



LOS ANGELES UNIFIED SCHOOL DISTRICT

Chandler Learning Academy

March 7, 2013

14030 Weddington

Sherman Oaks, Ca 91401

TERM OF CHARTER

JULY 1, 2013 TO JUNE 30, 2018

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AFFIRMATIONS AND ASSURANCES:

[Charter School] shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, 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.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A) . An existing public school that converts to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of the school. EC 47605 (d)(1)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the charter school nor any employee to work at the Charter School.
- In accordance with Education Code Section 48200, if a pupil is expelled or leaves the Charter School without graduation or completing the school year for any reason, the 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.

Element 1 – The Educational Program

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

The address of the Charter School is 14030 Weddington, Sherman Oaks CA 91401

The phone number of the Charter School is 818-789-6173

The contact person for the Charter School is Kristine McIntire

The term of this charter shall be from July 1, 2013 to June 30, 2018

The grade configuration is Transitional Kindergarten-5th grade

The number of students in the first year will be 550 per E CAST 2013

The grade level(s) of the students the first year will be: TK-5

The scheduled opening date of the Charter School is: August 12, 2013

The operational capacity will be: 633

The instructional calendar will be: Traditional: See Attachment A

The bell schedule for the Charter School will be: See Attachment B

If space is available, traveling students will have the option to attend.

STUDENTS THE SCHOOL PROPOSES TO SERVE Demographic data of the target population (this is done by completing the attached matrix.); Academic achievement data; other applicable characteristics of the target population (does the school propose to target potential dropouts? newcomer populations? other?)

Chandler Learning Academy is located in Sherman Oaks, California, which is within Los Angeles County. It is a traditional school, with a diverse student population serving 519 students. The school receives both Title One and Title Three funding because 64% of the students receive free or reduced lunches. The English Learner (EL) data indicates that 126 students are enrolled in the English Language Development (ELD) program. The historical data for the ELD program identifies a diverse ELL population being served by the program, with a reclassification rate of 19.8%, for students who are determined to reach English Proficiency. Also, please refer to the "School Demographic Data" document (Attachment E).

The 519 TK-5th grade students who attend Chandler reflect the rich ethnic diversity of the San Fernando Valley. Of the 24% of students who are identified as English Language Learners, 52% are Spanish speaking, while the remaining 48% represent a variety of other languages, including: Arabic, Bengali, Bulgarian, Russian, Japanese, Korean, Hebrew, Tagalog, Portuguese, Urdu, Armenian, and Farsi.

Chandler Learning Academy's CST trends demonstrate steady academic growth over the last five years. Our 2012 school wide CST data indicated that 68.6% of all students scored proficient or advanced in Language Arts and that 79.7% of all students scored proficient or advanced in Math. Our socio-economically disadvantaged subgroup performed just as well. In language arts 64.4% scored proficient or advanced and in math 76.4% scored proficient or advanced. The school's Academic Performance Indicator (API) score is 864, which is exceptional due to the demographics of the student population served at Chandler. We are settled in an economically advantaged area, but serve an economically and culturally diverse population. This diversity is what makes us so unique.

Chandler Learning Academy strives to be a welcoming learning environment for all students, regardless of social, economic, or cultural differences. Our goal is to serve our student body with respect and provide the best educational experiences for all students in order to meet their individual needs and attain proficiency for all.

MISSION AND VISION

Mission:

The mission of Chandler Learning Academy is to provide a challenging, enriching, and safe learning environment for all students through rigorous, technological, and differentiated standards-based instruction, in order to prepare them for the 21st century.

Chandler Learning Academy staff will:

- * Provide an environment conducive to learning socially and academically that is rigorous and challenging for each student.
- * Foster an environment that celebrates and promotes maximum growth and development of children.
- * Provide all students with an instructional program that teaches to all modalities and intelligences and that addresses individual needs of all students through differentiated instruction and specialized services.
- * Utilize technology to enhance student learning and instruction.
- * Instill an interest in, and an eagerness for learning, permitting children to realize their fullest potential.
- * Empower staff, students and parents with skills, strategies, and techniques that will enable them to continue as life-long learners.

Vision:

The staff, students, parents and community of Chandler Learning Academy commit to provide all students with a safe learning environment that nurtures and fosters mutual respect for all, in order to meet social and academic standards in a multi-ethnic and multi-cultural society.

WHAT IT MEANS TO BE AN “EDUCATED PERSON” IN THE 21ST CENTURY

Chandler Learning Academy believes an educated person of the 21st century is a self-motivated, independent thinker who is prepared to approach problem solving through multiple perspectives, utilizing technology and complex thinking skills in order to be competitive in a modern world.

Our students will develop a life-long love of learning. Students will apply the scientific method of investigation to many aspects of their lives and across disciplines. They will utilize the scientific methods of investigation to develop abstract, concrete, and creative thinking skills through inquiry. They will initiate their own learning and develop an understanding of concepts through real-world applications and interactions.

Students will also develop the critical thinking skills necessary to problem solve effectively and compete on a global scale. They will be prepared to contribute to a global society in the modern world by acquiring and applying such skills as collaboration, communication, and creativity. They will develop an inherent sense of cultural and social awareness that will enable them to adapt to change, as well as act as "agents of change" in a modern, multicultural world.

In order to prepare for the 21st Century our students must demonstrate strong work ethics and perseverance on whatever challenges they may face. They will need to question, gather, and synthesize information and experiences. To be successful in the 21st century, an individual must possess critical thinking skills related to vast quantities of information, sophisticated media, and the fast-paced evolution of technology.

HOW LEARNING BEST OCCURS

The Chandler Learning Academy community shares the philosophy that we are all teachers and learners. The classroom is a print-rich, empowering environment that promotes a meaningful, balanced learning experience that is standards based and considers the learning styles of all students. Through self-evaluation, students are able to foster their passion for learning, intrinsically driving their own learning experiences in order to determine what is right for their educational growth.

Chandler Learning Academy will serve as an academic arena where students will construct meaning from their environment and experiences, which will allow students to demonstrate growth from the level of engagement to learning, from learning to understanding, and from understanding to competent application of information. Parents and educators will serve as facilitators, providing guidance and instruction in a student centered learning process.

Chandler Learning Academy will provide a safe, supportive, enriched environment that encourages students to maximize their learning potential through integrated learning experiences.

Through the use of technology, students will be actively engaged in collaborative, dramatic, presentation styles or a combination of choices, through cooperative activities that develop their higher level thinking, reasoning, negotiating, and creative thinking skills.

HOW THE GOALS OF THE PROGRAM ENABLE STUDENTS TO BECOME SELF-MOTIVATED, COMPETENT, AND LIFE-LONG LEARNERS

Chandler Learning Academy's goals are designed to develop proficiency for all students through innovative educational instruction that instills a life-long love of learning and maximizes student potential, amplifies student success, and facilitates multiple-learning modality experiences. This will be measured through a variety of assessment techniques which will be utilized to drive instruction in order to meet the needs of all students.

Goals:

#1: Proficiency for all Students

All Teachers and Paraprofessionals will be involved in professional development that implements strategies focusing on the needs of all students in order to close the achievement gap. We plan to achieve this goal through implementation of the following:

- * Providing differentiated instruction, the use of scaffolding, and SDAIE strategies in order to meet the needs of all learners, including students identified at risk, English Language Learners, students with disabilities, the gifted and talented, and all other unidentified subgroups that is based in pedagogy. This will be accomplished through the use of different tools and organizers which will develop higher level thinking, such as Thinking Maps, graphic organizers, academic rigor, explicit vocabulary instruction, opportunities to engage in conversation and ask meaningful questions, interactive learning, inquiry, and Think/Pair/Share.
- * Use of instructional materials that allow for differentiation of instruction for all students and that are aligned to the Common Core State Standards. These include such materials as District adopted Curriculum and other resources that have embedded rigor and inquiry. We will use, but are not limited to: Thinking Maps, Write From the Beginning, Treasure, EnVision Math, Foss Science, Marilyn Burns, Cathy Richardson, Teacher developed concept lessons, and various manipulatives and tools to aide instruction.
- * Teachers and Paraprofessionals will participate in ongoing professional development that focuses on the educational needs of all students and school wide goals in order to meet the needs of all students. This will include District required training, workshops, and other additional training or professional development opportunities.
- * Use of technology to guide instruction, provide background knowledge, and prepare

students for learning in the 21st century. This will be facilitated through the use of SMART boards, computers, interactive tablets, and document cameras.

- * Teachers will maximize the instructional day by implementing classroom management techniques and following the school discipline plan, abiding by District Policy. Teachers will also maximize planning time and create pacing plans for the implementation of the Common Core State Standards and Units of Instruction.
- * Teachers will use data to drive instructional practices and plan for differentiated instruction, enrichment, and intervention. Data will be shared across grade levels to maximize the learning potential and work to close the achievement gap. Data Analysis will be ongoing and provide a basis for school wide goals. Data will be obtained from periodic assessments, DIBELS, CST, MyData, Chapter Tests, Free Response Tests, Teacher created tests, and others utilized at the school site.

Chandler Learning Academy's District performance goals for the 2013-2014 school year are:

- * 74% of all students will score proficient or advanced in English Language Arts
- * 82% of all students will score proficient or advanced in Math

Goal #2 Parent Engagement

Chandler Learning Academy fosters a relationship with parents and provides opportunities for parents to be involved in the learning process and the school as a community. Below are some methods utilized to continue building this relationship:

- * Back to School Night and Kindergarten Orientation are held the first month of school as a way of providing parents with school and grade level expectations.
- * Bi-monthly school newsletter to update parents about education related topics, events, and other information pertinent to our school.
- * Connect Ed through emails and phone messages are utilized to inform families of upcoming events and other important information.
- * Scheduled school events such as Math, Science, and Literacy Nights, and Author's Fair unite students, parents and teachers together in an effort to foster an interest in learning and academic performance.

- * Parent Teacher Workshops and Topic Workshops provide parents with an opportunity to learn about specific skills or concepts being taught inside the classroom, often through a hands-on learning approach. Teachers provide parents informational handouts and take home activities to bridge the learning gap between school and home. This also allows parents the opportunity to communicate with teachers about grade level expectations.
- * Open House each spring displays students' work and demonstrates students' progress and accomplishments throughout the school year.
- * During ELAC and Governance Board Meetings, parents provide input on school plans.
- * Monday Morning Assembly and announcements provide students and parents with up to date information about the current school week.
- * Bulletin Board Postings and announcements communicate to parents current information in regards to goals, extracurricular activities, school activities and announcements.
- * Provide parents after school opportunities with technology assistance and access to computer use.
- * Posting current events, the school calendar, and important information and links on the school's website.

DESCRIBE A TYPICAL DAY (Narrative)

Chandler Learning Academy implements a banked-time schedule, which meets the required-minutes of in class instruction as determined by the State of California. A typical day begins at 8:00 a.m. for students in transitional kindergarten through fifth grade. Dismissal time on Monday, Wednesday, Thursday, and Friday is at 2:19 p.m. On Tuesday, dismissal time is at 1:19 p.m., in order to allow for staff meetings and professional development. Also, please refer to the "Bell Schedule (Attachment B). Students receive rigorous, standards-based instruction in Language Arts, ELD, and Mathematics during the morning hours of the school day. The remainder of the day is devoted to a rigorous standards-based program in Science, Social Studies, the Arts, Physical Education, and Health, all of which occur at various times.

On a typical day, you will observe technology implemented in each classroom in order to enhance teaching and learning. Students use the SMART Board as a tool for learning and demonstrating an understanding of concepts being taught. Teachers utilize SMART Boards, document cameras and/or projectors in the classroom to enhance instruction. You will also observe students engaged in a variety of learning experiences, which are facilitated in a whole group setting, small group setting, or individually for explicit targeted instruction with the classroom teacher. Aides, under the direction of the classroom teacher, assist with instruction and support learning on a daily basis. In addition to aides, you may see parents or other volunteers working with the students to provide additional educational support.

The Arts are an integral part of instruction at Chandler Learning Academy. All students participate in the M.U.S.I.C. program, which utilizes math, oral language and writing standards as a foundation of the program. Students also participate regularly in drama and visual arts in their classrooms. Teachers and students utilize drama to enhance learning, develop oral language, and bring a text to life.

DESCRIPTION OF INSTRUCTIONAL PROGRAM AND CURRICULUM

Instructional Framework, Delineation of the Core Subjects, and Innovative Components:

Instructional Framework:

Chandler Learning Academy's curriculum is based on the Common Core Standards and Associated Frameworks in language arts, mathematics, science, social studies, visual and performing arts, technology, and physical education. The curriculum will meet all state and LAUSD standards. Meeting the needs of our targeted population and achieving proficiency for all students will best be accomplished through a balanced, rigorous program, which combines a curriculum-centered approach with student-centered instruction, explicit direct instruction, guided practice, and the application of skills to ensure that all students meet District-mandated standards. Subsequently, addressing multiple intelligences and modalities will ensure that we reach all students and work toward our goal of "proficiency for all." Chandler Learning Academy will utilize LAUSD adopted curriculum for all core subjects and any additional instructional materials used for intervention and enrichment will be selected by the school site based on needs.

Enrichment for Grades K-5

Enrichment programs are fully incorporated into the appropriate grade-level curriculum for all grade levels and meet or exceed the established California Content Standards. Qualified specialists to teach these programs, which include dance, fine arts, music, physical education and media lab, after school science lab are currently hired through a collaborative process involving the PTA with input from the staff and the principal. This collaboration continues each year when the administration, faculty, and PTA schedule instruction in these specific areas into the school day so that every student in our diverse population has the opportunity to participate.

- * We have been identified as a California Distinguished School.
- * Our entire school community focuses on a rigorous curriculum that meets or exceeds the state content standards for all core curriculums.
- * Students will use Sandra Kaplan's icons/prompts to enrich and differentiate all core curricular areas. Our staff has received varying degrees of training in Sandra Kaplan's Gifted Instruction on the nature and scope of differentiated instruction for gifted students. All students are exposed to prompts that facilitate the study of a topic with depth and complexity.
- * The physical education program provided to all grades is supplemental to the state standards, which the teachers, YMCA, YDP, and YS instructors implement with fidelity. This enrichment activity is an important component to educating the "whole child." This program also enhances the concepts of team sports and good sportsmanship while incorporating fairness in competition. Many schools often overlook a strong physical education program, but at Chandler, we understand the importance of integrating the theory of physical education with organized and structured play. Access to a regular physical education program can enhance all aspects of development, enriching the whole child.
- * Students will show a commitment to connect subjects across the disciplines.
- * Students will use strategies that encourage differentiated learning.
- * Students will theorize and view subjects and situations through the language of the disciplines. Students will become experts in an area of study by utilizing Sandra Kaplan's "Think Like a Disciplinarian" strategy.
- * We have career days, International Dance Festival, Spring Fair, Mother's Day Tea, Father's Day Picnic and Author's Fair, all which involve many people and businesses in our surrounding community.
- * As part of whole-brain, our students are encouraged to visualize, draw, and use drama as they develop new ideas in order to retain them.
- * Field trips for curricular areas are enthusiastically supported and paid for by the PTA.
- * We incorporate the use of a program called, "Character Counts" that teaches students core lessons and values about the 6 character traits: responsibility, citizenship, trustworthiness, respect, caring, and fairness.
- * Many enrichment classes are offered on a campus throughout the year. A few examples include: Karate, Mad Science, M.U.S.I.C., Kids Art, and Book Club.

- * A volunteer-run safety valet group places cones and supervises that students enter the school grounds safely during morning drop off.
- * We have high expectations for all students. We use educational experiences, which extend, replace, or supplement standard curriculum. Our class assignments at each grade level demonstrate high levels of critical thinking and allow for a range of responses.
- * We will continue to seek our enrichment opportunities for all students in the future.
- * Use of Smart board technology.
- * Use of iPad technology.

Language Arts

Treasures Reading Program provides students with engaging literature, an emphasis on non-fiction and a strong focus on comprehension, vocabulary, and fluency. Treasures targets fluency, which helps students to become successful readers and test-takers in a differentiated and instructional program.

- * Students will use the Write From the Beginning program to promote advanced written products.
- * Students will use Thinking Maps to organize thoughts and make connections. □
- * Students will develop critical reading skills (e.g., reading, writing, listening, and speaking) to support academics across disciplines.
- * Teachers will enhance the core reading program by using Literature Circles, Core Literature, and Reader's Theater. □
- * All Students will critique, justify, and theorize in compositions/writing across disciplines.
- * All students will use technology as a tool for presentation and project exhibits and teacher/student interactive documents.
- * All student will write across all genres specific to grade-level standards, including: narratives, poetry, expository writing, letters, imaginative narratives, folk tales, fairy tales, persuasive essays, and biographies.
- * All grade levels participate in an annual Spell-A-Thon where students are challenged to spell on grade-level and challenge words. Children gather sponsors and are rewarded for participation and each word spelled correctly.
- * Teachers will incorporate cross-cultural activities to reflect the diversity of our student population.

Math

- * All grade levels use manipulatives, games, and math tools to encourage a deeper understanding.
- * Teachers will develop students' mathematics proficiency by applying

mathematical concepts and computational skills to a variety of mathematical processes

- * Students will develop an understanding of the concepts of computations, patterns, functions, geometry, statistics, and probability
- * Students will apply math skills to daily problem solving situations.
- * Teachers will enhance mathematics using enVision enrichment materials, Marilyn Burns, Touch Math strategies, Kathy Richardson and various math websites during class time.
- * Primary grades participate in an annual math-a-thon known as Cheetah Champs where students are challenged to complete mathematical problems suitable for their grade level and are recognized and rewarded school wide.

Science

- * Our school uses an inquiry-based FOSS Science program that is well-structured, hands-on, and exciting.
- * Science is taught at each grade level, where tools, will provide students with an optimum hands-on experience in science.
- * Science labs will be available after school to support the development of the science curriculum and to enhance student achievement on standardized tests.
- * The sciences are taught as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade levels.
- * Students will hypothesize and develop experiments utilizing the scientific process.
- * Our student council will supervise a recycling program (i.e., cans, plastics, glass, paper, Capri Sun) encourage students to understand the need for eco-friendly products to improve our local and global community.
- * Teachers will teach the sciences as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade levels.

Social Studies/History

- * Students will understand their own place in the world through studying communities, cities, states, and countries in terms of geographical settings and periods.
- * Through critical thinking skills, students will relate over time historical events and be able to find parallels and patterns.
- * Students will interpret geographical and historical information to draw conclusions.
- * Students will understand cause and effect in relation to historical events.
- * Multicultural days are observed through many curricular activities such as “Armenian Heritage,” “Black History Month,” Korean Thanksgiving, Chinese New Year, Cinco de Mayo, Women in History Month, International

Dance Festival, a Winter Program and a Heritage Celebration Day, which recognizes worldwide diversity.

Technology

- * Classes have been updated with Document Readers, Smart Boards, iPads, iPods, tablets, LCD projectors, and laptops.
- * Classes participate in a technology enrichment program where a rolling iPad cart rotates throughout each classroom and students are assigned their own iPad during their scheduled class time.
- * Professional development allows teachers to assist in building technological expertise through lessons such as Power Point, Word, keyboarding, Excel, Photo Shop, pamphlet creations, and report productions that include downloaded internet information, curriculum support, unit extensions, and links to global organizations.

Delineation of Core Subjects

The goals of the content areas to be taught across the grade levels and the different subjects the school plans to teach have been outlined below. The California State Standards will be addressed with cross articulation across grade levels so students will achieve consistent instruction.

English Language Arts

All Chandler students receive instruction in Language Arts that incorporates the following:

- * Students will make connections, predict, visualize, question, summarize, and evaluate with core or other literary texts, and through a variety of cultural perspectives.
- * Students will discuss ideas and values in core and other literary texts.
- * Students will make connections to personal experiences through a variety of cultural perspectives. Chandler Learning Academy recognizes the importance of including culturally relevant responsive education for diverse learners.
- * Teachers will develop a rigorous curriculum that exceeds state content standards for Language Arts in TK-5.
- * Students will develop critical reading skills
- * Teachers will support reading using the TREASURES reading program.
- * Teachers will enhance reading using literature circles.
- * Students will critique, justify, and theorize in composition/writing across disciplines.
- * Students will develop grammar, spelling, oral speaking, and integration of language arts embedded throughout the curriculum.
- * Students will apply vocabulary development in written and oral format.
- * Students will demonstrate critical thinking skills specific to Bloom's Taxonomy.

- * Students will use technology as a tool for presentations, project exhibits, and digital portfolios.
- * Students will write creative stories and poetry.
- * Teachers will devote a minimum of two hours daily to language arts instruction in grades K - 5.
- * Teachers will develop students' skills using reading tools such as: computers, iPads, iPods, Nooks, and Kindles.

Mathematics

Chandler Learning Academy students receive a rigorous curriculum that exceeds the state content standards for mathematics.

- * Teachers will develop students' mathematic proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes.
- * Teachers will enhance mathematics using Marilyn Burns, Hands on Equations, Gems, Math Their Way, Marcy Cook, Kathy Richardson, Hands-On Fractions, SRA Mathematics Laboratory, and enVision Math.
- * Students will develop understanding of the concepts of computation, patterns, functions, geometry, statistics, and probability.
- * Students will apply math skills to daily problem solving situations.
- * Students will recognize relevant information and review applications by checking work.
- * Students will understand the structure and logic of mathematics.
- * Students will clarify and demonstrate their understanding of mathematics through the use of manipulatives, reading, writing, listening, and speaking.
- * Students will problem solve by identifying the facts, pertinent information, variables, and different ways in which to solve problems by drawing pictures, making diagrams, using manipulatives, or working backwards.
- * Students will be challenged with meaningful, real world and complex problems, which require the use of higher level thinking skills.
- * Students will be encouraged to create and develop their own problems for the class to solve.
- * Students will connect math across disciplines (music, dance, science, art, technology, and history).
- * Teachers will develop students' skills using mathematical tools (protractors, iPads, iPods, calculators, computers, rulers and compasses).
- * Teachers will employ various methodologies, beginning with concrete experiences designed to have students make connections with prior learning, and build upon that foundation through the use of abstract reasoning and problem solving.
- * Teachers will address the standards using a variety of materials and resources that include state adopted and staff selected textbooks aligned with the state framework, state standards, and California Core Standards
- * Teachers will incorporate supplementary materials and manipulatives to extend

student learning and conceptual learning.

- * Teachers will utilize the Scott Foresman-Addison Wesley enVision Math California program as the primary tool for mathematics instruction.

Science

Chandler Learning Academy students receive a vigorous curriculum that exceeds the state content standards for science. The science curriculum at Chandler concentrates on three strands: Life Science, Physical Science, and Earth Science.

- * Teachers will integrate science and writing by using Sandra Kaplan's Depth and Complexity icons such as the language of the discipline.
- * Students will hypothesize and develop experiments using the scientific method.
- * Students will perform hands-on experiments to further research and prove/disprove conjecture.
- * Students will theorize and view other subjects such as music and art as a scientist.
- * Students will understand the need for eco-friendly products and life changes to improve our local and global community.
- * Teachers will teach the sciences as a cumulative process that builds upon prior knowledge and experiences as students progress through the grade levels.
- * During their annual educational field trip to the California Science Center/Imax Theater, fifth grade students will explore leadership, teambuilding activities and the study of Ocean ecosystems and habitats, and Space Exploration.
- * Fifth grade students will investigate sea lions, seagulls, and dolphins during their field trip to Port of Los Angeles.
- * Currently Chandler Teachers utilize the Full Option Science Series (FOSS) from Delta Education and its state adopted textbook as the primary tool for science instruction to support students in meeting all state standards. FOSS kits are used in kindergarten through fifth grade. Commercial publication and teacher created materials are used as additional resources to deepen students' understanding of the state standards in science.

Social Studies

Chandler has implements a rigorous curriculum that is based on the state content standards and LAUSD framework for History/ Social Studies.

- * The program is expanded and enriched through activities and lessons that are integrated through technology, language arts and the visual and performing arts.
- * Students will observe real-world economics of import and export of goods through a field trip to the Port of Los Angeles.
- * Frequent opportunities are provided for students to learn about various ethnic populations in Southern California, the United States, and the world.
- * Students are provided opportunities to share their language, cultural ideas,

customs and heritage, thereby providing multicultural dimensions to curriculum.

- * Students will understand their own place in the world through studying communities, cities, states, and countries in terms of geographical settings and periods.
- * Through critical thinking skills, students will relate historical events over time and be able to find parallels and patterns.
- * Students will interpret geographical and historical information to draw conclusions.
- * Students will understand cause and effect of historical events.
- * Using role-play and interactive units, students will gain first-hand experiences.
- * Students will learn to research their own histories through their heritage, culture, family trees and traditions supported through field trips, research projects, and school wide events.
- * Currently Chandler utilizes the Scott Foresman, History-Social Science for California as the primary tool for instruction history and social science

Technology

“Teachers need to integrate technology seamlessly into the curriculum instead of viewing it as an add-on afterthought or an event.” – Heide-Hays Jacobs, Educational Consultant, 2007.

All students’ needs are as diverse as their cultures. What is consistent is their need for universal access to our curriculum. With the technology available, each student will have the opportunity to access the curriculum at their required level, and grow at their own pace. In Southern California, public school funding has suffered tremendously. Our school district is not able to fund many of our basic needs. Classroom-based technology centers with iPods, iPads and Smart Boards give the students a chance to learn reading, math, science, and social studies at a pace they can easily access through the technological resources available today.

- * Chandler will develop a rigorous curriculum based on the state content standards for technology.
- * Students will demonstrate written expression using word processing technology.
- * Students will use learning software such as Key Skills to develop academic skills in core subject areas.
- * Students will explore artistic applications appropriate to grade level with programs such as Power Point, KidSpiration and iMovie.
- * Internet access enables students to broaden their research capabilities.
- * Students utilize digital photography and video to enhance classroom presentations.
- * Students will go to the computer lab and have access to additional technology in the classroom, including iPods, iPads, document cameras, Smart boards, and projector capability.

- * Students will work with data to identify and present information using Power Point.
- * Students will identify and choose relevant information to enhance research.
- * Students will utilize up-to-date sources of information relevant to study.

Health and Movement

Access to a regular physical education program can enhance all aspects of development including academic performance, movement knowledge, motor skills and self-esteem. These benefits can be achieved through quality physical education programs. For optimum results programs should be regular, frequent, developmentally appropriate, success-oriented, and instructed by trained physical education teachers (McKenzie, Sallis, Faucette, Roby, and Kolody, 1993). At each grade level students are expected to meet the criteria for health-related fitness. In addition, fifth grade students' performance will be assessed using the California Physical Fitness Test.

- * Teachers will help students learn and apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness.
- * The physical education program provided to all grades follows the state standards, which the teachers implement. This mandated activity is an important component to providing our students with a healthy mind and body. This program also enhances the concepts of team sports and good sportsmanship while incorporating fairness in competition. Many schools often overlook a strong physical education program, but at Chandler Learning Academy, we understand the importance of integrating the theory of physical education with organized and structured play and skills development.
- * Teachers will implement lessons and activities to teach important foundational physical education skills using the SPARK Physical Education Program.

Visual Arts- Music, Art, Drama, Dance

Students who are exposed to the arts learn to think creatively and solve problems by imagining various solutions to problems and rejecting out-dated rules and assumptions. Questions about the arts do not have only one correct answer. An arts education exposes children to the incomparable. In 2000, Boston University's Project Zero proved that "students who study the arts seriously are taught to see better, to envision, to persist, to be playful and learn from mistakes, to make critical judgments and justify such judgments."

Chandler Learning Academy will continue to provide this essential, visual arts programming to all students. Arts programs are fully incorporated into the grade-level curriculum, K-5, and meet and exceed the established California Content Standards. Qualified specialists are hired to teach these programs, which include dance, music, art, and drama.

Music

Since musical training supports the brain's ability to process sights and sounds, it may help support emergent literacy skills for all students. Researchers at Long Island University found that music instruction over a three-year period increased a child's vocabulary and verbal sequencing ability – key components in the acquisition of reading and language skills. Since children are naturally drawn to music activities, music education may be a uniquely effective way to help develop their reading ability. (Abigail Connors, early-childhood music specialist and author, 2004). Music is also based on mathematical principles and proportions. When young children sing even the simplest songs, they absorb elements of math-repeated, measured patterns of tones, rhythms, and words without realizing it. Several Studies have confirmed this link. (When Children Learn Rhythm, They are Learning Ratios, Fractions, and Proportions; Gordon Shaw, University of California, Irvine).

- * The music curriculum at each grade level supports the language arts, social studies, and science curricula while meeting the California State Music Standards.
- * Students learn basic sheet music reading skills, recognition of auditory notes, and how to understand musical pacing.
- * Students learn rhythm using sheet music, musical instruments such as maracas, tambourines, musical sticks, and drums, keyboarding, and are able to clap and sing in tempo. Grade levels will be given options as far as musical instrument use.
- * Students are taught how to sing folk songs from around the world as well as popular songs to the right melody and pitch.
- * Teachers will utilize resources such as: Share the Music (McGraw-Hill).
- * Visual Art, Dance, and Theater are an integral part of our teaching curriculum at Chandler Learning Academy. Teachers utilize art in daily teaching. Principles of visual art, dance, and theater are interwoven into units of study and build of the basic principles of all three disciplines. After participating for several years in the Arts Prototype Program made available through the district, teachers have used lesson plans created by the Instructional Support Services Art Branch to teach children the fundamentals of each discipline and build on the fundamentals to increase art awareness. Teachers have also created their own lessons based on this fundamental knowledge and to promote growth in the students artistic abilities.
- * Teachers will utilize resources such as: Art Express (Harcourt Brace), Instructional lessons created by LAUSD Art Branch, Improvisation with Favorite Tales (Heinig), First Steps in Teaching Children Creative Dance to Children (Joyce), Theater Games for the Classroom (Spolin), How to Teach Children Art (Evan-Moor), and any additional resources necessary.

Teaching Methodologies:

Chandler Learning Academy's teaching methodologies TK-5th are developed through differentiated and inquiry based instruction, embedded with rigor and scaffolding, through cooperative group settings. Teaching is driven by best teaching practices and analysis of data that is articulated across grade levels in order to guide instruction. Supporting these methodologies are the use of assessments, professional development, and grade level collaboration.

Academic Rigor: Teachers develop lessons that are concept based, relevant, and interactive. Our methodologies engage students in higher-level thinking and equip them with a firm understanding of the applications of academic Common Core standards. Teachers foster learning environments that have high expectations, are challenging, and are differentiated for the success of all learners. Chandler Learning Academy teachers design lessons based on data, research and individual learning styles in order to close the achievement gap.

Clear Expectations: Teachers provide students with comprehensible academic standards and goals that are aligned with the common core curriculum standards for each grade level. Goals and standards are presented in a "student friendly" format to maximize learning potential. Parents are provided with a copy of the Common Core standards and academic expectations for each grade level. Teachers present the standards to parents during Back to School Night, Parent Teacher Workshops, and conferences throughout the school year.

Collaborative Grouping: Teachers provide students with the opportunity to interact with grade level peers in groups that allow them to share their thinking processes, and encourage collaborative learning. These groups encourage higher level learning, inquiry, collaboration and self-efficacy.

Criteria Charts/Rubrics: These tools are based upon curricular standards and the objectives of the assignments. They provided students with clear expectations on how to complete the assignment. Students can use charts/rubrics to effectively meet and exceed assignment expectations.

Direct Instruction: Teachers carefully plan engaging, rigorous lessons based on Common Core standards. These lessons equip students and acquire knowledge based of subject matter. Chandler Learning Academy is a Write From the Beginning school that will use this writing program to directly teach and guide students through the writing process, as well provide explicit instruction through the use of mini lessons that focus on specific writing strategies; inspiring writers for the 21st century

Guided and Independent Practice: Under the guidance of teachers, students are given the opportunity to demonstrate their understanding of lessons through the use of a variety of interactive tools, thinking maps, graphic organizers, technologies, and different modalities to strengthen skills being taught. Teachers provide students

adequate time to successfully demonstrate proficiency and their understanding of the concept being taught.

Small Group Instruction: Teachers create small groups, targeting students who need additional instructional time, as well as preview and review lessons being taught. This provides teachers the opportunity to evaluate the students understanding of the concepts being taught. Groupings are varied and fluid based upon data, students needs, and the purpose of the lesson.

Differentiated Instruction: Teachers provide lessons and assignments within the core curriculum that allow students to perform at their appropriate academic level, while maintaining or exceeding Common Core standards. Peer tutoring, enrichment, collaboration and intervention will be implemented regularly.

Enrichment Instruction: Teachers design inquiry based lessons in order to promote critical thinking skills, which help students solve complex problems with depth and complexity. Students are encouraged to utilize the highest states of Bloom's Taxonomy, such as synthesis, analysis, and evaluation. Teachers use research based strategies to modify lessons in order to challenge students based on their interest and abilities.

Integration of the Arts: The arts are areas that promote self-esteem, socialization, and opportunities to express individuality. Teachers and curriculum specialists use drama, dance, music, and visual arts to enhance their students' thinking and learning experiences. Students have the ability to demonstrate proficiency in a variety of curricular areas.

Inquiry Based Learning: Teachers provide opportunities for students to explore, question, and investigate major concepts through direct experiences. Students relate to the curriculum through participating in drama, field trips, labs, simulation, questioning, shared knowledge and experiments. It is through these experiments that a student processes, analyzes, and conceptualizes knowledge. Students must utilize research techniques and use 21st century technology to find answers to questions that will enhance their learning and a universal understanding.

Scope and Sequence and Different Subjects the School Plans to Teach:

The scope and sequence of skills to be taught across the grade levels for the different subjects the school plans to implement and teach have been outlined below. All Common Core standards will be addressed with cross grade-level articulation and planning, in order for students receive consistent and progressively challenging instruction.

Language Arts

* Chandler Learning Academy will utilize rigorous curriculum that meets or exceeds the

Common Core standards for language arts, TK-5

- * Students will use Thinking Maps and graphic organizers to organize thoughts and make connections across the curriculum
- * Develop students' reading, writing, listening, and speaking skills to support academics across disciplines
- * Develop critical reading skills
- * Enhance reading using core literature, Reader's Theater, and SDAIE strategies
- * Incorporate Kaplan prompts to analyze depth and complexity strategies to optimally deliver instruction
- * Critique, justify, and theorize in compositions/writing across all disciplines
- * Develop students' grammar, spelling, oral speaking, and active listening skills through direct instruction and vocabulary development
- * Integrate and embed language arts skills across the curriculum
- * Apply vocabulary development in written, oral, illustrated, and dramatic format
- * Demonstrate critical thinking skills specific to Bloom's Taxonomy
- * Write across all genres specific to grade-level standards including narratives, poetry, expository writing, letters, imaginative narratives, folk tales, fairy tales, persuasive essays, plays, and biographies
- * Students will use the Write From The Beginning program to promote advanced writing skills

Mathematics

- * Chandler Learning Academy commits to provide a rigorous curriculum that meets or exceeds the Common Core standards for mathematics
- * Develop students' mathematics proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes
- * Enhance mathematics using the enVision Math program, Marilyn Burns, Marcy Cook, Hand on Equations, Math Their Way, and Kathy Richardson
- * Develop understanding of the concepts of computation, patterns, functions, geometry, statistics, and probability
- * Apply math skills to daily problem-solving situations
- * Recognize relevant information and review applications by checking work
- * Discern operations necessary to solve word problems
- * Students construct and strengthen understanding through the use of math manipulatives and digital mediums
- * Connect math across disciplines (music, dance, art, science, technology, and social science)
- * Develop students' skills using mathematical tools (protractors, calculators, computers, rulers, and compasses)

Science

- * Chandler Learning Academy uses an experimentally-based FOSS Science program that is well structured, exciting, and experiential
- * The sciences are taught as a cumulative learning process that builds upon prior

knowledge and experiences as students progress through the grade levels

- * Integrate science and other disciplines by using the Depth and Complexity prompts
- * Theorize and view other subjects—such as music, art, and theory—as a scientist by using inferential skills and transferring these skills throughout the curriculum
- * Hypothesize and develop experiments utilizing the scientific method
- * Students are encouraged to understand the need for eco-friendly products and life-changes to improve our local and global community
- * Science fair projects are focused on student-initiated questions
- * Teachers will help students learn and apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness

Social Studies/History

- * Students will understand their own place in the world through the study of communities, cities, states, and countries in terms of geographical settings and time periods
- * Through critical thinking skills, students will relate to historical events and be able to find parallels and patterns
- * Students will interpret geographical and historical information to draw conclusions
- * Students will understand the cause and effect of historical events
- * Using role-play and interactive units, students will gain first-hand understanding of different social and historical events
- * The school produces a monthly patriotic assembly to collectively express civic pride
- * Multicultural days are observed through many hands-on curricular activities
- * Students will learn to research their own histories through their heritage, culture, family trees, and traditions supported through field trips, research projects, and school-wide events

Technology

- * Enhances instruction across all curricular areas
- * All classes have been updated with document cameras and projector technology
- * All classes have computers
- * All class are equipped with SMART boards
- * Use of the Internet enables students to broaden their research capabilities, choose relevant information to enhance research, and utilize up-to-date sources of information to study

How the Curriculum Addresses California Content Standards:

Common Core:

Charter School assures that the school will transition to and implement the Common Core State Standards and Smarter Balanced Assessments according to LAUSD established timelines.

How the Teaching Methodologies and Instructional Program Address the Needs of the Targeted Student Population:

Chandler Learning Academy will address the needs to the entire student population by meeting and exceeding the Common Core standards. Teachers will provide differentiated instruction for the special needs of the charter's population. Teachers will use a variety of instructional programs to enrich, motivate, and develop lifelong learners.

- * General Education Population: Teachers will foster valuable, standards based instruction that will excite, provoke, and stimulate learners. Lessons, activities, and projects will reflect Common Core academic standards to meet our goal of excelling student performance to the proficiency level. We will meet the standards/benchmarks through lessons being taught, differentiated instruction, intervention services, and enrichment opportunities.
- * Gifted/ Talented Students: Chandler Learning Academy is determined to encourage critical thinking strategies and skills to enhance learning. Teachers will provide GATE students with lessons and assignments that stimulate inquiry, research, and exploration their cognitive thinking skills. Students will be provided with opportunities to describe through synthesis and analysis of their learning.
- * Special Education Students: Teachers will provide students with disabilities, the opportunities to mainstream in the least restrictive environment possible. Teachers will provide core curriculum instruction with various learning strategies and scaffolding to assist the learning objectives. Teachers will make the appropriate accommodations and modifications as presented in each students individual educational plan.
- * English Language Learners: Chandler Learning Academy will reclassify all English Language Learner (ELL) students based on District criteria. Teachers will use the Treasures Reading Program to demonstrate their abilities as ELL's. Teachers will provide students with learning methodologies such as Specifically Designed Academic Instruction in English (SDAIE) in all curricular areas.
- * Underachieving/Non-proficient Learners: Chandler Learning Academy is dedicated to the success of these learners by providing specifically planned learning opportunities and intervention services. Teachers will provide intervention services during independent work time in the classroom, before and after school. During this time students will address specific weakness as well as preview and review of future

lessons. We will continue to present rigorous academic lessons, assistance with assignments, and modifications to advance student achievement.

- * Socio-Economically Disadvantaged: In order for all students to succeed, Chandler Learning Academy will provide students with the necessary tools that they need in order to achieve proficiency. The PTA will continue to be a place where families can receive additional assistance when needed.

Researched-Based Evidence that the Proposed Instructional Program has been Successful with Similar Student Populations and/or will be Successful with the Charter’s Targeted Population:

- * Evidence demonstrates that the proposed instructional program will be successful with Chandler Learning Academy's targeted population based upon data relating to our current instructional program. We maintain a high level of achievement with our student population.
- * With a focus on best teaching practices in regards to the instructional program, Chandler Learning Academy's API has met District goals for improvement for the past five years. The API for 2011-2012 was 872. Over the past five years, our API has ranged from 805 to 872. That is one piece of evidence of our proven successful and rigorous instructional program.
- * Each year, teachers have offered a challenging daily program of standards-based and differentiated instruction to give our students an opportunity to meet and exceed their levels of proficiency.
- * Twenty percent of our English Language Learner population reclassifies by the fifth grade. Teachers utilize ongoing assessments, collaboration, the Treasures ELL program, and team-teaching approaches to ensure our ELL students progress with a solid foundation in reading, writing, listening and speaking.
- * Chandler Learning Academy has met, and in some cases exceeded, District mandates for Special Education, including the Modified Consent Decree. All teachers, with direction from administration, adhere to each individual student’s IEP, as well as conduct SSTs (Student Success Teams) for students who are making unsatisfactory academic progress, unsatisfactory work habits, or behavior. SST meetings recognize the RTI (Response to Intervention) approach, in terms of assisting teachers to attempt a hierarchy of intervention strategies with the goal of enabling struggling students to meet grade-level standards. This evidence suggests that our Special Education teams and teachers are meeting the needs of our special education

students.

- * We are dedicated to identifying and addressing the needs of our gifted and talented and high-achieving population by incorporating experiential learning and differentiated planning into daily instruction. As a result, our 7% GATE population is on target with the District's average of 6%.
- * An integral part of Chandler Learning Academy's instructional program is a dedication to providing enriching experiences throughout the core curriculum. Our teaching staff, together with professional experts in science, language arts, math, social studies, the arts, and technology, infuses excitement, motivation, and high interest into the learning experiences for each student.

The Textbooks or Other Instructional Resources to be used:

- * California Treasures Reading Program (K-5)
- * Treasures ELD component
- * Triumphs
- * Wonder Content Readers
- * Leveled Practice Readers
- * Workstation Flip Charts
- * Breaking the Code
- * Explore the Code
- * Write Time for Kids
- * Write From the Beginning
- * Thinking Maps
- * Words Their Way
- * enVision Math plus a wide range of support manipulatives (K-5)
- * Foss Science California (K-5)
- * Marilyn Burns
- * Scott Foresman Social Studies
- * Scott Foresman Interactive
- * Touch Math
- * Marcy Cook
- * SRA
- * SRA Art Connections
- * Core Literature (integrated across curriculum)
- * GEMS
- * AIMS
- * Box Cars and One-eyed Jacks
- * Hands on Equations
- * M.U.S.I.C Program
- * Music series (K-5)

- * Technological Resources – DVDs, CDs, and videos
- * Technological Support- iPads, iPods, and Smart Boards
- * Explode the Code
- * Second Step
- * Too Good for Drugs
- * Spark Physical Education
- * History-Social Science for California (Scott Foresman)
- * Share the Music
- * Basic Reading Inventory (John's)
- * Health and Wellness (MacMillian/McGraw-Hill)
- * Picture Perfect Dictionary (Hampton Brown)
- * Math Their Way
- * Lessons in character through multicultural literature
- * Delta Education Foss Books
- * Harcourt Science
- * Health and Wellness
- * SRA Mathematics Laboratory
- * SRA Real Science
- Writing Center
- * Dibels

How the School will Recruit Teachers who are Qualified to Deliver the Proposed Instructional Program:

Teachers will be recruited in accordance with District policy, procedures and collective bargaining agreements. Teacher staff will be asked to submit an application in accordance with the Personnel Commission and District policies and will be interviewed by a school site team. In compliance with No Child Left Behind student achievement must be monitored and assessed by a fully credentialed teacher.

How the School will Provide Ongoing Professional Development to Ensure that Teachers have the Skills to Deliver the Proposed Instructional Program:

Professional Development will be an on-going component of Chandler Learning Academy and will be implemented as an effective tool used to design the curricular needs of our students and teachers. Initial professional development at the beginning of the year will focus on analyzing assessment data to identify students at risk of not meeting benchmark standards or proficiency. The executive committee will use this information to present to the Governance Council to facilitate the planning of professional development. The governance council will identify staff members qualified to facilitate the recommended professional development or will find outside sources to deliver curriculum training. The Curriculum Committee will continue to make recommendations for subsequent professional development for Tuesday Banked days to include, but are not limited to:

- * Differentiating curriculum for gifted learners delivered by teachers on staff
- * The use of Thinking Maps and Write From the Beginning (to provide scaffolding strategies for ELLs)
- * SDAIE strategies
- * Ongoing use of technology in the classroom
- * Questioning techniques that promote critical thinking skills
- * Special Education and RSP teaches to present special education topics, as well and finding outside resources to serve as experts when necessary
- * Common Core Professional Development

The School's Academic Calendar and Sample Daily Schedule (which explains the rationale for allocation of instructional time to different subject matter areas, as well as an assurance that the school will offer, at minimum, the number of minutes of instruction set forth in Education Code § 47612.5):

Chandler Learning Academy will follow the traditional academic calendar set forth by the Los Angeles Unified School District (Attachment A). The daily schedule utilizes block scheduling as suggested by the District for instruction (Attachment B. Language arts and math are scheduled in the morning block and the last portion of the day is for social studies, science, arts, and physical education instruction. Also, please refer to the "School Calendar" (Attachment A), the "Bell Schedule" (Attachment B) and the "Typical Day" narrative starting on page 11 of this petition.

While adhering to the number of state-mandated instructional minutes, we would like the flexibility to combine our professional development time into larger blocks. These professional developments and trainings would be used at our discretion for the implementation of new instructional programs to better serve the needs of our student population.

HOW THE INSTRUCTIONAL PROGRAM WILL MEET THE NEEDS OF SUBGROUPS

Transitional Kindergarten (for elementary only):

Affiliated charter school will implement Transitional Kindergarten (TK) in accordance with District Policy.

TK, a two year kindergarten program, targets students who traditionally struggle in keeping up with their grade level peers, due to late birthdays. Emphasis is placed on developing oral language skills and providing integrated experiences in language and literacy, social-emotional development, mathematics, physical development, the arts, science, social studies, and English Language Development. Curricular modifications and developmentally appropriate practices allow the TK student to ultimately meet the kindergarten Common Core State Standards at the end of their two year program, and is therefore a key element for academic success.

English Learners (including reclassification):

As a District affiliated charter school, the Charter School shall implement the provisions of the District's Master Plan for English Learners and comply with all applicable federal and state laws, District policies and procedures related to the implementation of the English Learner Master Plan.

Teachers will provide learning experiences that incorporate Specifically Designed Academic Instruction In English (SDAIE) methodologies in all core subjects. Along with good teaching practices, teachers will use the EL component of the California Treasures Reading Program to allow ELL students to demonstrate their understanding of English language acquisition. Teachers will monitor student progression in English acquisition by using and updating ELL portfolios. Teachers will receive professional development on protocols and requirements for reclassifying ELL students as needed to ensure that we meet the Districts requirements to reclassify students by the end of fifth grade. By adding the experience of technology on a continuous basis, along with inquiry, and the scientific process will enhance the vocabulary opportunities of this subgroup and better prepare them for an education in the 21st century.

Socioeconomically Disadvantaged Students:

Chandler Learning Academy will ensure that all students are provided the same experiences and tools necessary to be academically successful. Our staff is dedicated to providing enriching experiences for all students through, but not limited to:

- * RTI
- * Intervention
- * Technological Access
- * Differentiated Instruction
- * Triumphs (Intervention Program)
- * Thinking Maps
- * Write From the Beginning
- * Parent-Teacher-Partnership Workshops

Gifted Students:

Charter School will continue to use LAUSD's GATE identification process and policy and reimburse the District for testing and processing on a fee-for-service basis.

Chandler Learning Academy teachers will differentiate the curriculum for gifted students in order to provide specialized learning experiences beyond the regular curriculum in order to develop their abilities to the highest level. We will incorporate the following enriching activities, but are not limited to:

- * Differentiated Instruction
- * Sandra Kaplan's Depth and Complexity Icons
- * Project-Based Learning
- * Access to Technology
- * Thinking Maps
- * Write From the Beginning

Students Achieving Below Grade Level:

Chandler Learning Academy is dedicated to providing all students with the necessary support to achieve academic standards. In order to meet the needs of our students achieving below grade level, we will implement the following instructional programs, but are not limited to:

- * Triumphs (Intervention Program)
- * In-Class Intervention
- * Small group instruction
- * Reteaching and Preteaching
- * After School Intervention

- * RTI
- * Assessments
- * Progress Monitoring
- * Access to Technology
- * Thinking Maps
- * Write from the Beginning

Students with Disabilities (include the school’s outreach efforts to recruit students with disabilities; address who will deliver special education instruction):

The District shall continue to serve the needs of special education students enrolled in the affiliated charter school in the same manner as at any other public school of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree. The affiliated charter school will follow the guidelines, policies, and procedures set forth in the Special Education Policy and Procedures Manual.

1. Charter School Special Education Responsibilities
 - a. General Requirements

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

Chandler Learning Academy 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 Charter School.

Chandler Learning Academy will adhere to the requirements of the Chandra Smith Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District’s request. Chandler Learning Academy 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 Charter will maintain copies of assessments and IEP materials for district review. The Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with

state and federal and Modified Consent Decree requirements. Chandler Learning Academy shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

Chandler Learning Academy 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). Chandler Learning Academy will participate in internal validation review (“DVR”).

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

b. Transferring Students

For students transferring to Chandler Learning Academy from District schools or District affiliated charter schools, the charter school will provide those related services required by the students’ IEPs immediately upon the students’ enrollment.

For students transferring to Chandler Learning Academy from other school districts, the Charter School shall provide related services required by the students’ IEPs upon the students’ enrollment regardless of the type of service provider (school, NPA or private). IEP team meetings for such students will be held within thirty (30) days of the student’s enrollment in accordance with state and federal law.

c. Assessments

The referral process shall include Student Success Team (SST) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RTI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the 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, Chandler Learning Academy 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 Chandler

Learning Academy 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 Charter School concludes that there are suspected disabilities, the school must develop an assessment plan for each student with suspected disabilities within the 15 day timeline. The assessment plan will describe 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 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. Chandler Learning Academy 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

In the event that the Chandler Learning Academy is unable to provide an appropriate placement or services for a student with special needs, the Charter School will contact the District to discuss placement and service alternatives. Charter schools are expected to provide services to all enrolled students with disabilities (mild to severe). If an Individualized Education Program (IEP) team that includes Charter School personnel places a student in a special education program provided by another entity, the Charter School will be fully responsible for the quality of the program and for any costs incurred for such a placement.

e. Least Restrictive Environment

Chandler Learning Academy will support movement of students with disabilities into the least restrictive environment and increase interactions of students with disabilities with non-disabled students.

Chandler Learning Academy's 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 Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations to monitor student progress.

f. Staffing Requirements

Chandler Learning Academy 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 Charter School will maintain responsibility for monitoring progress towards IEP goals for the student with special needs. The 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

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

Chandler Learning Academy is committed to achieving population balance that includes students with disabilities.

Chandler Learning Academy 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 current District-wide average percentage of students with disabilities is 10-13%. The Charter School's outreach efforts should be geared toward aligning with the District-wide average. Chandler Learning Academy may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will provide the Charter with MCD reports indicating range of services and number of students served at individual 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 Chandler Learning Academy if the District determines that such action is legally necessary to

ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

In the event that a parent or guardian of a student attending Chandler Learning Academy initiates due process proceedings, both the Charter School and the District will be named as respondents. Whenever possible, the District and the 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 Chandler Learning Academy, including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance Complaints.

4. Funding of Special Education

Chandler Learning Academy 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 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.

Chandler Learning Academy will contribute their fair share of SELPA-wide unfunded special education costs from their general purpose block grant monies.

5. District Responsibilities Relating to Charter School Special Education Program

As long as Chandler Learning Academy operates 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 Charter School staff.

Description of the Implementation Plan for the School’s Instructional Program
(including a timeline for implementation of various components of the plan):

The academic program outlined in Element 1 will be implemented in the 2013-2014 school year if affiliate charter status is granted before commencement of the 2012-2013 school year.

HIGH SCHOOLS ONLY: (describe 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 (WASC) 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. Include a timeline for WASC accreditation.)

[

Element 2 – Measurable Student Outcomes

“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.” Ed. Code § 47605 (b)(5)(B)

LAUSD’s Program Improvement Plan specifically outlines that the schools will implement Periodic Assessments at least three times per year. Implementation of assessment at all schools must meet or exceed the District standard for implementing Periodic Assessments.

Schools that implement alternate or replacement formative/periodic assessments will be asked to provide the following information in their charter petition.

1. Replacement assessments are standards aligned, valid, reliable, and cover the content.
2. A process is in place for data collection, sharing, and analysis
 - a. A data platform is in place for teachers, counselors, and administrators to use.
 - b. A system is established to score, print, produce, and share results.
 - c. Formative assessments are implemented at least three times per year in the specified course or content area.
3. Professional development is provided to staff on the formative assessment process.
4. Evidence of implementation is available and ready for use during Performance Dialogues with Instructional Directors.
5. Evidence that processes are in place to determine effectiveness of the replacement assessments (i.e. student participation, teacher buy-in, correlation to summative assessments, etc.) What is the evidence of successful implementation?

Schools that are granted assessment autonomy will be responsible for all costs related to implementation.

The Charter School will work toward meeting the student outcome goals as outlined on the LAUSD’s Performance Meter.

Anticipated Skills and Knowledge Outcomes for Students:

A. Our Vision for Student outcomes

Chandler Learning Academy's desired curriculum will include an integrated, inquiry-based TK-5 curriculum that is closely aligned with Common Core State Standards in the core areas of language arts, math, science, and social studies. Cross curricular, project-based learning will be enhanced using technology and the arts instruction. There will be a strong emphasis on hands-on learning utilizing our roving iPad cart, and soon to be established science lab. Chandler Learning Academy's program includes the following key elements:

1. **Standards are Essential:** Clear and accessible standards for what students must learn at bench mark/grade levels are a vital facet of ensuring we are meeting the academic needs of all students. Additionally, the standards provide a blueprint for teachers, administrators, parents, and students about the specific foundational knowledge and skills students are expected to learn at each grade level and how they progress.
2. **Challenging Curriculum:** The goal of Chandler Learning Academy is to provide an atmosphere that allows students to meet or exceed the goals and standards of the state, while nurturing their creativity and ability to solve problems in the 21st century.
3. **Teachers Matter:** Teachers are vital in the educational process. They must know their subject matter and how to teach the subjects, as well as being held to high standards. At Chandler Learning Academy, the implementation of strategies and ongoing teacher professional development are important and will be utilized. The selected curricula will be included.

Knowledge Outcomes of the School's Instructional Program

1. **Language Arts:** Students will be able to read, write, listen and speak effectively. Students will be able to incorporate the language of the discipline and give concrete examples when writing and speaking. Furthermore, they will actively read, listen, and be able to locate and interpret information. Students will be able to combine these skills to compose meaningful writing and oral presentations.
2. **Mathematics:** Students will understand and apply formal logical reasoning, analytic and symbolic processing, arithmetic and pre-algebraic manipulation and construction. Students will also create/generate their own real world word problems to gain further understanding of the applications of such processes.
3. **Science:** Students will acquire proficiency in the fundamental concepts and terms of various branches of science, such as Physical, Life, Earth and Ecology. Students will formulate their hypothesis and conduct experiments utilizing the scientific method, as they engage in hands on critical thinking experiments. The investigation and experimentation standards allow students to make concrete associations between science and the study of nature. Students make connections that link science to technology and societal impacts.

4. History and Social Studies: Students will demonstrate an understanding of the uniqueness of democracy, as well as, the diversity, importance, and contributions of other cultures. Additionally, students will demonstrate knowledge of the interdependence of countries throughout the world, enabling them to face challenges and responsibilities that come from living in a global community.

5. Technology: Students will use technology to enhance their TK-5 educational experience. Technology is a very effective tool for creating interest and depth in all subject matters. Students will develop skills using technology to enhance their learning through research and the use of Power Point, Excel, Word, and programming systems. Technology will be an option for students in presentations, projects, reports, and other grade level appropriate skills and tasks.

6. Arts: Students will develop knowledge of and appreciation for music, visual arts, drama, and dance. This will be promoted through arts specialists and use of the district arts standards.

7. Physical Education: Knowing that high quality physical education instruction contributes to good health, develops fundamental and advanced motor skills, improves a students self-confidence, and provides opportunities for increased levels of physical fitness that are associated with high academic achievement. We will be sure to provide students with a dedicated time that fulfills or exceeds the state requirements.

Specific, Measurable and Realistic Student Achievement Targets for the Anticipated Student Population: (API scores, AYP AMOs, CST scores, CAHSEE scores (if applicable), Graduation Rates (if applicable), Internal Benchmark Assessments, etc.)

Chandler Learning Academy has demonstrated growth and high API scores, exceeding the districts expectations over the last five years. In 2011 Chandler Learning Academy was awarded the honor of becoming a California Distinguished school. In 2013 Chandler Learning Academy's goal will be to increase our API score of 874 by three points.

Year	API Score	% Proficient Language Arts	% Proficient Math
2012	874	68.6%	79.7%
2011	863	73.1%	76.9%
2010	843	59.3%	75.8%
2009	820	50.9%	70.1%
2008	823	55.6%	70.3%

Despite all of our hard work, we have three subgroups that did not meet the proficiency benchmarks in 2012. Those subgroups are: students with disabilities, socio-economically disadvantaged students, and English Learners. We are committed in our

desire to provide these groups with in class, small group intervention, pull out intervention, after school intervention, and access to the core curriculum. These supports are necessary to meet proficiency requirements.

In the 2013-2014 school year, Chandler Learning Academy will continue to strive to meet all annual Measurable Objectives. In terms of the number of students scoring proficient or advanced, the school's goal is to exceed the target benchmarks established by the State for the significant subgroups. In 2013-2014 the target area for ELA will be 74% and the target area for Math will be 82%. In addition, Chandler Learning Academy will attempt to maintain a participation rate for the CST that exceeds the minimum requirement of 95%.

When and How Often Student Outcomes will be Assessed (including innovative components and any additional specific, measurable student outcomes that the school will set for the students, and explain how these outcomes are consistent with the school's proposed instructional program.

Chandler Learning Academy believes that assessment is ongoing and affords teachers an opportunity to develop daily lessons that meet the needs of all students based on their delineated strengths and weaknesses. Student progress, as it relates to student achievement will be monitored by the District, principal, school wide coordinators, and the fully credentialed classroom teachers. As mandated by No Child Left Behind, we are committed to ensuring that each child reaches his or her proficiency level in the areas of language arts and mathematics.

We use a variety of assessment tools in order to get a comprehensive representation of student achievement. Data from these different assessments is collected and analyzed by teachers independently and collaboratively at weekly grade level meetings. Additionally, administration examines and discusses data on an ongoing basis throughout the year with teachers. Standardized assessments may include, but are not limited to: CST (yearly), CELDT (yearly), Treasures End of Unit Assessments (every 6-8 weeks), District Quarterly Math Assessments (every 6-8 weeks), and District Science Assessments (4th and 5th grade - 3 times a year). These assessments give teachers a common measure of student performance. This allows teachers and administrators to make decisions regarding instructional programming based on how a student or students are performing in relation to other students who take the same test, as well as look for individual growth or needs.

Authentic assessments are ongoing and can better evaluate the child over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios, journals, work samples, homework, teacher-created tests, teacher

observations, checklists, anecdotal records, Publisher provided criterion referenced tests, and projects. These authentic assessments, also known as performance assessments, allow for meaningful application of essential knowledge and skills.

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

Element 3 – Method by Which Student Outcomes will be Measured

“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed. Code § 47605 (b)(5)(C)

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

Methods of Assessing Attainment of Student Outcomes and How These Assessment Measures are Consistent with the School’s Proposed Instructional Program and Use a Variety of Assessment Tools:

Language Arts: Writing

Student Outcomes:

- * Critique, justify, and theorize in compositions-writing across disciplines
- * Defend, critique and illustrate in oral and written formats
- * Apply vocabulary development in written and oral format
- * Demonstrate critical thinking skills specific to Bloom’s Taxonomy
- * Inquiry-based research projects aligned to thematic teaching in various disciplines
- * Creative Writing: stories and poetry
- * Thinking like a disciplinarian-- emulating masters
- * Socratic seminars
- * Select appropriate Thinking Maps for independent writing
- * Use Thinking Maps to create a written product
- * Use Write From the Beginning Rubrics to guide writing

Assessments/Evaluations:

- * State-mandated tests -74% of students will achieve proficiency or above on the CST, CMA, CAPA, CELDT
- * Teacher-developed assignments, tests, and activities
- * Write From the Beginning
- * Publisher assessments
- * Daily journals
- * Presentations and project exhibits
- * Thinking Maps
- * ELD Portfolios

Language Arts: Reading

Student Outcomes:

- * Discern main idea and relevant details after thorough examination and exploration of text
- * Distinguish between various genres of text and understand defining characteristics
- * Understand concepts of Cause & Effect
- * Increase Oral Reading Fluency while maintaining appropriate comprehension
- * Develop a lifelong appreciation of reading through exposure to various genres and styles of literature
- * Collaborate with peers in flexible groups on various learning projects cross the curriculum

Assessments/Evaluations:

- * State-mandated tests-74% of students will achieve proficiency or above on the CST, CMA, CAPA, CELDT
- * Teacher-developed assignments, tests, and activities
- * Periodic Quarterly Assessments
- * Inquiry Projects
- * Presentations and research project exhibits
- * ELD Portfolios
- * DIBELS Progress
- * Daily Monitoring

Math

Student Outcomes:

- * Develop a strong foundation in fundamental math skills and operations
- * Demonstrate an understanding of higher level math concepts
- * Understand the relevant information in problem-solving and review process by checking for accuracy
- * Discern operations necessary to solve word problems
- * Apply math skills to daily problem solving situations
- * Connect math to other disciplines such as science and technology

Assessments/Evaluations:

- * State mandated tests: - 82% of students will achieve proficiency or above on the CST, CMA, CAPA
- * Teacher-developed assignments, tests, and activities
- * Publisher tests – envision
- * Math Periodic Quarterly Assessments

Science

Student Outcomes:

- * Display competency in science process skills, including: observing, classifying, inferring, predicting, measuring, and communicating
- * Hypothesize and develop experiments utilizing scientific method
- * Utilize hands-on experiments and activities to further research, test theories, and prove/disprove conjectures
- * Integrate science and writing by using the appropriate scientific vocabulary
- * Interpret scientific data both orally and in writing
- * Develop an understanding and appreciation of all living things within their environments through experiential learning
- * Integrate science and writing by using the Kaplan prompts to theorize and view other subjects such as music, art, and history as a scientist
- * Collaborate with peers in flexible groups on various learning projects across the curriculum

Assessments/Evaluations:

- * Periodic Trimester Assessments (4-5)
- * State-mandated tests (Grade 5) 75% of students will show proficiency or above on above measure
- * Teacher-developed assignments, tests, and activities
- * Interactive units and experiments
- * Science journal
- * Presentations and research project exhibits
- * Science Fair
- * FOSS Kits
- * Field Studies

Social Studies

Student Outcomes:

- * Understand cause and its effect on historical events over time
- * Identify parallels and patterns in various time periods and settings
- * Interpret information to draw conclusions
- * Incorporate dramatic role play and interactive units aligned to grade-level standards to deepen understanding of social studies concepts
- * Use Kaplan prompts to analyze historical

Assessments/Evaluations:

- * Teacher-developed assignments, tests, and activities

- * Field Studies
- * Presentations and research project exhibits
- * Integration of the Arts –such as plays and music

Technology

Student Outcomes:

- * Use of Internet for research
- * Use of applications such as word processing, spread sheets, and PowerPoint
- * Use of artistic applications such as multimedia and Photoshop

Assessments/Evaluations:

- * Teacher-developed assignments, tests, and activities
- * Portfolios
- * Presentations
- * Inquiry-based projects
- * Presentations and project exhibits

Additional “in-house” Benchmark Assessments to be used by the School to Assess Student Progress on an Ongoing Basis and the Frequency the Assessments will be Administered:

Methods by which student progress is measured include authentic and Standardized assessments:

Authentic Assessments:

Authentic assessments are ongoing and can better evaluate the child over time and in a variety of settings.

Examples of authentic assessments are teacher-developed assignments and activities, homework, anecdotal records, journals, work samples, grade-level and teacher-developed tests, rubrics, criteria charts, short-term and long-term projects, and learning contracts. These assessments will be on-going, throughout the school year.

Standardized Assessments:

California Standards Test (CST), California Alternate Performance Assessment (CAPA), California English Development Test (CELDT), curriculum embedded assessments for language arts, Quarterly Math Assessments, Quarterly Language Arts Assessments, District Science Assessments for Grades four and five, and OLSAT assessment for second grade identification for gifted. These tests will be administered on a yearly basis, or quarterly basis as deemed by the District or State of California.

How Assessment Data will be used to Inform Instruction, Improve the Educational Program, and Inform Professional Development on an Ongoing Basis:

Chandler Learning Academy implements data-based decision making to optimize its approach to meeting the academic needs of all students, to monitor student progress, and to establish future goals and interventions. Specific examples of this include:

- * Data from combined assessments is evaluated continuously by teachers and administration in order to meet each student's individual educational needs. Data analysis is conducted individually, by grade level, across grade levels, and school wide.

- * Data is also used to identify and prioritize professional development, as well as to provide topics for discussion during grade-level planning. This allows for analysis of data, in order to plan and implement intervention and enrichment opportunities for all students through RTI. It also allows professional development to be planned for immediate areas of concern or need, provide expert advice and strategies to ensure the academic success of all students.

- * Data from District assessment results, authentic assessments, CELDT testing, and all other assessments are communicated to parents and community by the teaching staff and administration throughout the school year in order to provide all stakeholders the ability to monitor student performance and academic growth, according to the LAUSD district guidelines and will be graded accordingly. Students performing above grade level (advanced) will receive a "4", on grade level and demonstrate proficiency will score a "3", partially proficient will receive a "2", and those who are not proficient will receive a "1". This information will be utilized to assist administration and teachers in critiquing and examining data and to develop an effective professional development program on an ongoing basis. In addition, it will allow intervention to take place in a timely manner and allows parents to provide teachers with relevant and important information or concerns regarding students and an opportunity to communicate and collaborate with teachers regarding student needs.

Element 4 – Governance

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

The [Charter School] is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over [Charter School]. Governance at the school site level shall be in accordance with the provisions of this petition and will be consistent with all applicable state, federal laws and regulations and the provisions of collective bargaining agreements (CBAs). Any governance model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD-UTLA CBA must be adhered to, particularly in regards to Local School Leadership Council composition and responsibilities.

In the event that [Charter School] changes from affiliated charter status to independent charter status, [Charter School] and/or its non-profit corporation will be separate legal entity and will be solely responsible for the debts and obligations of the Charter School. If Charter School changes its status to an independent charter school, [Charter School] shall submit a petition for material revision with articles of incorporation and bylaws for District’s approval.

[Charter School] will comply with the Brown Act and other laws governing public meetings.

Members of [Charter School’s] governing council, any administrators, managers or employees, and any other committees of the Charter School shall comply with Federal and State laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

The District reserves the right to appoint a single representative to the Charter School Governing Council.

LAUSD Charter Policy

[Charter School] will comply with District policy related to Charter Schools, including the Affiliated Charter Schools bulletin (BUL – 5439.0), as it may be changed from time to time.

Grievance Procedure for Parents and Students

As a District affiliated charter, [Charter School] shall comply with District’s Grievance Policy and Procedure for parents and students.

Responding to Inquiries:

[Charter School] shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records. [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 of waste, fraud, or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

Notifications

Notification is to be made to the Educational Service Center and Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by [Charter School].

The School's Governance Structure and How it will Maintain Active and Effective Control of the School:

Petition for Affiliated Charter Status

Chandler Elementary school is a public school, serving grades TK-5, that proposes to be converted to an Affiliated Charter within the Los Angeles Unified School District and to be known as Chandler Learning Academy. As an Affiliated Charter, Chandler Learning Academy shall follow all established LAUSD policies and guidelines.

Chandler Learning Academy Governance Council:

Chandler Learning Academy shall maintain a Governance Council that will be the chief site based decision-making body for the school under the authority of Educational Service Center North and under the ultimate authority of the Los Angeles Unified School District Board of Education.

The Governance Council shall be governed in its operations and its actions by the charter petition and the Bylaws of the Governance Council of Chandler Learning Academy, which can be revised as needed. Subject to LAUSD policies and procedures, the Council shall have authority for aspects of its operation including, but not limited to the development and implementation of policies related to curriculum, personnel consistent with District policies and procedures and collective bargaining agreements, professional development, categorical block grant budget and finance, implementation of admissions, site-level scheduling, community relations, classroom usage (within District policy), use of the school site (within District policy), safety,

discipline, charter revision subject to District approval, dispute resolution(within District policy), appointment of school representatives to external organizations, and interactions with LAUSD.

Chandler Learning Academy will abide by LAUSD policies and procedures concerning school governance, and currently have and will continue to have all school councils operating effectively in shared decision-making. We will continue to fulfill our fiduciary responsibility and effectively lead and manage the school.

Chandler Learning Academy's Governing Council will be a consensus-oriented, decision-making body for Chandler Learning Academy. It will have the responsibility for allocating categorical block grant resources and setting the policies and procedures to achieve the school's program goals and determining the best educational program possible for students. The attainment of consensus among all members of the Council shall be a primary goal. If consensus cannot be reached, decisions will be made by a simple majority vote of the members present, with the exception of Bylaws changes, which must be decided by a two-thirds majority of the Council. Any stakeholder can bring new business before the Governing Council by bringing the matter to the attention of the principal, a member of the Governing Council, or the relevant committee. All standing committees will have representation from both the parent body and teaching staff

Parents play a very active role in our school and the success of Chandler Learning Academy depends upon continuing this practice. The collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and will be involved on all levels of decision-making at Chandler Learning Academy, their primary role will be to help to fulfill our promise of proficiency for all children.

At least one elected parent representative will serve on the school's Governing Committees, including but not limited to budget, school safety, and technology. Parents attend monthly parent meetings where they elect their own officers and representatives and where they set goals for their participation. By participating in the process, parents will learn skills related to teaching their children, planning, budgeting, management, analysis and problem solving.

Chandler Learning Academy reserves the right to amend its charter at any time with LAUSD Board of Education approval. All amendments will require the majority vote of representatives to the Chandler Learning Academy Governing Council. Any material revisions to the charter must be considered by the LAUSD Board of Education under the standards and criteria found in EC 47605.

Chandler Learning Academy will consult with the District in making a determination as to whether or not a proposed amendment or change to the charter constitutes a material revision. All of these pursuits stem from the interest and support of the leaders of our school, thereby ensuring the active participation.

Frequency of Governing Board Meetings:

The Governance Council shall meet at least eight times per year to discuss policy and make decisions on the direction for the school. All teachers, parents, and community members are encouraged to attend council meetings.

The Process for Selecting Governing Board Members:

Members of the Governance Council shall serve a two year term; one-half of the teacher members and one-half the parent member will be elected each year. Except for the first year in which, there will be 1 year and 2 year terms in equal number. For example: Six 1 year term and six 2 year term positions of equal representation between school staff and parents.

The voting member of the Governance Council shall include representatives from the school's various constituencies as follows:

6 Staff members and 2 alternate teachers representatives, which will include:

- * 1 Principal
- * 1 Utlra representative
- * 1 Classified representative (to be elected by classified staff
- * 3 Teachers Representatives at large (TK-2 and 3-5)
- * 2 alternate Teacher Representatives with the same criteria as above

All Governance Council members will be elected by the credentialed teachers currently employed at the school.

6 Parent members which shall include:

- * 1 member of the parents for Chandler Learning Academy (PTA)
- * 1 ELAC representative (elected by elac)
- * 4 Parent Representatives who will be elected from and by the parents whose children are currently enrolled at the Chandler Learning Academy.

There will be up to 2 alternate parent council representatives designated. Alternates have no voting rights unless a parent representative is absent. All vacant seats will be filled within one month by a special election called by the chair.

If members miss 2 governance council meetings they will be replaced through the re-election process.

If an elected representative has the desire to serve on the governance council again they must comply with the re-election process that governs Chandler Learning Academy.

Executive Committee: Chandler Learning Academy shall have an Executive Committee comprised of the principal and one teacher, elected yearly by the teachers who are voting members of the Governance Council. Vacancies on the Executive Committee shall be filled immediately.

The Executive Committee shall:

- * Chair and set the agenda for the Governance Council meetings
- * Deal with routine matters not requiring the attention of the full Governance Council or its committees
- * Refer issues to the Governance Council or its committees as appropriate

The Executive Committee may not exercise the authority of the Governance Council with respect to material issues concerning the school's operation nor the terms and conditions of the Charter. The necessary Executive Committee will normally meet weekly, but may convene more or less frequently as necessary to conduct its business. Council Members of the Governing Council shall excuse themselves from participating in decisions about matters that may involve potential or actual conflicts of interest. Such conflicts may arise whenever a Council member may either receive some advantage or suffer some disadvantage because they have personal, business, or monetary interests in a matter before the Governing Council. Council members shall either excuse themselves voluntarily or be excused by a majority of voting representatives if the Governing Council determines that there is an actual or potential conflict of interest, which may be brought to the attention of the Governing Council by any person.

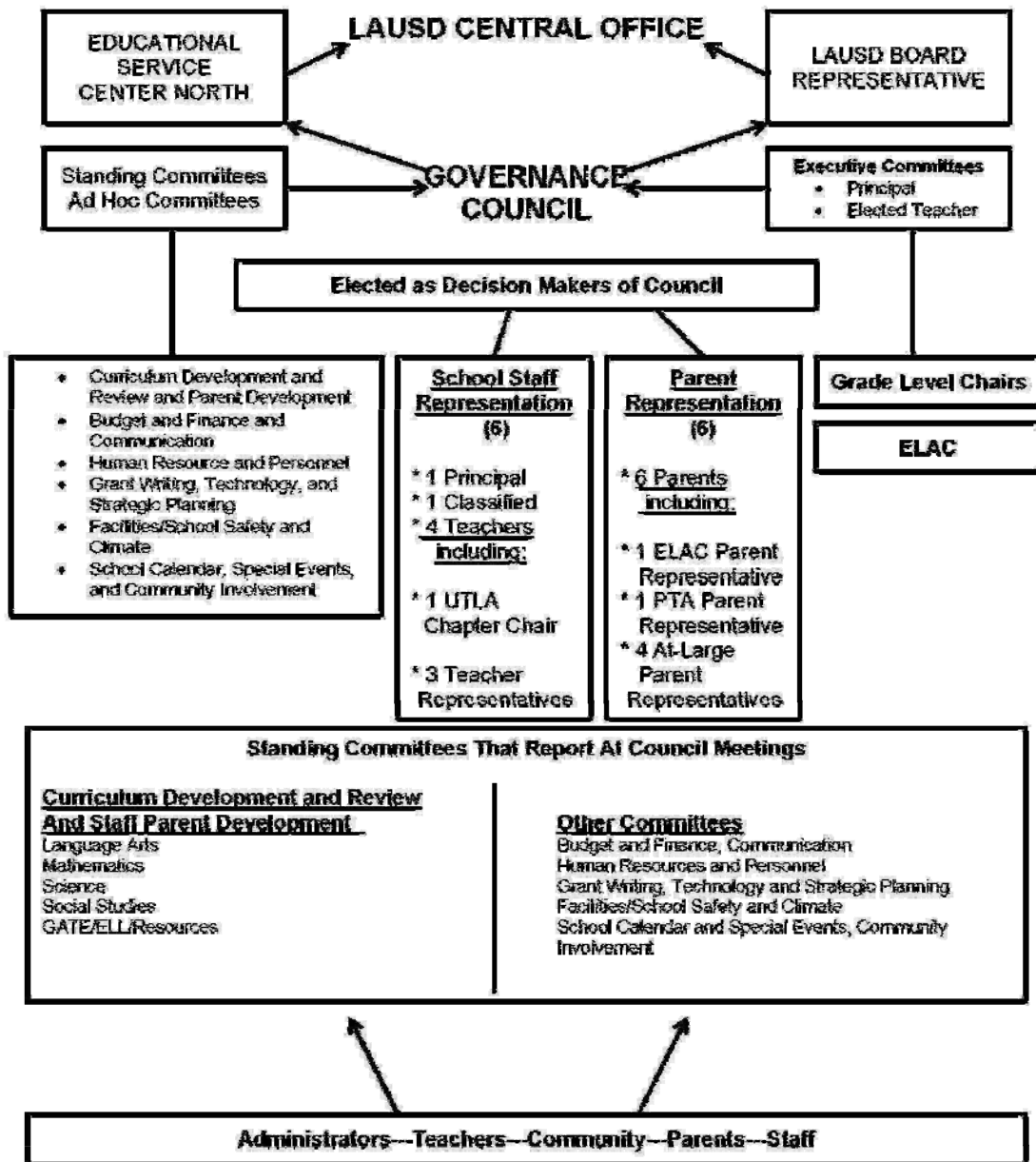
The Manner of Posting Meeting Notices, Distributing Agendas, and Recording Governing Board Actions:

Chandler Learning Academy will comply with the Brown Act*. All Governing Council and standing committee meetings will be open to the public in accordance with the Brown Act, and all stakeholders and interested parties will be encouraged to contribute agenda items for discussion. Meeting schedules will be made available to the public and an agenda of each meeting will be posted publicly (at the school site) at least 72 hours in advance of the scheduled meeting. All meetings will be held in accordance with the posted agenda and any items raised during any "public comments" period will be added to a later agenda for official discussion. The Governing Council and standing committees will also comply with all Brown Act requirements related to Special

Meetings. Minutes of meetings will also be posted in a public area. The foregoing meeting requirements will be subject to any exceptions permitted under the Brown Act.

Organizational Chart Showing the Relationship of the Governing Board to the Leadership of the School as well as any Relevant Site Committees, etc.:

Organizational Chart of the Governing Board -See Attachment D.



Attachment D

Role of Committees:

Committees shall be formed to conduct research and address student needs. They will ensure participation of all stakeholders, provide effective communication, and will serve to develop topics and make decisions.

Committees may include, but are not limited to: Curriculum Development and Review, Budget and Finance, Communication, Human Resources and Personnel, School Calendar and Special Events, Community Involvement, Strategic Planning, Facilities/School Safety and Climate, Student Activities, Staff Parent Development, Grant Writing, and Technology.

Other committees may be formed as the need arises.

Committees are advisory and will consist of at least one parent and one staff member. The Committee may elect a chairperson at the first meeting. If a chairperson is not elected or in the event that no one accepts the position, Chandler Learning Academy Governance Council will appoint a chairperson. The committee chairperson must establish meeting agendas and provide a summary of the meetings to the Council Chair/Secretary. Committee meeting dates and times shall be determined by the Council, as needed.

The Process to be followed by the School for Ensuring Parental Involvement:

Additional Parent Involvement Opportunities

Parent involvement is vital to the success of a school. Chandler Learning Academy offers many opportunities for parents to become involved in their child's education. These opportunities include Back-to-School Night, Open House, Parent/Teacher surveys, Parent-Teacher-Partnership workshops, Parent/Teacher conferences, parent participation in the classroom, Multicultural Dance Festival, Spirit Week, Cultural Awareness presentations, Annual Book Fair, Authors' Fair, McDonald's Night, PTA, ELAC, automated phone calls (ConnectEd), Spring Fair, Movie Night, Parent Liason, Morning Fitness Monitors, and School Site Council. Without parent involvement, teachers would not be able to communicate via weekly collaboration meetings, professional development meetings, and regular faculty meetings. In addition, this parental support allows Chandler Learning Academy to foster the diversity and excellence of CLA's enriched educational program.

A. Process Which Ensures Parent Involvement

Parents have played a very active role at Chandler Elementary School. The success of Chandler Learning Academy will depend upon continuing this tradition. Collaboration between parents and educators will enable us to provide the best, most enriched education possible. Parents are and will continue to be involved in all levels of decision-making and their support will be essential to help fulfill our vision of an enriched

educational experience for all children. At least one elected parent representative will serve on each of the school's governing and executive committees, including but not limited to budget, bylaws and curriculum, ELAC, school safety, staff selection, technology, discipline and professional development.

Element 5 – Employee Qualifications

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

[Charter School] believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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 recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment to the same extent as all LAUSD schools.

Personnel

[Charter School] shall follow all applicable state and federal laws and regulations and collective bargaining agreements. Any conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD – UTLA CBA must be adhered to particularly in regard to Local School Leadership Council composition and responsibilities.

Staff Selection

Principal selection is the purview of the Superintendent.

[Affiliated Charter School] is subject to District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions regarding salaries, classifications, and assignments.

Certificated Personnel

Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates. Available lists will be determined by Human Resources and may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on the current hiring situation in each subject area. 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 where no other alternative is available (i.e. Reasonable Accommodation).

Classified Personnel

Selection of classified staff will be in compliance with the current merit system provisions of the Education Code, the Personnel Commission Rules and applicable collective bargaining agreements. Unless valid reemployment lists exist, [Charter

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

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 basis.

Professional Development

In addition to any District-mandated professional development, [Charter School] shall have full autonomy in the selection of professional development programs for their employees to meet their site-specific needs. Any professional development required by the District for newly-adopted curriculum selected by the [Charter School] will, in turn, be funded by the District consistent with its practice for other District schools.

Element 6 – Health and Safety

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

As an affiliated charter school, [Charter School] will adhere to District’s Health, Safety and Emergency Plans. The [Charter School] will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff in line with District’s procedures.

The [Charter School], its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

As an affiliated charter school, in order to guarantee the health and safety of pupils and staff, [Charter School] will ensure that all employees follow the procedures of LAUSD Human Resources Department concerning, criminal background checks, examination of faculty and staff for tuberculosis, immunization of pupils as a condition of attendance, screening of pupils’ vision and hearing and screening of pupils for scoliosis.

[Charter School] will comply with all regulations as required by the federal, state, county, and city laws, such as fire and safety codes [Charter School] shall comply with District policy related to reporting suspected child abuse or neglect as mandated by District guidelines, federal and state law, and local agencies. In addition, Affiliated Charter school shall comply with LAUSD policy on Employee-to-Student Sexual Abuse and Related Investigation and Notification (BUL 5736.0) in reporting sexual misconduct allegations by certificated employees within 72 hours to parents and guardians of students in the school. Affiliated Charter school shall also comply with any other policy as established by the District with regards to reporting of child abuse and notification to parents and guardians related to classified employees.

Chandler Learning Academy will occupy the LAUSD facilities/properties at: 14030 Weddington Street , Sherman Oaks, California 91401.

Insurance:

Coverage shall be provided to the affiliated [Charter School] by the District under any of the District’s self-insured programs or commercial insurance policies. The District shall secure and maintain insurance, to protect the [Charter School] from claims which may arise from its operations, as provided to all other schools in the Los Angeles Unified School District.

It shall be the District’s responsibility, to monitor the Charter School vendors, contractors, partners or sponsors for compliance with District insurance requirements

for third parties. Charter School shall adhere to current District Procurement Manual policies and procedures prior to accepting any services from vendors, partners or sponsors.

Element 7 – Racial and Ethnic Balance

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

Court-ordered Integration

The Charter School shall continue to 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 Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. Upon request by the District, the Charter School will provide a written plan outlining how it would achieve and maintain the LAUSD’s ethnic schools goal of 70:30 or 60:40 ratio. [Charter School] shall be responsible for following the requirements of the Crawford desegregation court order, and shall take all reasonable steps to attract and maintain a racially integrated student body. Integration Program resources currently provided to certain affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and other reasons.

The District and [charter school] are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement (PI).

Federal Compliance

As part of Los Angeles Unified School District which is a recipient of federal funds, [Charter School] has agreed to meet all of the programmatic, fiscal and other regulatory requirements of The Elementary and Secondary Education Act.

Element 8 – Admission Requirements

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

McKinney-Vento Homeless Assistance Act

The Charter School will adhere to the provisions of the 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.

For Affiliated Charters without SAS Programs:

State here whether this applies to your school or does not apply.

This will apply.

[Affiliated charter school] shall admit all students who wish to apply. (Education Code section 47605(d)(2)(A)). However, as a conversion charter school, [Affiliated Charter School] must admit students who reside in the attendance boundary of the school as established by the District hereafter referred to as “resident students”. (Education Code section 47605(d)(1)). Students cannot be required to attend a charter school. (Education Code section 47605(f)). If (Affiliated Charter School) reaches its school-wide operational capacity, a public random drawing/lottery will be conducted. Resident students shall have preference so as to be exempt from the lottery. Currently enrolled students (regardless of residence) shall also have preference so as to be exempt from the lottery.

The lottery shall provide preference for students residing in LAUSD boundaries, but not residing within the attendance area of the charter school.

Students not selected through the lottery process will be waitlisted until a seat becomes available. This waitlist is effective for one year.

In the event that [Affiliated Charter School] reaches capacity and is unable to enroll incoming students who reside in the attendance boundary of the school, affiliated charter schools will consult and coordinate with its Education Service Center administration to identify the appropriate receiver school(s).

If [Affiliated Charter School] determines that fraudulent address information was used to establish resident status in the attendance area, the student may be withdrawn and the student will be referred back to his/her school of residence, in accordance with District policy.

For Affiliated Charters with SAS programs:

State here whether this applies to your school or does not apply.

This does not apply.

Once students are accepted in the charter school, students who qualify for the SAS (School for Advanced Studies) Program will be able to enroll in the SAS program, per program admission guidelines.

For Affiliated Charters with Magnet program:

State here whether this applies to your school or does not apply.

This does not apply.

Prior to [Affiliated Charter School's] conversion into an affiliated charter school, [Affiliated Charter School] had a LAUSD magnet program which had an attendance boundary for students from all over LAUSD. [Affiliated Charter School] shall continue to provide admission preference to pupils from LAUSD as determined by the magnet program and consistent with Crawford v. Board of Education court order.

Element 9 – Annual Financial Audits

District Required Language for Fiscal component will be provided at a later time and can be included in this section

Element 10 – Suspensions and Expulsions

As an affiliated charter school of the Los Angeles Unified School District, [Charter School] will follow all discipline procedures established by the District and will comply with Education Code 48900, et. seq. In LAUSD, the 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 due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

[Charter School] shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal, in accordance with District policies and procedures.

Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities. Charter School shall also comply with the District's Discipline Foundation policy.

Outcome Data

Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District's student Information system and make such outcome data readily available to the District upon request in accordance with District policies and procedures.

Readmission

The Charter School shall follow District policies and procedures with regard to requests for readmission and the process for the required review of all expelled pupils for readmission.

Special Education Students

In the case of a student who has an IEP, or a student who has a 504 Plan, the Charter will ensure that it follows the 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 the Modified Consent Decree. An IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter 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's failure to implement 504?

Gun Free Schools Act

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

Element 11 – Employee Benefits

Employees of the [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, salaries, unemployment benefits, and retirement benefits including organizations such as STRS/PERS, health insurance, life insurance and all other assigned compensation and benefits.

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

Element 12 – Attendance Alternatives

Pupils who choose not to attend [Charter School] may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

Element 13 – Rights of District Employees

As an affiliated charter school, all administrators, faculty and staff of the [Charter School] are LAUSD employees. All employees will be hired by the District and maintain the same relationships in all bargaining units.

Element 14 – Mandatory Dispute Resolution

The staff of [Charter School] and LAUSD Board of Education agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and [Charter School], except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) 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 Educational Service Center and the Charter Schools Division in accordance with the procedures set forth below:

1) 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 other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally de-livered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School: [Charter School]
c/o School Director

To Director of Charter Schools: Director of Charter Schools
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 the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference 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 the other party. 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 date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by 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 Superintendent’s designee.

Element 15 – Exclusive Public School Employer

The Los Angeles Unified School District is the exclusive public school employer of the employees of the [Charter School] for the purposes of the Educational Employee Relations Act (EERA).

Element 16 – Charter School Closure

[Charter School] reverts back to a District traditional school in the event of a closure.

Revocation

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the [Charter School] in writing of the specific violation, and give the [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. Revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

Closure Procedures

The decision by the LAUSD Board of Education to revoke or not renew the affiliated charter school constitutes a Closure Action. The Closure Action shall be deemed to have been automatically made when either the Charter is revoked, non-renewed by the LAUSD Board of Education, or the Charter lapses. In the event of such a Closure Action, or as soon as Charter School's site-based governance informs the District of its intent to voluntarily revert to non-charter status, the following steps are to be implemented:

1. If the affiliated Charter School's site-based governance votes to revert to non-charter status the LAUSD Board of Education will hold a public meeting officially terminating the charter. The Board of Education will direct the Superintendent or his designee to determine implementation of the closure procedures.

2. The Charter Schools Division will notify the California Department of Education that [Charter School] has terminated its charter, and the effective date.
3. Upon closure, all of the assets of the Charter School are transferred to LAUSD. A copy of the stamped order of business showing the action taken by the LAUSD Board of Education will be included in the notification to the CDE.
4. The LAUSD Board of Education or its designee will determine the distribution of any remaining balance in the Categorical Block Grant Account of the Charter School upon closing.
5. LAUSD reserves the right to conduct a close out audit by the LAUSD auditor.
6. Written notification to parents/guardians/caregivers of the enrolled students of the [Charter School] will be issued by LAUSD within 72 hours after the determination of a Closure Action and the effective date of the termination of the charter.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end [Charter School's] right to operate as a Charter School or cause [Charter School] to cease operation.

Facilities

K-12 school sites remain subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Requirements for Schools Obtaining Independent Status

In the event that [Charter School] changes its status to independent charter school, during the term of this Charter, [Charter School] shall submit a petition for material revision for District's approval. [Charter School] shall meet all requirements of an independent charter that occupies LAUSD facilities; [Charter School] shall enter into facilities use agreement with the District and adhere to District guidelines including:

- Proposed Charter School Location _____
- Names of District school sites near proposed location
- Proposed Charter School to be located within the boundaries of LAUSD.

District-Owned Facilities: If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement

provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes. In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with another LAUSD user group, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

As a condition to the approval of the charter petition, [Charter School] will enter into a Public School Choice Facilities Use Agreement with the LAUSD prior to occupying or using the LAUSD facilities.

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use.** Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- **Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- **Minimum Payments or Charges to be paid to LAUSD Arising From the Facilities.**
 - (i) **Pro Rata Share.** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) **Taxes; Assessments.** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services.** In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
 - (i) **Co-Location.** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) **Sole Occupant.** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance.** Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Facility status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The Charter School facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the Charter School is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration or addition to the proposed Charter School facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without

providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Health & Safety: The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at:
www.laschools.org/employee/mo/ipm

Asbestos Management: The Charter School will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Chandler Learning Academy

Bell Schedule

School Hours

8:00 – 2:19 P.M.

Grades K – 5

Daily Bell Schedule:

7:30 A.M.	Playground Opens/Cafeteria Opens for Breakfast
7:55 A.M.	Students Line Up
8:00 A.M.	School Begins, All Perimeter Gates Are Locked
10:00* A.M.	Recess Begins
10:20 A.M.	Recess Ends
11:40* -12:20 P.M.	1 st Lunch
11:55* -12:35 P.M.	2 nd Lunch
12:00* -12:40 P.M.	3 rd Lunch
2:19 P.M.	End of the Day

*No bell rings at this time

Exceptions:

Minimum Days

Grades K-5 8:00 A.M. – 12:39 P.M.

10:45-11:15 A.M. 1st Lunch

11:05-11:35 A.M. 2nd Lunch

11:00-11:30 A.M. 3rd Lunch

Banked Days (Tuesdays)

Grades K-5 8:00 A.M. – 1:19 P.M.

Shortened Days

Grades K-5 8:00 A.M. – 1:54 P.M.

ATTACHMENT C

DEMOGRAPHIC INFORMATION FOR PROSPECTIVE SITE

LAUSD SCHOOLS	# of Students	Multi-Track School?	Program Improvement	Met School-wide Growth Target	Met all Subgroup Growth Targets?	API Score	API State Ranking	Similar Schools Rank	% Students Eligible for Free/Reduced Lunch	% of Special Ed Students	% of ELL Students	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3
Burbank Blvd.	408	No	Yes	Yes	Yes	856	8	10	82%	7%	33%	Hispanic 57.5%	White 24.6%	Black 9.8%
Carpenter Ave.	906	No	No	Yes	Yes	905	10	11	7%	8%	5%	White 78.2%	Asian 7.9%	Hispanic 6.3%
Colfax	637	No	No	Yes	Yes	928	9	7	29%	11%	9%	White 60.3%	Hispanic 22.1%	Asian 8.6%
Dixie Canyon	663	No	No	Yes	Yes	889	9	6	63%	8%	9%	White 62.7%	Hispanic 17.3%	Black 11.0%
Erwin	819	No	No	No	No	812	6	8	100%	12%	38%	Hispanic 65.1%	White 25.3%	Black 4.3%
Hazeltine	758	No	Yes	Yes	Yes	771	3	7	100%	12%	55%	Hispanic 85.8%	White 5.4%	Black 5.0%
Kester	963	No	No	Yes	Yes	885	9	8	22%	36%	19%	Hispanic 44.5%	White 32.5%	Asian 8.8%
Riverside	540	No	No	Yes	No	851	7	2	29%	16%	14%	White 57.8%	Hispanic 21.5%	Black 9.4%
Sherman Oaks	892	No	No	Yes	Yes	855	8	3	22%	13%	10%	White 60.7%	Hispanic 17.5%	Black 11.3%
CHARTER SCHOOLS	# of Students	Multi-Track School?	Program Improvement	Met School-wide Growth Target	Met all Subgroup Growth Targets?	API Score	API State Ranking	Similar Schools Rank	% Students Eligible for Free/Reduced Lunch	% of Special Ed Students	% of ELL Students	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3

(Surrounding Schools Data)

ATTACHMENT E

SCHOOL DEMOGRAPHIC DATA

CHANDLER ELEMENTARY

14030 WEDDINGTON ST VAN NUYS 91401

Student Demographics (2011-12)

Total Students Enrolled: 519			
African American	8%	English Learners	24%
American Indian	1%	Reclassified ELs (RFEP)	8%
Asian	4%	Students with Disabilities	9%
Filipino	3%	Economically disadvantaged	64%
Latino	49%	Identified Gifted - All	7%
Pacific Islander	0%	Identified Gifted - African Amer	10%
White (not Latino)	35%	Identified Gifted - Latino	7%