



LOS ANGELES UNIFIED SCHOOL DISTRICT

Sylmar Charter High School

A DISTRICT AFFILIATED CHARTER SCHOOL

13050 Borden Ave. Sylmar, CA 91342

Renewal Petition

Submitted
May 24, 2021

TERM OF PROPOSED CHARTER

JULY 1, 2021 TO JUNE 30, 2026

TABLE OF CONTENTS

Assurances, Affirmations, and Declarations.....	1
Element 1 – The Educational Program.....	3
Element 2 – Measurable Pupil Outcomes, and Element 3 – Method by which Pupil Progress Toward	30
Outcomes will be Measured	30
Element 4 – Governance.....	34
Element 5 – Employee Qualifications.....	38
Element 6 – Health and Safety Procedures	40
Element 7 – Means to Achieve Racial and Ethnic Balance	42
Element 8 – Admission Requirements	43
Element 9 – Annual Financial Audits.....	47
Element 10 – Suspension and Expulsion Procedures.....	47
Element 11 - Employee Retirement Systems.....	49
Element 12 - Public School Attendance Alternatives	50
Element 13 - Rights of District Employees	50
Element 14 - Mandatory Dispute Resolution.....	51
Element 15 - Charter School Closure Procedures.....	52
Additional Provisions.....	54

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Sylmar Charter High School (also referred to herein as “SCHS”, “District Affiliated Charter School” and “Charter School”) shall:

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

exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

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

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

• The contact person for Charter School is:	<i>Rodney Wright, Principal</i>
• The address of Charter School is:	<i>13050 Borden Ave., Sylmar, CA 91342</i>
• The phone number for Charter School is:	<i>818-833-3700</i>
• Charter School is located in LAUSD Board District:	<i>Board District 6</i>
• Charter School is located in LAUSD Local District:	<i>Northeast</i>
• Charter School is located in LAUSD Community of Schools	<i>San Fernando/Sylmar CoS</i>
• The grade configuration of Charter School is:	<i>9-12</i>
• The number of students in the first year of this Charter will be:	<i>1552</i>
• The grade levels of the students in the first year will be:	<i>9-12</i>
• Charter School’s scheduled first day of instruction in 2021-2022 is:	<i>TBD</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>2500</i>
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Traditional</i>
• The bell schedule (start and end of day) for Charter School will be:	<i>8:00 am -2:47</i>

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

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

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

The target population for Sylmar Charter High School includes students currently attending Sylmar Charter High School, grades 9-12, students in our attendance area, as well as all others who wish to attend the school, subject to capacity. Enrollment typically comes from the feeder schools within the traditional attendance areas.

We also seek to attract families from outside Sylmar's attendance area who are dissatisfied with their neighborhood public schools and are seeking a safe, more academically rigorous educational program for their children. Our goal is also to reclaim neighborhood students who have elected to send their children to other independent charters, private, and Magnet schools.

STUDENT POPULATION TO BE SERVED

Surrounding Schools Demographic and Performance Data
Address:

LAUSD Schools	# of Students [Year]	% Students Eligible for Free/Reduced Lunch	%of Special Ed, Students	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	SBAC ELA 2017-18 % Met or Exceeded	SBAC Math 2017-18 % Met or Exceeded	SBAC ELA 2018-19% Met or Exceeded	SBAC Math 2018-19% Met or Exceeded
Chavez-ArTES	407	88.4%	10.8%	Hispanic	African American	White	65	36	56	18
Chavez-ASE	436	92%	15.6%	Hispanic	White	African American	48	16	56	17
Chavez-Humanitas	519	90.9%	7.7%	Hispanic	White	African American	64	25	72	16
Chavez-TPA	352	90.1%	13.1%	Hispanic	White	African American	65	5	55	9
San Fernando HS	2,082	92.7%	15.1%	Hispanic	White	African American	46.52	23.16	52.37	26.14
Sylmar Biotech Health and Engineering Academy	232	100%	12.9%	Hispanic	White	n/a	25.45	10.91	50	6.45
Charter Schools										
PUC-Lakeview Charter	416	95%	14.5%	Hispanic	n/a	n/a	68.75	41.67	73.19	50.52
PUC-Triumph	448	95%	n/a	Hispanic	n/a	n/a	53.84	52.75	73.26	46.08

GOALS AND PHILOSOPHY

Mission and Vision

Sylmar Charter High School will:

- Develop students who are critical thinkers and possess the necessary skills to be effective communicators;
- Provide a variety of learning communities best suited to each student's need;
- Provide the academic, emotional, social, and multicultural environment needed to give students a positive sense of themselves;
- Prepare students to lead productive adult lives;
- Involve all stakeholders in the decision making process

Sylmar Charter High School is committed to graduating students who are academically, socially, and emotionally ready for the next steps in their lives.

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

A Sylmar Charter High School education will equip its graduates with the ability to successfully navigate the evolving demands of the 21st Century. Graduates will emerge as mindful, collaborative community partners who are socially, emotionally, and technologically savvy and responsive. To achieve the goals of our Mission and Vision, SCHS staff create an environment that provides students to develop and demonstrate the following specific skills:

- Work collaboratively
- Communicate effectively
- Think critically and creatively
- Become solution-oriented problem solvers
- Practice mindfulness and self-reflection

How Learning Best Occurs

The optimal learning environment emphasizes a rigorous, student-centered program of instruction, individual attention and accountability, and authentic experiences. Students learn best when nurtured and encouraged to pursue their unique interests, which is why SCHS provides students with multiple opportunities to demonstrate mastery and differentiated instruction in all content areas.

The Small Learning Communities (SLC's) support students' individuality and make students accountable for their own learning. The tight network of teachers are able to focus on the individual student and ensure that every child is encouraged, nurtured, and supported.

SCHS offers four distinct SLC's with unique college and career pathways. The Academy of College and Career Readiness (ACCR) is the ninth grade house, and it serves to acclimate incoming students to the demands of high school. Ninth grade students are welcomed to SCHS with an understanding that achievement, personal growth, and strong community connections are a critical part of their future success. This SLC sets the tone for what it is to come as the student matriculates, graduates, attends college and/or joins the workforce.

The Leadership, Arts, and Media Academy (LAMA) develops student leaders within the framework of the Visual and Performing Arts. The school of Business Technology and Design (BTD) focuses on students acquiring technological skills related to the world of Business. These three SLC's complement the Math, Science, and Technology Magnet, which is another school of choice. The Magnet, since its inception in 1994, reaches full capacity enrollment annually and has been recognized by the District as an "Excelling Magnet School."

To achieve our Mission and Vision, teachers meet on a consistent basis to plan and develop curriculum, discuss pedagogy, examine student work, analyze data, and make decisions about instructional priorities. Teachers also commit to meeting and developing interventions for struggling students.

SCHS also partners with parents and community organizations. We make a diligent and conscious effort to reach out to parents and provide an environment in which they are welcomed and encouraged to actively participate in their child's education. Similarly, we open our doors to community organizations so that they can share their expertise and provide resources for our students and families. We also make a sustained effort to recruit and attract businesses and non-profit groups from various fields and disciplines as a way of enhancing our instructional and career pathway programs. Current partnerships include EduCare, Hathaway Sycamore, California State University Northridge, and the University of California at Los Angeles.

Local Control Funding Formula (LCFF) Requirements

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

The goals, objectives, and action steps identified by SCHS are based on the Los Angeles School District's goals and they address the eight state priorities as set for the in the Local Control Accountability Plan.

LCFF STATE PRIORITIES

GOAL #1

Proficiency for All: All students will meet or exceed standards in ELA and Math

Related State Priorities:

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

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- Conduct ongoing review of standards-based curriculum and academic achievement data in order to 1) Improve, define, and deliver comprehensive and consistently high-quality, rigorous instructional program for all students, including EL's, low income students and foster youth; 2) Engage in an ongoing cycle of inquiry to inform instructional decisions and meet students' needs; 3) Design and deliver meaningful professional development that aligns with the instructional program.
- Provide student-centered instruction that features opportunities for problem-solving, student choice, and leadership.
- Provide individual and specialized scaffolded instruction to English Learners and Special Education students

Expected Annual Measurable Outcomes

Outcome #1:

Annually increase the number of students graduating

Metric/Method for Measuring:

LAUSD goals 100% Graduation

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	92.9%	+1%	+3%	+5%	+8%	+10%
English Learners	71.7%	+2%	+5%	+5%	+10%	+12%
Socioeconomically Disadvantaged Students	93.2%	+2%	+5%	+8%	+10%	+12%
Foster Youth	87.5%					

Students with Disabilities	76.7%	+1%	+3%	+5%	+8%	+10%
African American Students	100%					
American Indian/Alaska Native Students	100%					
Asian Students	100%					
Filipino Students	100%					
Latino Students	92.9%	+1%	+3%	+5%	+8%	+10%
Native Hawaiian/Pacific Islander Students	<i>n/a</i>					
Students of Two or More Races	100%					
White Students	92.3%	+1%	+3%	+5%	+8%	+10%

Outcome #2:

Annually increase the number of students meeting standard in English Language Arts

Metric/Method for Measuring:*CAASPP SBAC ELA Assessment*

APPLICABLE STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students (Schoolwide)	45%	+1%	+3%	+5%	+8%	+10%
English Learners	3%	+2%	+5%	+8%	+10%	+12%
Socioeconomically Disadvantaged Students	45%	+2%	+5%	+8%	+10%	+12%
Foster Youth	<i>n/a</i>					
Students with Disabilities	3%	+2%	+5%	+8%	+10%	+12%
African American Students	50%	+2%	+5%	+8%	+10%	+12%
American Indian/Alaska Native Students	<i>n/a</i>					
Asian Students	50%	+2%	+5%	+8%	+10%	+12%
Filipino Students	<i>n/a</i>					
Latino Students	46%	+2%	+5%	+8%	+10%	+12%
Native Hawaiian/Pacific Islander Students	<i>n/a</i>					
Students of Two or More Races	100%					
White Students	13%	+2%	+5%	+8%	+10%	+12%

Outcome #3:

Annually increase the number of students meeting standard in math

Metric/Method for Measuring:*CAASPP SBAC Math Assessment*

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	29%	+1%	+3%	+5%	+8%	+10%
English Learners	0%	+2%	+5%	+8%	+10%	+12%
Socioeconomically Disadvantaged Students	29%	+2%	+5%	+8%	+10%	+12%
Foster Youth	<i>n/a</i>					
Students with Disabilities	0%	+2%	+5%	+8%	+10%	+12%
African American Students	25%	+2%	+5%	+8%	+10%	+12%
American Indian/Alaska Native Students	<i>n/a</i>					
Asian Students	50%	+2%	+5%	+8%	+10%	+12%
Filipino Students	<i>n/a</i>					
Latino Students	29%	+2%	+5%	+8%	+10%	+12%
Native Hawaiian/Pacific Islander Students	<i>n/a</i>					
Students of Two or More Races	0%					
White Students	13%	+2%	+5%	+8%	+10%	+12%

GOAL #2

All students will have access to fully credentialed teachers and a full array of course options, including Honors, Advanced Placement, the Visual and Performing arts, Career Technical Education (CTE), and Physical Education

Related State Priorities:

- 1 4 7
 2 5 8
 3 6

Local Priorities:

- :
 :

Specific Annual Actions to Achieve Goal

- Continue practice of hiring highly qualified candidates who hold credentials in a wide variety of core and elective subjects.
- Plan and implement a student-centered master schedule in each Small Learning Community and allow for flexibility across SLC's to insure that all students have equity and access to desired courses.
- Calibrate instruction, grading, and DOK to ensure consistent rigor in all courses.

Expected Annual Measurable Outcomes

Outcome #1:

Increase the number of students enrolled in Advanced Placement courses

Metric/Method for Measuring:

SCHS course enrollment/ Common Core College and Career Readiness

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	23.1%	+1%	+2%	+3%	+4%	+5%
English Learners	6.9%	+2	+4%	+6%	+8%	+10%
Socioeconomically Disadvantaged Students	23.1%	+1%	+2%	+3%	+4%	+5%
Foster Youth	n/a					
Students with Disabilities	n/a					
African American Students	4.5%	+1%	+2%	+3%	+4%	+5%
American Indian/Alaska Native Students	20%	+1%	+2%	+3%	+4%	+5%
Asian Students	27.3%	+1%	+2%	+3%	+4%	+5%
Filipino Students	44.4%	+1%	+2%	+3%	+4%	+5%
Latino Students	23.2%	+1%	+2%	+3%	+4%	+5%
Native Hawaiian/Pacific Islander Students	n/a	+1%	+2%	+3%	+4%	+5%
Students of Two or More Races	n/a	+1%	+2%	+3%	+4%	+5%
White Students	26.3%	+1%	+2%	+3%	+4%	+5%

Outcome #2:

Annually increase percentage of students who are placed on the “prepared” level on the College/Career Indicator

Metric/Method for Measuring:

CDE CALPADS/California School Dashboard

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	58.6%	+1%	+3%	+5%	+8%	+10%
English Learners	30.6%	+1%	+3%	+5%	+8%	+10%
Socioeconomically Disadvantaged Students	58%	+1%	+3%	+5%	+8%	+10%
Foster Youth	<i>n/a</i>					
Students with Disabilities	22.8%	+1%	+3%	+5%	+8%	+10%
African American Students	<i>n/a</i>					
American Indian/Alaska Native Students	<i>n/a</i>					
Asian Students	<i>n/a</i>					
Filipino Students	<i>n/a</i>					
Latino Students	58.5%	+1%	+3%	+5%	+8%	10%
Native Hawaiian/Pacific Islander Students	<i>n/a</i>					
Students of Two or More Races	<i>n/a</i>					
White Students	61.5%%	+1%	+3%	+5%	+8%	+10%

GOAL #3	
<i>Increase parent involvement and community connectedness resulting in a more positive school climate</i>	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal

-Expand the Parent Center and provide stakeholder-generated workshops for parents and the community
-Effectively communicate with parents and community partners about school policies and programs through a broad system of correspondence
-Expand social/emotional and mindfulness programs

Expected Annual Measurable Outcomes

Outcome #1:
 100% student feedback results in *Agree/Strongly Agree* (Connectedness category)

Metric/Method for Measuring:
School Experience Survey

STUDENT RESPONSES	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Overall Connectedness	67%	+3%	+6%	+9%	+12%	+15%

Outcome #2:
 Annually increase percentage of parents enrolled and participating in the Parent Portal

Metric/Method for Measuring:
Focus Dashboard

PARENT RESPONSES	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Participating Parents	45%	+5%	+5%	+5%	+5%	+5%

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

The Program at Sylmar Charter High School is dedicated to providing frequent, fundamental, and ample opportunities for students to become empowered, independent learners who embrace challenges, endure academic complexities, and seek out collaborative solutions. Examples include:

- The 9th grade Accelerated College and Career Readiness Academy sets the standard for high achievement throughout the high school experience with its program dedicated to mindful approach to emotional and academic growth
- Student Portfolios to showcase academic growth and mastery of content
- Leadership through student government
- Student created and managed activities to promote autonomy and build confidence
- Student Led Conferences require students to own their academic journey and to justify their mastery of content
- Internships with community and business organizations to provide authentic life experiences

SCHS students benefit from a program founded on the tenets of communication, critical thinking, and collaboration. They emerge as confident, mindful members of the community who are ready for the challenges of college and career.

INSTRUCTIONAL DESIGN

Sylmar Charter High School's instructional design centers around the work of its Small Learning Communities (SLC's), of which there are three, not including the Math, Science and Technology Magnet. Each SLC has their own thematic emphasis. All courses meet the A-G requirements, and each SLC, starting with the ninth grade Accelerated College and Career Readiness Academy (ACCR), fosters a college-going culture, emphasizing the link between academics and a career pathway.

Instruction is student-centered, differentiated, and culturally responsive. Teachers implement a wide-range of strategies to ensure maximum student engagement, and students are encouraged to take ownership of their learning. This is achieved by offering students choices (differentiation), allowing multiple opportunities to demonstrate mastery (Mastery Grading), utilizing appropriate technology, and linking academic content to real-life experiences (Project-Based Learning).

Curriculum and Instruction

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

Small Learning Communities have a student-centered approach with regard to Curriculum and Instruction. SLC's tailoring course offerings around the needs of the students. Schedules are designed to maximize students' access to the courses they want and require, while at the same time, allowing teachers as much common planning time as possible. Teachers collaborate with their departments across the grade levels (Vertical Articulation) as well as across the content areas within grade levels (Interdisciplinary). The former supports coherent grade-level transitions and transparent, standards-based expectations for matriculation. The latter serves the whole child, as teachers work together to ensure a culture of accountability and social/emotional support.

All SLC's implement innovative instructional practices that utilize appropriate and interactive technology. This ensures that our students will emerge with the 21st Century skills they need in order to be competitive in the work force. These technological platforms also support differentiation by way of enrichment, intervention, and language support.

The Academy of College and Career Readiness (ACCR) serves all ninth graders and sets the tone for the students' high school experience. ACCR fosters a college-going culture in which all students are expected to graduate and go on to higher learning. Students are encouraged to explore their interests and make decisions about how these interests may lead to a career pathway. Students are supported every step of the way by a collaborative group of teachers and a ninth grade counselor, as well as a network of staff dedicated to keeping students apprised of college and career options.

The Leadership, Arts, and Media Academy (LAMA) offers a variety of courses including the performing and fine arts, communication and rhetoric, and the student-led Leadership course, which is comprised of the school's student government team. Instructionally, LAMA uses an Inquiry-based approach to teaching and learning. Students drive instruction by posing questions and building upon the ideas of others. Discussion provides the basis for working through new information, allowing every student to contribute to the conversation. This approach "asks students to take more responsibility for their learning, and ensures they remain on task and motivated" (Vize, 2011; Brighthouse Education). Teachers act as facilitators, managing discussions but allowing students to drive the conversation and take ownership of the learning outcomes.

The School of Business, Technology, and Design (BTD) prepares students for the rigors of a competitive 21st Century career. Courses require students to engage in analysis, interpretation, and problem-solving. Teachers use Project-Based Learning (PBL), an

instructional approach that provides students with authentic learning activities based on real-life problem solving. Students explore real life topics of interest, generate questions based on the topic, and then design projects to solve problems associated with the topic. Well-designed projects provoke students to encounter and grapple with the central concepts and principles of a discipline. PBL requires students to develop many important skills such as, communication, collaboration, and presentation skills; organization and time management skills; research and inquiry skills; self-assessment and reflection skills; and leadership skills.

Although the co-located Science, Technology, and Mathematics Magnet is a separate school, its teachers work closely with those in the Charter School to engage in professional development by departments. The component of reflection is critical to effective instruction. Teachers engage in a cycle of inquiry examining student data (quantitative and qualitative) to measure student achievement and determine the need for re-teaching, intervention, and/or enrichment. Common formative assessments in math and ELA provide ongoing data to monitor student progress as well as prepare students for math and ELA SBAC. All assessments in ELA align to the claims and targets of the CCSS English/Language Arts Standards. Math assessments align to the eight Math Practices established by the Common Core Math standards. All other courses in the Sciences, Social Sciences, Electives, and World Languages incorporate the CCSS Career and College Readiness standards.

Transitional Kindergarten

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

SCHS is a secondary school that does not offer a TK program.

Academic Calendar and Schedules

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

Total number instructional days: 180

First day/last day TBD

Bell Schedule:

Regular Bell Schedule: Monday, Wednesday, Thursday, Friday

Per. 1+ BIC: 8:00-9:07 am

Per. 2: 9:14-10:09 am

Per. 3: 10:16-11:11 am

Lunch: 11:11-11:41 am

Per. 4: 11:48-12:43 pm

Per. 5: 12:50-1:45 pm

Per. 6: 1:52-2:47 pm

PD Tuesdays

Per. 1+ BIC: 8:00-8:52 am

Per. 2: 8:59-9:39 am

Per. 3: 9:46-10:26 am

Lunch: 10:26-10:56 am

Per. 4: 11:03-11:43 am

Per. 5: 11:50-12:30 pm

Per. 6: 12:37-1:17 pm

Minimum Day

Per. 1+ BIC: 8:00-8:46 am

Per. 2: 8:53-9:27 am

Per. 3: 9:34-10:08 am

Lunch: 10:08-10:38 am

Per. 4: 10:45-11:19 am

Per. 5: 11:26-12:00 pm

Per. 6: 12:07-12:41 pm

Mathematics Placement Act

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

WASC Accreditation

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation. SCHS was scheduled to undergo WASC Accreditation in the 2020-21 school year, but this was delayed as a result of the pandemic. The WASC Accreditation process will happen in the 2021-2022 school year.

PROFESSIONAL DEVELOPMENT

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

Teachers are encouraged to take ownership of their professional development throughout the school year as well as during the summer and winter breaks by planning and implementing their own PD's. Proposals are drafted by teachers and submitted to administration for approval. Approved proposals feature clear objectives, specified meeting times, and an observable, measurable product. This flexibility encourages teachers to collaborate and attack problems of practice, which ultimately benefits the whole school community.

Summer Professional Development is also in place on a consistent basis. Teachers engage in the following:

- Planning and developing curriculum
- Sharing best practices
- Analyzing student data
- Establishing norms for expectations and accountability
- Aligning curriculum
- Developing interdisciplinary units
- Develop Project Based Learning assignments
- Develop SMART Goals to assess progress

The PD calendar is established for the coming year in the prior spring semester and finalized by the start of each school year. Stakeholder input is provided by the Instructional Leadership team and governance councils. Selected PD Tuesdays are designated times for SLC and Department collaboration, along with district mandated PD's. Department chairs, SLC leads, and administrators serve on the Instructional Leadership Team (ILT), who meet monthly to discuss and make decisions about instruction. The ILT also engages in book study and grapples with instructional issues as they arise. It is this body that finalizes the PD calendar, which ensures that teachers' voices are being heard and honored when it comes to PD imperatives. The PD plan is dynamic and reflects the ever-changing needs of the students and school community. Certain practices such as peer observation, student data analysis, and lesson planning and study, are consistently prioritized. ILT meetings provide a venue for the departments and SLC's to deliberate on important school matters, share best practices, and to support one another's work.

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*.

SCHS strictly adheres to the LAUSD Master Plan and submits an annual certification of compliance. SCHS identifies potential English Learners (EL's) by requiring all incoming families to complete a Home Language Survey. If a family indicates that the primary home language is anything other than English, the student is immediately scheduled to take the Initial English Language Proficiency Assessment for California (ELPAC). The students' EL designation depends on the students' score. If the student does not pass the Initial ELPAC, the student is designated as Limited English Proficient (LEP), and is programmed into the appropriate English Language Develop (ELD) course. These students are monitored by the EL Coordinator and supported by teachers and staff through the yearly reclassification process.

EL programming is a high priority at SCHS. EL's are provided with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for EL's must be: 1) based on sound educational theory; 2) adequately supported with trained teachers and appropriate materials and resources; and 3) periodically evaluated to assess efficacy of the program.

Designated ELD teachers meet monthly in an EL Cadre to discuss student challenges, plan lessons, analyze data, and conduct professional development. Our Designated ELD teachers are a tight, cohesive group of collaborative practitioners who have a strong commitment to their students.

SCHS is dedicated to reclassifying LEP students before graduation. The ELPAC is administered annually in accordance with state and federal requirements. The Reading Inventory (RI) is administered once per semester. Additional testing windows for RI are opened throughout the year via the Bridge to Reclassification (BTR) program. The EL Coordinator continually reviews the performance of LEP students and provides ongoing support in the reclassification process.

SCHS holds monthly English Learner Advisory Committee (ELAC) meetings for parents of LEP students. All parents, regardless of their primary language, are informed of pertinent information regarding all Charter School matters. This is done via email, phone calls, texts, and posted notifications (Schoology and the school website, sylmarhs.org).

All teachers at SCHS are teachers of English Language Development. ELD is supported in all courses, whether designated or integrated. All teachers participate in professional development sessions throughout the year dedicated to ELD implementation, and all teachers are provided EL Monitoring Rosters so that they are knowledgeable about the specific reclassification status of every EL student in their class room. To this end, teachers of courses across the content areas utilize the following strategies:

- Language Objectives
- Sentence Frames
- Academic Conversations
- Vocabulary Instruction

Gifted and Talented Students and Students Achieving Above Grade Level

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

The School for Advance Studies provides students with the opportunity to access a highly rigorous curriculum geared toward gifted and high achieving students. SAS's mission is to shape students into effective leaders who are creative, innovative, resourceful, and passionate learners.

Students that have been identified as gifted or high achieving are programmed into Honors and Advanced Placement (AP) courses and placed in the SAS program.

The SAS instructional team collectively supports student progress and collaborates regularly to create cross-curricular projects. Using the specifically designed and sequenced curriculum, students intellectually grapple with complex issues to become problem solvers who explore technology to achieve success in data analysis, synthesis of ideas and purpose, and communication techniques; all of this revolving around relevant local and global issues of the 21st Century. These complex projects, featuring a variety of media, give students many opportunities to show leadership, from inception to completion.

Students Achieving Below Grade Level

SCHS's Single Plan for Student Achievement (SPSA) addresses the needs of our students achieving below grade level by taking a holistic approach to the students' academic and social/emotional well-being. SCHS's intervention program includes the following supports:

- Before, during, and after school targeted intervention sessions in ELA and Math
- Before, during, and after school credit recovery courses in core subjects and selected elective subjects (PASS; Edgenuity; STAR Grade Boost, Summer School)
- Tutoring and Mentoring provided by Educare after school program
- Peer Mentoring through Link Crew (Magnet; plans to expand program school-wide)
- School funded PSA Attendance Counselor

- School funded PSW
- School funded ELD and Bridge Coordinators to provide direct services to ELD and SWD populations
- Restorative Justice Coordinator

Socioeconomically Disadvantaged Students/Low Income Students

Services listed above apply to socio-economically disadvantaged students. Additionally, the Categorical Programs Advisor serves as an intervention coordinator to identify struggling at risk students, assign appropriate interventions, monitor progress and work directly with parents.

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

1. District Affiliated Charter School’s Special Education Responsibilities

a. General Requirements

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

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

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

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

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

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

b. Transferring Students

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

c. Assessments

The referral process shall include Student Support and Progress Team (SSPT) meetings to review prior interventions, accommodations, and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may

determine that assessment is necessary to determine possible eligibility for special education programs and related services.

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

d. Alternative Placements

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

e. Least Restrictive Environment

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

f. Staffing Requirements

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

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

g. Student Discipline/Inclusion

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

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

2. Procedural Safeguards/Due Process Hearings

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

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

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

3. Complaints

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

4. Funding of Special Education

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

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

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

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

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

Students in Other Subgroups

All subgroups identified above.

“A TYPICAL DAY”

“Good morning Spartan Scholars!”

These are the words that greet students every day as they enter the gates of Sylmar Charter High School. By 7:30 am, the campus is bustling with students, faculty, and staff. Before-school tutoring is in full swing and athletes are hard at work taking directions from their coaches. Students are gathering at tables, in the quad, and in front of their classrooms, socializing and preparing for the day ahead. Rushed conversations take place about last night’s physics homework and Friday night’s football game. Some teachers scramble, getting last-minute copies as a result of that 2am brilliant idea, while others collect themselves in a meditative moment. This is a snapshot of SCHS on a “typical day.”

Once the school bell rings, students observe the Agenda and Objectives posted on the whiteboard and help themselves to breakfast. Our Student Body President shares announcements over the loudspeaker:

“Join Journalism!... Auditions for the Spring play start Tuesday!...Basketball in the big gym after school!...Take a course on campus and earn college credit!... FAFSA workshop on Saturday!...”

Breakfast is over and it is time to get to work. Warm-ups and journal entries begin, yesterday’s learning is revisited, and new content is introduced. Students discuss and build on each others’ ideas while teachers facilitate discussions and guide students as they grapple with difficult content. History teacher, Mr. McPhee makes a note to himself that many of his students are having a difficult time with today’s lesson. He knows that this will necessitate some re-teaching. He also intends to talk to his colleague, Mr. Lujan to see if he has any insights. Meanwhile, English teacher, Ms. Matsuhisa, is overwhelmed with the outpouring of interest her students are showing in this text about juvenile justice. She starts thinking about ways to incorporate these topics into argumentative essay prompts.

Leadership students pitch their ideas to Mr. Melancon regarding upcoming “Awareness” initiatives. They decide to join forces with the Psychiatric Social Worker, Ms. Montes, and prepare a campaign to promote social/emotional well-being. Ms. Montez loves the idea and immediately begins reaching out to community partners. Leadership students are directed to follow up on these leads and meet up in two weeks to discuss progress. In room 17, Mr. Fitzgerald’s culinary students are in the middle of a baking lesson, and the delicious smell of cookies is distracting Ms. Cosio’s third period English Language Development.

On the other side of campus, Mr. List and his Horticulture class are meticulously nurturing a burgeoning crop of vegetables and herbs. He enlists three of his students to make a plan for the upcoming “Teacher Appreciation” week, and be ready to share the proposal at the club meeting. As the bell rings for Lunch, students rush to clean up and make their way to the lunch lines, where Cafeteria Manager, Ms. De La Cruz and her smiling crew of lunch staff await.

Students pour out of classrooms, heading out to meet friends, grab food, and check their phones. In room 65, Mr. Smith opens his door to gamers and all around campus, various lunch/club meetings begin. A group of students make their way to the College Center to sign up for Ms. Delgado’s college application workshop and “Girls Build LA” members meet in room 3 to help Ms. Luna with T-shirt distribution. Lunch goes by quickly and the school day resumes until the final bell rings and the after-school activities commence.

Ms. De La Cruz and her crew are ready for the kids with after school snacks and sandwiches. Teachers prepare agendas for the next day, enter grades, and meet with students who have questions about the homework. Ms. Martinez gets the cheerleaders ready for practice and Ms. Nickum’s band students can be heard tuning their instruments. Administrators say goodbye to students, wishing them a good day, and reminding them to tell their parents about Student Led Conferences.

By 4pm, students can still be seen outside of room 36, taking advantage of Educare’s after school clubs and activities. Athletes and coaches of various sports are practicing for the upcoming competition. Campus Building and Grounds team workers clean and beautify the campus and classrooms while the administrators meet informally to reflect, as well as complete the many tasks they never got to during the busy, “typical” day.

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

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

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

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

SCHS is aligned with LAUSD’s goals of 100% graduation, 100% attendance, school safety, parent engagement, and proficiency for all. SCHS continues to improve in all of the above areas.

District Attendance Goal: 72%
 SCHS Attendance Rates 2020-21:

Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
80.2%	80.4%	80.6%	77%	78.3%	80%	79.8%	79.6%

SCHS Graduation Rate: 92.9% (increased 3.5%) 2019
 Goal: 2% increase in 2022

SCHS Reclassification Rate: 21.6% (increased 13.1%) 2019-20
 Goal: 23% 2022

SCHS Suspension Rate: .7%
 Goal: 0% 2022

SCHS Parent Engagement: Standard Met
 Goal: Standard Exceeded 2022

Proficiency for All: Increase Meets Standard in ELA from 31% to 35%. Increase Math from 22% to 26%.

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

- SBAC assessments in ELA and Math
- California Language Spanish Tests
- California Modified Assessment
- California Alternate Assessments
- California Science Test
- English Language Proficiency Assessment for California
- Reading Inventory
- FitnessGram
- End of Course Exams
- School Experience Survey

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.

Formal and informal Formative Assessments are a daily feature of the instructional program at SCHS. These assessments provide critical data that teachers use to continually inform their instruction. Both Math and English Language Arts implement a fall and spring semester Interim Assessment Block (IAB) via the CAASPP website. This practice allows students in all grades to interact with the assessment platform, better preparing them for the final 11th grade Summative Assessment. Additionally, data is analyzed and shared with students so that they are aware of their areas of strength and challenge. Math and ELA also implement the Renaissance STAR test once a semester, which provides micro and macro level data to help teachers gauge the needs of their students. English Language Development implements Read Theory and Newsela to prepare students for the rigors of the ELPAC and Reading Inventory. Teacher developed assessments, such as tests, quizzes and essays are also a feature in every course.

Informally, teachers implement Formative Assessments every day. These include activities such as discussions, experiments, scientific investigations and collaborative assignments. Important data is collected from the daily warm-up's and Exit Ticket activities as well. Teachers continually gather this data to make decisions about student needs with regard to re-teaching and content mastery.

DATA ANALYSIS AND REPORTING

SCHS collects and analyzes data on a consistent basis. This is done on both macro (annual summative assessments, state and federal testing) and micro (formative assessments, interim assessments, course work, etc.) levels. Macro level data is provided to all school stakeholders and used to inform instructional decisions, professional development priorities, and measure achievement of school goals. Micro level data is used by SLC's and Departments to ensure that students are performing according to expectations, and that teachers and students are accountable to one another. Teacher-led groups use protocols to share lessons, calibrate expectations, analyze student data, and make decisions about re-teaching and interventions.

The ELA and math departments implement the Interim Assessment Blocks from CAASPP once per semester. Teachers work within their department to plan instruction leading up to the IAB's and work inter-departmentally to schedule the IAB's. Departments analyze this data as a way to inform instruction and ensure preparedness for the summative SBAC in the spring. Renaissance STAR data is used in the same way.

Teacher groups are encouraged to engage in a cycle of inquiry with colleagues to deal with problems of practice. This data, like the macro and micro data explained above, are shared with the Instructional Leadership Team (ILT), and then disseminated to the entire

faculty. All stake holders are apprised of relevant data through parent conferences, Coffee with the Principal, ELAC, Parent Workshops, Parent Portal, and Schoology.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

If the charter school has a separate charter school Governing Council [SCHS has three primary governance bodies: School Site Council; Local School Leadership Council; and English Learner Advisory Committee].

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

STAKEHOLDER INVOLVEMENT

Stakeholder participation is a top priority at Sylmar Charter High School. In order for our school to succeed, every voice must be heard and honored. With success as our goal, all leadership and governance bodies require student, parent and community involvement. To facilitate stakeholder involvement in the decision-making process, five of the sixteen elected positions on the School Leadership Council are reserved for parent and community representatives. Additionally, five parents and community representatives are also required to serve on the School Site Council, which has authority over the Title I budget and is responsible for approval of the Single Plan for Student Achievement (SPSA). Students from the Associated Student Body also hold positions in these councils.

Parent associations, such as The English Learner Advisory Committee (ELAC), meet regularly to discuss instruction, assessment, and student success. The Parent Center provides a welcoming environment for the community and holds frequent workshops on topics determined by the participants. On any given day at SCHS, parents are on campus, participating in initiatives and contributing to the school community.

SCHS hosts a monthly “Coffee with the Principal,” which is an opportunity for parents to directly dialogue with the Principal. This event is also a forum to disseminate information about school programs, policies, and procedures, as well as provide parents with information about resources from our community partners.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

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

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

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

Certificated Personnel

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

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

Classified Personnel

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

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

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

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

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

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION

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

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

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

GENERAL PROVISIONS

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

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

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

Student Recruitment

SCHS has a vigorous Student Recruitment program that includes local advertising, articulation events, and open houses.

Application Procedures

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance boundaries² of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

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

Lottery Preferences and Procedures

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

- **LAUSD Students**

- **Siblings**

- Prospective students who (a) are siblings of students enrolled in grades **9-11** at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have **second** admission preference.

- **Other LAUSD Students**

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

- **California Students**

- **Siblings**

² For all District affiliated charter schools, which are conversion charter schools, the term “former attendance boundaries” includes those sending areas designated under the District’s PWT and CAP programs.

Prospective students who (a) are siblings of students enrolled in grades 9-11 at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

□ Other California Students

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

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

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

Charter School shall hold its lottery in the library or equivalent alternative space on campus. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, [Lottery preference order: 1) Prospective students who are (a) siblings of students enrolled at Charter School, minus the highest grade served, at the time of the lottery and (b) reside within LAUSD boundaries; 2) All other prospective students who reside within LAUSD boundaries but not within the former attendance boundaries of Charter School; and 3) Prospective students who are (a) siblings of students enrolled at Charter at the time of the lottery (b) reside in the State of California but not within LAUSD boundaries; and 4) Prospective students who reside in the State of California but not within LAUSD boundaries.

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

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

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

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

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

HOMELESS AND FOSTER YOUTH

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

NON-DISCRIMINATION

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

time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

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

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

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

OUTCOME DATA

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

READMISSION

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

GUN FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School:

Sylmar Charter High School
c/o School Principal
13050 Borden Ave.
Sylmar, CA 91342

To District:

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

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

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

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

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

REVOCATION OF THE CHARTER

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

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.

- Charter School failed to meet generally accepted accounting principles or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

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

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

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

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

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

CLOSURE PROCEDURES

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

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

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

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

ADDITIONAL PROVISIONS

FACILITIES

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

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

FISCAL MATTERS

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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