pm</p>	<ul style="list-style-type: none"> -Sustenance -Recycle -Student Council -Lunch with the Principal 	<ul style="list-style-type: none"> -Green Team Recycling -Community Garden -Systematic Supervision -Caught Being Good -Library 	<ul style="list-style-type: none"> -Environmental Awareness -Global Awareness -Cooperative Play - Providing a Safe Environment

<p>Writing Science Social Studies 12:15-2:28 pm</p>	<ul style="list-style-type: none"> -Standards-based curriculum -Interactive/hands-on modalities to illuminate abstract concepts <p>These days alternate to allow a concentration of activity on alternating days.</p>	<ul style="list-style-type: none"> -State and District standards-based curriculum -Interactive activities and models -Science interactive notebooks -Hands-on science Magnetism, circuits, rocks and minerals, environments -Simulations -California geography, missions, Native Americans, and the gold rush -Learning through the arts, music, and multicultural dances -Multicultural Performance -Holiday Program -Dual Language Program -Too Good for Drugs -Second Step -Character Counts 	<ul style="list-style-type: none"> -Full integration of arts & academics with real world examples -Cause & Effect -Community Outreach and Partnerships with : <ul style="list-style-type: none"> Food Drive Candy Splits PJ's for Children of Abuse Pennies for Patients -Students have a greater appreciation for the state they live in -LAUSD Recycling Program -Book Exchange -Beautification Day -Coat & clothing donations -Earth day -To work towards proficiency or advanced achievement on State and District tests
<p>Integrated Enrichment</p>	<ul style="list-style-type: none"> Psychomotor The Art's Program Holiday Program Computer Lab Accelerated Reader Orchestra 	<ul style="list-style-type: none"> Library Media Center -Homework Club -Volunteer After school Teacher Tutoring 	<ul style="list-style-type: none"> Data Analysis -Grade Level Collaboration -Grade level Consensus Building -Grade Level Planning -Express through various art forms, knowledge and understanding of other disciplines, Students will examine and formulate deeper understanding by integrating the arts

			specifically in dance and music.
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Fifth Grade Enrichment

Activity Time Block	Scope and Sequence Description Structure & Strategies	Integrated Opportunities For Program Enrichment	Outcomes
Morning Routine 8:00-8:20 am	BIC Student Council Announcements Attendance Preparation for the Presidential Fitness Award - Health Math enrichment/ reinforcement: -Hands-on equations -Daily word problems -Daily Spiral Review California Progress Monitoring – Comprehension/Writing Strategies	Flag Salute School-wide Announcements Hundred Mile Club	Engage all community members in one setting consistently -Venue to dispense timely, critical initiative (such as SBAC prep, student code of conduct and upcoming events) -Opportunity to celebrate and reflect on achievements -Integrated life-long physical fitness awareness
Physical Education 8:20-8:40	-Daily Physical Activity -variety of physical fitness, motor skills, and physical activities -social and personal Interaction	-a planned, sequential curriculum	-Designed to promote enjoyment of lifelong physical activity
Language Arts Block 8:40-9:40 am	-Teaching of standards-based content using California Treasures (District approved reading program.) -Lecture/discussion -Vocabulary enrichment (roots/affixes) -Selected reading: Comprehension Main ideas Setting Theme	-Cooperative Grouping -Differentiated Curriculum for different learning groups -Accelerated Reader -Learning Center -Grade Level Presentations -Hands-on, inquiry based instruction -Student Portfolios -Flexible Grouping	-Provide a stimulating, engaging & challenging environment for each and every student -Cross-disciplinary projects as a means to enhance critical thinking, resourcefulness -Cross-disciplinary learning through the thoughtful use of technology -Tiered activities

	<p>Major Focus Inferences Response to Lit.</p> <ul style="list-style-type: none"> -Thematic research projects -Universal Themes/ Kaplan Icons -Think , Pair, Share -QAR to analyze text -Rubrics and criteria charts 	- Independent Work Time	-Effective writing and speaking skills -Apply vocabulary development as well as integration of language arts embedded across the curriculum
Recess 9:40-10:00 am	<ul style="list-style-type: none"> -Sustenance -Positive behavior support 		<ul style="list-style-type: none"> -Environmental awareness -Global awareness -Cooperative play
<p>Rotation 1 (Social Studies) 10:00-11:15 am</p> <p>Children have 3 rotations from 10:40 until 2:00 pm. These include Mathematics, Social Studies, and Science</p>	<ul style="list-style-type: none"> -Standards-based curriculum History: Changes over Time in U.S. History -Compare and contrast colonial regions (with emphasis on social and economic systems) -Teams analyze and draft their own Declaration of Independence for Topeka -Analyze documents/primary sources -Use Icons to analyze and synthesize info from text/outside sources -Thinking maps -Field trip to Riley's Farm in Oak Glen and Anacapa Island 	<ul style="list-style-type: none"> -State and District standards-based curriculum -Cooperative groups -Interactive activities and models -Field trips 	<ul style="list-style-type: none"> -Cause and effect -Field trips enable children to learn through active hands-on experiences increasing knowledge and understanding of the subject, adding realism to the topic, and providing an opportunity to develop and enhance students' socialization and citizenship skills -Community Outreach and partnerships with- Food drive Clothing donations Recycling Program
<p>Rotation 2 (Math) 11:15-12:45 pm</p>	<ul style="list-style-type: none"> -My Math -Touch Math -Developmental Instruction 	<ul style="list-style-type: none"> -Flexible Grouping -Hands on equations - Marilyn Burns - Marcy Cook -Math Websites 	Develop students' mathematic proficiency by applying mathematical concepts and computational skills to

	<ul style="list-style-type: none"> -Sandra Kaplan Math Icons for Depth and Complexity -Neurodevelopmental Program - Cooperative Grouping - Hands-on equations Math Intervention -Learning Center 		<p>a variety of mathematical processes.</p> <p>Apply math skills to daily problem –solving situations. Develop understanding of the concepts of computation, patterns, functions, geometry, statistics and probability.</p>
<p>Lunch 11:30-12:15 pm</p>	<ul style="list-style-type: none"> -Sustenance -Recycle -Sensory Garden -Student Council -Fiesta Fridays -Lunch with the Principal 	<ul style="list-style-type: none"> -Green Team Recycling -Community Garden -Systematic Supervision -Caught Being Good 	<ul style="list-style-type: none"> -Environmental Awareness -Global Awareness -Cooperative Play -Providing a Safe Environment
<p>Rotation 3 (Science) 12:45 – 1:30 pm</p>	<p>Standards-based curriculum</p> <ul style="list-style-type: none"> -Interactive/hands-on modalities to illuminate abstract concepts Experiments – weather and chemical reactions -Projects (across the disciplines) <ul style="list-style-type: none"> Solar System- math, concepts with science (radius, diameter, scale modeling) Human Body (life-size with identified systems) 	<ul style="list-style-type: none"> -State and District standards-based curriculum -Interactive activities -Hands-on science lab -Science interactive notebooks -Simulations -Field Trip to Anacapa Island 	<ul style="list-style-type: none"> -Students learn more about surrounding environments and wildlife from field trips
<p>Afternoon Routine Writing/Health 1:30-2:28 pm</p>	<p>Standards-based instruction</p> <ul style="list-style-type: none"> -Narrative- autobiography, using icons -Descriptive- using realia and all senses (listening to music and 	<ul style="list-style-type: none"> -Library Media Center -Computer Lab -Learning Center -Reader's Theater 	<p>Grade level reading</p> <ul style="list-style-type: none"> - Critique, justify, and theorize in compositions/ writing across the disciplines -Critical writing skills -Write across all genres specific to grade-level standards

	<p>describing what they feel) Persuasive-arguments for Independence – posters, brochures, articles Literary analysis- reflections, synthesizing information -Writing extensions -Thinking Maps -Thematic Units -Differentiation- (GATE, ELD, Resource, Learning Center, RTI2) -Sandra Kaplan’s Depth and Complexity -Neurodevelopmental Program -Intervention -Reteaching -ELD Instruction -Smart Board</p>		<p>including narratives, poetry, expository, writing, letters, imaginative narratives, folktales, fairy tales, persuasive essays, and biographies -use of Smart Boards enables students to learn together in a collaborative learning environment that nourishes creativity and teamwork</p>
Integrated Enrichment	<p>Psychomotor The Art’s Program Holiday Program Multicultural Program Art’s Program Computer Lab Accelerated Reader Orchestra</p>	<p>Library Media Center -Homework Club -Volunteer After school Teacher Tutoring</p>	<p>Data Analysis -Grade Level Collaboration -Grade level Consensus Building -Grade Level Planning -Express through various art forms, knowledge and understanding of other disciplines, Students will examine and formulate deeper understanding by integrating the arts specifically in dance and music.</p>

Mathematics Placement Act

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

High School Exit Examination

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

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

Professional development is built upon school wide needs and the interests of teachers and administration. The topics are aligned with the District's banking time professional development priorities and developed with the input of Topeka Charter's Instructional Leadership Team (ILT) and teachers. The ILT will determine topics for Professional Development by the end of the school year, for the upcoming school year, focusing on the areas of curriculum, technology, innovation, character education, intervention, English Language Learners, differentiation strategies, Special Education, and safety. All professional development topics and needs will be based on student data and the needs of our students. Professional development sessions will include utilizing Topeka's teachers with varieties of expertise, as well as other experts and consultants from the District, local universities, or educational publishing companies. Professional development may also include grade and cross grade level small groups, and after school learning communities to explore ways to elevate teaching and learning. The ILT will work with the administration to ensure flexibility and that Professional Development meets the needs of the teachers so they may better serve our students' needs.

In addition to learning and implementing research based instructional strategies, professional development will focus on helping our teachers provide a consistent curriculum with the newly adopted ELA curriculum, My Math, the Next Generation Science Standards, reinforcing the foundational concepts of Habits of Mind, supporting students from all subgroups who need accommodations, differentiation strategies, technology literacy, and promoting social/emotional and mindset growth.

Our commitment to continuous learning is unwavering. Our professional development and budget will be aligned with our students' needs, always basing our decisions on sub-group and whole school data. Both formative assessments (Interim Assessments) and summative assessments (Smarter Balanced) indicate that students are making

continuous progress in all areas. We believe that our commitment to the plan, deliver, reflect, and revise cycle has improved our instruction and is critical to student growth.

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*.

Topeka Charter's educational program will meet the needs of English Learners (ELs) in accordance with LAUSD's English Learner Master Plan. These students are initially identified by their Home Language Survey. Once identified, students are administered the CELDT test. This subgroup is monitored by the annual CELDT, by the classroom teacher, and by the English Learner Coordinator.

Students will continue to receive scaffold instruction with extensive realia, visual support SDAIE, and Thinking Map strategies. The EL Coordinator will continue to provide teachers with additional support for this subgroup. Students will be given the opportunities to display their comprehension of the content in various formats. Topeka's goals are to help English learners to:

- _ Achieve academic proficiency in all dimensions of the English language.
- _ Attain academic achievement in all subject areas.
- _ Develop a positive self-image.
- _ Function effectively and harmoniously in a multicultural society

We have set a goal of students moving up a minimum of one ELD level each year. Our classrooms containing EL students dedicate classroom time every day for English language instruction with a focus on writing and systematically monitor and support children's progress. Topeka Charter will use the results of the CELDT/ELPAC to support and accelerate student progress towards English proficiency.

In order to provide EL's with meaningful access to the curriculum, teachers utilize both Designated and Integrated ELD to meet the ELD standards. Teachers will instruct English Learners in how English works, focusing on grammatical structures and vocabulary in order to successfully participate in academic tasks. Concurrently, our English Learners will develop academic English within academic content across disciplines. A variety of SDAIE methods are used to meet the needs of our English Learners which include:

- o Scaffolding
- o Think-pair-share

- Collaborative learning groups
- Emphasis on learning vocabulary
- Use of visual aids
- Manipulatives
- Graphic organizers
- Thinking maps
- Emphasis on different multiple intelligences

The SSPT team ensures teachers receive support in meeting the goals for each EL student. The team meets with ELD teachers twice yearly to examine growth and progress, reclassification criteria, and to answer any questions or address concerns that the teachers may have about the status of their students.

Topeka will annually evaluate state data for AMAO 1 – CELDT/ELPAC Annual Growth and AMAO 2 – Attaining English Proficiency in less than 5 years to ensure that English Learners are meeting state and District goals.

TCSAS has an established process for monitoring the progress of ELs and reclassified (RFEP) students. We reclassify all students as they meet District criteria. Our English Learners are reclassified according to the District’s Reclassification Data Drops. We monitor CELDT data, DIBELS data, and Progress Report Card Marks for all of our English Learners. Our reclassification rate for 2013-2014 was 35%. Currently our reclassification rate is 20%, which is on target with the District’s reclassification goal. All RFEP students are monitored for two years after reclassification to ensure that they are continuously meeting grade-level benchmark goals. All RFEP’s not meeting grade-level benchmark goals are provided intervention support.

All LTELS are monitored using the LTEL monitoring roster once a month. Teachers are provided with specific target goals to support the Long-Term English Learner in meeting district reclassification criteria.

Gifted and Talented Students and Students Achieving Above Grade Level

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

TCSAS teachers will provide GATE students and high achievers with lessons and assignments that will encourage the students to strengthen their cognitive thinking skills. They will be asked to demonstrate their comprehension and thorough knowledge of each subject by engaging in rigorous tasks that are reflective of Depth of Knowledge levels 3 and 4. Students will be asked to extend their thinking, define, describe and identify what they have learned through analysis and synthesis across multiple sources. Additionally, the students will present an outcome whether verbal, written, arts-based, or

technology-based at their appropriate academic level. TCSAS will continue to use LAUSD's GATE identification process, policy, and the reimbursement requirements due to the District for testing and processing on a fee-for-service basis. Our teachers are all trained in the gifted strategies of Sandra Kaplan. Teachers with identified GATE students will continue professional development opportunities to continue to meet the needs of this subgroup.

Students Achieving Below Grade Level

Students achieving below grade level will be provided intervention during independent work time in the classroom. In addition, teachers collaborate with paraprofessionals to target specific weaknesses in achievement, so students will be given the opportunity to exhibit their comprehension of the lessons taught. Our goal is to have every student performing at the "standards met" and striving for "standards exceeded". These students will be identified by multiple assessments: DIBELS, CAASPP-SBAC, Instructional Assessment Blocks (IAB's), Language and Math scores, and teacher observations. In our efforts to reach our goal of proficiency for all, we focus on students being solid in their foundational reading skills using the indicators on DIBELS. To support the students' foundational skills in Mathematics, teachers work together to provide teacher created assessments in order to identify student need in Math. Upper grade students will be referred to intervention and will be identified by test scores analysis by teachers using standardized tests, IAB's, and teacher observation. All underachieving and below grade level students will be monitored by their classroom teacher by a beginning of the year test analysis, weekly publisher's assessments, quarterly assessments, and daily teacher observation. Students are grouped by need. These students are monitored weekly. When students demonstrate proficiency, they move out of the group. Students who do not make progress are referred to the SSPT Committee which also meets once a month. If no progress is made, we will bring together our Student Support and Progress Team, which includes the parent, classroom teacher, special education teacher, and administrator to review the current support being provided and to evaluate potential new supports to be put into place to create a pyramid of supports to implement progress. The special education teacher also provides strategies for general education teachers to meet the needs of low achieving students. The school utilizes a Learning Center Model to provide intervention for general education students. After school tutoring is also provided by teachers and paraprofessionals in our Homework Club, Monday through Thursday for one-hour after school.

Socioeconomically Disadvantaged Students

TCSAS will ensure that all students are provided with the necessary tools to succeed academically. Our Topeka PTA will assist any family needs that arise. Our administration identifies these students through their participation in the free lunch program. Student identity is kept confidential. The PTA is only given information of family composition and basic needs to provide emergency food and clothing. The school has a clothing closet and holiday baskets for families. The educational

experience for all of our student population, including our socially-disadvantaged students as identified through MiSiS, is enriched through art, music, dance, theater, field trips and after school programs in a variety of areas, such as Computer Lab and Homework Club.

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

1. District Affiliated Charter School's Special Education Responsibilities

a. General Requirements

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

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

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

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs ("IEPs") in the format required by the District and will enter accurate assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review. The District Affiliated Charter School will submit to the District all required reports, including but not limited to

CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

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

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

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

b. Transferring Students

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

c. Assessments

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

Upon a parent’s request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment

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

d. Alternative Placements

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

e. Least Restrictive Environment

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

f. Staffing Requirements

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

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

g. Student Discipline/Inclusion

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

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

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

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

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

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

***Modified Consent Decree Requirements**

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

As part of fulfilling the District's obligations under the Modified Consent Decree, data requests from any schools that are not connected to the District's current Student

Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

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

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

Students in Other Subgroups

In order to promote academic success and student achievement for our homeless or foster youth, Topeka will continue to provide supports and resources based on the student’s individual educational and social-emotional needs. Students will continue to be closely monitored using various academic and behavior data such as interim assessments, summative assessments, DIBELS assessments, and MiSiS discipline referrals, to ensure academic and social emotional growth. Services and materials will be provided as applicable, including tutoring, counseling, and necessary supplies. A staff member is designated to be the Homeless Education Program Coordinator to implement the District’s Homeless Education Program, which helps to serve families in transition by providing advocacy and referral services as needed.

A Foster Youth Achievement point person is designated at Topeka to enhance educational opportunities and outcomes for our students living in foster care. Our school’s point person works with the District’s Foster Youth Coordinator to work with community agencies and social workers to insure the success of our foster youth students.

“A TYPICAL DAY”

For more than 54 years the commitment to encourage, inspire and nurture children's development has shaped the very heart and soul of Topeka Charter School for Advanced Studies. The lens we use to study our school focuses on how to challenge all our students in order to prepare them to live and work productively and harmoniously in our 21st century society.

Topeka is exciting and always bustling with activity. On any given day, you can see our blind and visually impaired students using their mobility devices and techniques to navigate the campus and surrounding neighborhood safely, under the supervision of our orientation and mobility instructors. You can also observe the sighted students, side by side with our blind students, sharing learning through the touch of Braille reading. As you move through the campus you'll sense the excitement of our 3rd through 5th grade children as they rush by with their musical instruments to a rehearsal for the Elementary School Honor Orchestra performance that takes place each year. And, if you listen carefully, you might hear teachers and students greeting each other in one of the 19 different languages present at Topeka Charter.

In addition to our School for Advanced Studies, Blind or Partially Sighted Programs, Creative Art's, K- 2 Art's Integration, Computer Lab, Learning Center program and weekly Psychomotor, we offer something special for everyone. Our young learners benefit from a strong educational foundation that is standards-based emphasizing academic rigor, complexity, novelty, acceleration, and clear expectations. Our third through fifth grade students are excited about participating in the team teaching program. Amber says, "It feels like I am getting ready for middle school and the day goes so fast when you have different teachers in math, reading and social science/science." By teaming, teachers can differentiate the level, depth and breadth of instruction to provide opportunities to maximize student strengths and potential. This also allows for the flexibility to move students among the team-teaching groups.

Topeka consistently exceeds and outperforms the Los Angeles Unified School District and the State of California in API scores. We have consistently exceeded the State target of 800.

We believe that every Topeka learner is unique and our research-based instructional practices are designed and attuned to engage our very diverse population. Collaboration within and across grade levels helps to maximize student achievement as well as to grow and refine pedagogy. Grade levels meet each week to assess student work and performance data. This information is used to differentiate curriculum and instruction. This cycle of continuous improvement encourages constant review, reflection and revision to optimize instruction and intervention programs.

On a typical day, you will see technology throughout classrooms and within the computer lab, enhancing teaching and learning. Students use computers and iPads and Chromebook carts as tools for learning and showing what they have mastered. The academic curriculum is designed and taught so that students gain a deep conceptual understanding of the concepts, skills, and strategies, while the technology used during the instruction facilitates a higher level of engagement throughout the learning process.

Visitors will see document cameras, smart boards, Elmos and projectors being used in every classroom to enhance the instructional programs.

A visitor to any classroom will see students actively engaged. On a typical day, you will see students learning in whole and small group settings, and individual targeted instruction with the classroom teacher. Intervention is provided for at risk students by a resource specialist teacher in a small group setting to provide students with additional support to help them grasp concepts in order to meet grade level standards. Students also receive additional support from Teacher Assistants, under the direction of the classroom teacher.

TCSAS parents play a huge role in our typical day. They are often seen volunteering for our safety valet program, making copies and collating for teachers, working with student groups, acting as mentors in our arts as well as providing invaluable support to the school on a daily basis. PTA, School Site Governance Council meetings are held during and after school to give parents and community members access to the many different programs available at Topeka.

Everything at Topeka Charter is centered on creating an atmosphere where school is the focal point of a student's childhood and of a family's elementary school memories. We want all students to feel a sense of belonging and purpose within their school community and remember Topeka Charter as their extended home in the community.

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

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

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

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

The staff at Topeka Charter believe that high and clear expectations, a consistent curriculum that builds from year to year, opportunities for teachers to plan together,

reflect, and study-lessons, on-going professional development, and parent/home connections make for a strong educational program. By embracing the key components above, we are able to ensure a strong educational foundation for all of our students and achieve the following desired outcomes as measured by summative and formative measures. (See LCFF State Priority # 4 table provided in Element 1 of this petition)

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Topeka participates in the Smarter Balanced Assessments as the state's standardized summative assessments. We also participate in the California State Test for Science for fifth grade students and the annual CELDT assessment for all of our English Learner students. Through these assessments, we receive individual student data that holds us accountable of student performance as well as areas of needed improvement. (See LCFF State Priority # 4 table provided in Element 1 of this petition)

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.

Topeka Charter SAS is constantly monitoring student achievement. The various tools used to collect data are:

- DIBELS – Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY). DIBELS data shows that students who meet benchmarks in BOY, also end the school year meeting benchmarks in EOY. Students not meeting BOY or MOY benchmarks make adequate progress throughout the school year to meet EOY benchmarks (refer to data tables in Element 1).
- SBAC – Data analyzed in the fall, upon being received at the school site. Spring 2014 and Spring 2015 SBAC Summative data shows that our students are making gains year after year (refer to data tables in Element 1).
- CELDT – Official data is received at the school site in February. TCSAS meets AMAO 1-CELDT Annual Growth and AMAO 2-Attaining English Proficiency in Less than 5 years.
- IAB – Interim Assessment Block data is analyzed in the fall, winter and spring for grades K-2 and in the fall and winter for grades 3-5, which show that all student subgroups are making adequate academic progress (refer to data tables in Element 1).

DATA ANALYSIS AND REPORTING

Topeka 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 is 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.
- School-wide data is also shared in a public forum at monthly Governance Council meetings, when it is available, in order to discuss upcoming program development and education intervention priorities.
- District assessment results and authentic assessment results are communicated to parents by teaching staff throughout the school year.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

STAKEHOLDER INVOLVEMENT

All stakeholder groups function in a leadership role and work together to support student achievement.

Input from all stakeholders (parents, teachers, staff, administrators, and students) is used to develop our LCAP and annual updates. Our parents and staff are invited to attend publicly held LCAP meetings offered by the local district, in order to hear the updates of the larger LEA to help us update our school LCAP. The LCAP and/or the targeted areas within the plan are shared with our stakeholders at Coffee with the Principal, PTA meetings, and staff meetings. Input from the School Experience Survey is used when developing the plan and the results are shared at parent and staff meetings to show progress toward identified goals.

Instructional Leadership Team is composed of grade-level chairs, the school's instructional coach/coordinator, a special education teacher, and the Principal. The team serves as a liaison between the Principal/Administrative team and the teachers to help build a cohesive plan for professional development. The ILT members meet weekly with their grade levels to discuss data, student progress, and needs for professional development. In addition, the ILT meets monthly with the Principal/Administrative team to share the grade level progress, needs, and recommendations for the educational program. This ensures regular input from the teachers.

Parents have played a very active role at Topeka and the success of TCSAS will depend upon continuing this tradition. The highly productive collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and will be involved in all levels of decision-making at TCSAS, their support is essential to help fulfill our promise of an enriched educational experience for all children.

Parents attend monthly parent meetings where they elect their own officers and representatives and where they set goals for their participation. By participating in the process, parents will learn skills related to teaching their children, planning, budgeting, management, analysis and problem solving.

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

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

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

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

CERTIFICATED PERSONNEL

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

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

CLASSIFIED PERSONNEL

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

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

SAFE PLACE TO LEARN ACT

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

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION REQUIREMENTS

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

GENERAL PROVISIONS

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

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

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

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

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

Student Recruitment

TCSAS is located and operates within the boundaries of Local District Northwest of Los Angeles Unified School District. TCSAS will provide school tours twice a year for prospective students and their families and informative 'coffee with the Principal and/or grade level' so that the public is informed of the school programs and policies.

Interested families may receive application and enrollment information at the tour, by visiting our main office or our website. TCSAS will also participate in our Districts Annual Fest (Northwest Fest) where we will have representatives, from TCSAS's stakeholder groups, present to share information about our school with the community, as well as provide application and enrollment information. Because we pride ourselves with having an instructional program that can meet the needs of diverse learners from different backgrounds, and with varying learning styles, we intentionally provide avenues such as tours and community events in order to reach out to all students, which includes students with a history of low academic performance, students who are socioeconomically disadvantaged, and for students with disabilities.

Lottery Preferences and Procedures

Lottery Preferences

TCSAS is an LAUSD Affiliated Charter, and must admit students who reside in the attendance boundary of the school as established by the District (resident students). Regardless of whether it expects to reach its capacity, TCSAS shall conduct a lottery to establish a waitlist from which it can draw in the event it does not reach its capacity. At the end of the application period a lottery shall be conducted in the following manner:

Resident Students

1. Resident students, who live within the attendance boundaries of the school, shall have **first admission preference** and thus are deemed exempt from the lottery.

LAUSD Student- siblings

2. Prospective students who are siblings of students enrolled at TCSAS at the time of the lottery and reside within LAUSD boundaries, but not within the former attendance boundaries of TCSAS, shall have **second admission preference**.

Other LAUSD Students

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

Lottery Procedures

1. TCSAS will begin to accept applications during the second semester no later than the first week of May, and will continue to accept applications until the fourth Friday in May. Upon receiving the lottery application, written notification regarding the public random drawing is provided.
2. Public notice is posted on the school website, connect-ed, and calendar regarding the date, time and location of the public drawing.
3. A random lottery will be held within five business days after the close of the application period.
4. A school administrator and a representative from TCSAS's Governance Council shall conduct a public random lottery drawing of names/numbers, by grade level, from the box to fill available seats. All other applicants will be automatically transitioned to the waiting. This waiting list shall remain for one school year.
5. Parents of the lottery applicants will be notified immediately at the drawing, of their standing as either admitted or on the waiting list.
6. Parent of students drawn in the lottery, if not present, will be called and given a day and time (3 business days) in which to respond, in order to secure enrollment.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

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

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

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

OUTCOME DATA

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

READMISSION

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

GUN-FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School: Topeka Charter School for Advanced Studies
c/o School Principal
9815 Topeka Drive
Northridge, CA 91324

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

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

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

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

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

REVOCATION OF THE CHARTER

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

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

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

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

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

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

CLOSURE PROCEDURES

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

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

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

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

ADDITIONAL PROVISIONS

FACILITIES

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

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

FISCAL MATTERS

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

ADDENDUM

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

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Topeka Charter for Advanced Studies (also referred to herein as "Topeka", "District Affiliated Charter School" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public

school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(c)(2).)

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

Local Control Funding Formula (LCFF) Requirements

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

Curriculum and Instruction

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

Transitional Kindergarten

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

Academic Calendar and Schedules

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

Mathematics Placement Act

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

High School Exit Examination

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

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

MEETING THE NEEDS OF ALL STUDENTS

English Learners

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

Gifted and Talented Students and Students Achieving Above Grade Level

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

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

2. District Affiliated Charter School's Special Education Responsibilities

e. General Requirements

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

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

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

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

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

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

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

f. Transferring Students

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

g. Assessments

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

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

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

h. Alternative Placements

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

f. Least Restrictive Environment

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

h. Staffing Requirements

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

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

i. Student Discipline/Inclusion

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

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

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

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

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

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

***Modified Consent Decree Requirements**

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

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

- # The Charter School Suspension/Expulsion Report, due monthly throughout the school year.

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

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

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

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

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

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

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

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

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

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

CERTIFICATED PERSONNEL

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

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

CLASSIFIED PERSONNEL

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

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

SAFE PLACE TO LEARN ACT

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

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION REQUIREMENTS

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

GENERAL PROVISIONS

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

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

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

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

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

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

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

HOMELESS AND FOSTER YOUTH

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

NON-DISCRIMINATION

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

lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

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

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

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

OUTCOME DATA

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

READMISSION

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

GUN-FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School:	Topeka Charter School for Advanced Studies c/o School Principal 9815 Topeka Drive Northridge, CA 91324
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To District:	LAUSD Attn: Director, Charter Schools Division Los Angeles Unified School District 333 South Beaudry Avenue, 20th Floor Los Angeles, California 90017
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- 5) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

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

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

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

REVOCATION OF THE CHARTER

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

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

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

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

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

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

CLOSURE PROCEDURES

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

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

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

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

ADDITIONAL PROVISIONS

FACILITIES

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

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

FISCAL MATTERS

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