

Los Angeles Unified School District Charter School Application  
**Petition for Conversion to Affiliated Charter Submitted by  
Plainview Academic Charter Academy**  
Submitted January 9, 2012

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## INTRODUCTION

### Purpose

The Plainview Academic Charter Academy (Plainview or the Charter School) community is united in its goal of becoming an affiliated charter school in the Los Angeles Unified School District (L.A.U.S.D. or the District).

The purpose of the Plainview Avenue Elementary affiliated charter school petition is threefold:

- First, it enables the school to build on its historical academic successes: 2003-2007 Title I Achieving School, 2004 California Distinguished School and incorporate the grassroots efforts of its community of stakeholders including parents, students, business partners, support staff and teachers.
- Second, it provides a focus through which the school offers a rigorous, enriched educational program for a wide range of student needs.
- Third, an affiliated charter designation will enable Plainview to aggressively implement a 21st century curriculum that not only meets, but also exceeds the minimum academic standards established by the District. The charter school curriculum will incorporate higher-order thinking skills, project-based learning, multiple intelligences, cross age tutoring, and multimedia literacy across the instructional spectrum. This multimedia approach to teaching and learning will emphasize communication in all its forms as a key to student success. Through the use of 21st century tools and strategies in the classroom, students will grow in their ability to access information and be prepared to become a part of the global community.

Plainview is a successful school energized with a tight-knit community of staff, parents, and students. We became a California Distinguished School in 2004 and a Title I Achieving School from 2003 to 2007. However, we are increasingly faced with challenges that threaten our ability to maximize our students' potential. Obstacles include declining state and District budgets, growing class size, and fewer faculty and support personnel. These changes have hampered our efforts to provide truly differentiated instruction to an increasingly diverse student population (Special Needs, English Language Learners, identified Gifted, S.E.L. (Standard English Learners) and students performing at and below grade level). Our school is continually challenged to do more with less.

As a small Title I school we have very limited resources. Most of our budget is utilized in purchasing our Categorical Programs Advisor, Learning Center teacher, and our five teaching assistants who assist with our E.L.L. (English Language Learners) and RtI<sup>2</sup> (Response to Instruction and Intervention) population. Our school fundraisers yield enough revenue to provide each grade level with one bus for a free field trip each school year. As a result of our limited budget, we rely on District supplied materials and programs for our core curriculum.

Internally, we have encountered a growing gap between the latitude and resources needed to fully address the individual needs of every child and the practical realities of the educational climate. At the same time, we anticipate mounting pressure to sustain

and advance an academic program and teaching strategies to achieve even higher levels of student achievement. Status as an affiliated charter will provide Plainview with the means to overcome some of these difficulties and to achieve the goals established by the community so that every student reaches his or her highest potential.

### **Goals of the Plainview Academic Charter Academy**

Plainview Academic Charter Academy's primary goal is to provide a ground-breaking instructional program that actively engages all children to embrace learning, achieve to their highest potential, and master a 21st century curriculum to accomplish the following:

- Maximize student achievement, based on state and District-established academic standards and additional assessment techniques, including oral presentations and self-assessment.
- Increase interactive, hands-on learning opportunities for all students with an emphasis on enriched learning experiences differentiated for subgroups, such as children identified below grade level, Gifted, and English Language Learners.
- Encourage the use of innovative teaching methods, the use of assessment data to meet the needs of our diverse student population and empower our teachers through targeted professional development.
- Provide Plainview families an active role in shaping the learning program and priorities that contribute to the school's success.
- Through articulation with community, middle, and high schools, Plainview will be the first step in a continuous pathway of outstanding public education.

As a Title I School, our secondary goal is to leverage Plainview's documented outcomes and best practices in all aspects of building a successful community school. Plainview Academic Charter Academy will serve as a model among elementary schools in the District. We believe that attaining affiliated charter status can yield benefits for Plainview as well as other Title I schools. Plainview Academic Charter Academy can serve as a successful "real world" model for those schools that seek to close the achievement gap, engage the whole community in the success of the school, and prepare children to be academically successful for life.

### **Description of the School**

Plainview Academic Charter Academy, an affiliated charter school for grades kindergarten through fifth grade, is located at 10819 Plainview Avenue in Tujunga in Local District 2 of the Los Angeles Unified School District.

Plainview Avenue Elementary was recognized as a California Distinguished school in 2004, and as a Title I Academic Achieving School in the years 2003, 2004, 2005, 2006 and 2007. Plainview Avenue Elementary School is currently not designated as a P.H.B.A.O. school.

### **The Plainview Academic Charter Academy and Its Community**

The Plainview Academic Charter Academy site (the former Plainview Avenue School) is located in the foothills of Tujunga. The school originally opened in 1924.

In the immediate geographic area (two-mile radius) of Plainview, there are three private options and five public school options available to families that reside within the school's boundaries (see Figure 1). Plainview Academic Charter Academy is essentially competing to maintain its status as the highest quality education available for our community; the clear choice among many options situated nearby, including independent schools, magnets, or permits for adjacent school Districts.

Our intent is to preserve our core population, while at the same time, opening our enrollment to an even broader base of students within the District, to continuously strengthen the diversity of the school. We believe that by becoming a more diverse school – one that embraces children of all ethnic and socio-economic backgrounds and achievement levels – we will strengthen our ability to matriculate students through fifth grade with a deeper appreciation for the diversity inherent in Los Angeles and the greater global community.

**Figure 1: Elementary Schools Located within 2-Mile Radius of Plainview**

| <b>Name of School</b>                  | <b>Private</b> | <b>Public</b> | <b>API Score (if Applicable)</b> |
|--|----------------|---------------|----------------------------------|
| Apperson Elementary                    |                | X             | 851                              |
| Armenian School<br>Mekhitarist Fathers | X              |               |                                  |
| Brainard Elementary                    |                | X             | 754                              |
| Canyon View Academy                    | X              |               |                                  |
| Mountain View<br>Elementary            |                | X             | 840                              |
| Our Lady of Lourdes<br>Catholic School | X              |               |                                  |
| Pinewood Elementary                    |                | X             | 762                              |
| Sunland Elementary                     |                | X             | 833                              |

Plainview Academic Charter Academy will use its resources to establish itself as an innovative center of learning and a vital part of the Sunland-Tujunga community. Plainview Academic Charter Academy will offer a comprehensive, multi-disciplinary curriculum designed to give students the most enriched education possible, preparing students for educational and career success for years to come.

**Affirmations and Assurances**

Plainview Academic Charter Academy 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, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- 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 the pupils who reside in the District. EC47605(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).*

### School Information

School Name: Plainview Academic Charter Academy

Address: 10819 Plainview Avenue, Tujunga, CA 91042

Telephone Number: (818) 353-1730

Contact Person: Kenneth Johnson, Principal

Charter Term: July 1<sup>st</sup>, 2012 to June 30<sup>th</sup>, 2017

Grade Configuration: Kindergarten – Grade 5, year one through duration of the charter.

Number of students in First Year: 345

Grade-level(s) of students the first year: Kindergarten – Grade 5

Opening Date: August 2012 on the opening date established by L.A.U.S.D.

Admission Requirements: School will follow standard District policy and guidelines on admission, see also Element 8 - Admission

Operational Capacity: Based on District Norms using an average of 30 students per classroom and 27 available rooms, our maximum capacity would be 810 students.

Instructional Calendar: The instructional calendar will adhere to District calendar set forth for the calendar year.

Bell Schedule:  
**The bell schedule for all grade levels of Plainview Academic Charter Academy will be:**

#### Standard Schedule:

|       |               |
|-------|---------------|
| 8:05  | Warning Bell  |
| 8:10  | School Begins |
| 10:00 | Recess Begins |
| 10:20 | Recess Ends   |
| 12:10 | Lunch Begins  |
| 12:50 | Lunch Ends    |
| 2:29  | End of Day    |

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

**Exceptions:**

School is dismissed at 1:29 P.M. on Tuesdays (banked days) for all grade levels. On minimum days, school begins at 8:00 A.M. and dismissal is at 12:39 P.M. Brunch is served from 10:00 A.M. to 10:30 A.M. On shortened days school begins at 8:10 A.M. and dismissal is at 1:54 P.M. for all grade levels. Recess and lunch are the same as the standard schedule. Recess and lunch schedules are subject to change if enrollment increases beyond 345 students. If space is available, traveling students will have the option to attend.

**A. Students the School Proposes to Serve**

Currently, Plainview Avenue School enrolls children who live within our local school boundaries and a limited number of permits, on a space-available basis. All students that reside in our school boundaries or receiving a permit are enrolled regardless of their ethnicity.

Some facts about the current population of Plainview Avenue School:

- Plainview has an A.P.I. of 780.
- The number of identified Gifted & Talented students is 22 (6.7%).
- The number of L.E.P. students is 74 (22.6%).
- Special Education, including Speech and Language students, comprises (86 students) of the 2010-2011 population.
  - The number of special day students is currently 26.
  - The number of students receiving other special educations services is currently 60.
- 80% students with Free and Reduced Lunch
- 19% EL population
- 60% Latino population
- Current enrollment by Grade Level
  - The number of kindergarten students is 47.
  - The number of first grade students is 51.
  - The number of second grade students is 39.
  - The number of third grade students is 56.
  - The number of fourth grade students is 49.
  - The number of fifth grade students is 50.
- Larger class size means that some classes are comprised of gifted, special education, L.E.P., as well as students performing at or below grade-level.

In the last five years, our enrollment numbers have fluctuated slightly with an average of 363 students over that time period. Our target number of students for Plainview Academic Charter Academy is 400 students. With the increase in class size affecting the 2010-2011 school year, enrollment declined slightly as many of our local families turned to other options presumed to offer better educational programs, including private schools, “smaller” high performing schools in the District, and S.A.S. and magnet programs at schools like Mountain View Elementary and Sunland Gifted Magnet.



Plainview Academic Charter Academy's goal is to serve all students and to help them achieve proficiency in all academic areas.

Based on the current results charted below, we analyze data during grade-level meetings and professional development. We discuss and plan strategies to implement programs and interventions to facilitate those students who have not reached proficiency. We use the data to identify our RtI<sup>2</sup> students and focus resources to help them succeed.

### Reported Enrollment

| Result Type         | 2  | 3  | 4  | 5  |
|---------------------|----|----|----|----|
| Reported Enrollment | 59 | 56 | 58 | 69 |

### CST English-Language Arts

| Result Type          | 2      | 3      | 4      | 5      |
|----------------------|--------|--------|--------|--------|
| Students Tested      | 57     | 48     | 55     | 60     |
| % of Enrollment      | 96.6 % | 85.7 % | 94.8 % | 87.0 % |
| Students with Scores | 57     | 48     | 55     | 60     |
| Mean Scale Score     | 351.5  | 328.9  | 364.5  | 340.9  |
| % Advanced           | 26 %   | 10 %   | 36 %   | 15 %   |
| % Proficient         | 25 %   | 33 %   | 24 %   | 38 %   |
| % Basic              | 30 %   | 21 %   | 25 %   | 20 %   |
| % Below Basic        | 5 %    | 21 %   | 7 %    | 12 %   |
| % Far Below Basic    | 14 %   | 15 %   | 7 %    | 15 %   |

### CST Mathematics

| Result Type          | 2      | 3      | 4      | 5      |
|----------------------|--------|--------|--------|--------|
| Students Tested      | 57     | 48     | 55     | 60     |
| % of Enrollment      | 96.6 % | 85.7 % | 94.8 % | 87.0 % |
| Students with Scores | 57     | 48     | 55     | 60     |
| Mean Scale Score     | 371.2  | 394.4  | 389.0  | 371.8  |
| % Advanced           | 30 %   | 33 %   | 53 %   | 28 %   |
| % Proficient         | 30 %   | 31 %   | 18 %   | 32 %   |
| % Basic              | 23 %   | 21 %   | 16 %   | 23 %   |
| % Below Basic        | 14 %   | 13 %   | 11 %   | 12 %   |
| % Far Below Basic    | 4 %    | 2 %    | 2 %    | 5 %    |

### CST Science - Grade 5, Grade 8, and Grade 10 Life Science

| Result Type          | 2 | 3 | 4 | 5      |
|----------------------|---|---|---|--------|
| Students Tested      |   |   |   | 60     |
| % of Enrollment      |   |   |   | 87.0 % |
| Students with Scores |   |   |   | 60     |
| Mean Scale Score     |   |   |   | 334.5  |
| % Advanced           |   |   |   | 5 %    |
| % Proficient         |   |   |   | 33 %   |
| % Basic              |   |   |   | 38 %   |
| % Below Basic        |   |   |   | 10 %   |
| % Far Below Basic    |   |   |   | 13 %   |

## Demographic & Academic Achievement Data of Current and Target Population

If we are successful in doing so, we anticipate retaining more students through fifth grade culmination. Plainview Academic Charter Academy will offer a superior educational option to families in the Sunland/Tujunga community, and to students who reside in other parts of the District who are eligible for a permit.

### Demographic Information (Surrounding School Data)

| L.A.U.S.D. Schools | # Of Students | Multi-Track School? | Program Improvement | 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 | % of Major Ethnicity #1 | % of Majority Ethnicity #2 | % of Majority Ethnicity #3 |
|--------------------|---------------|---------------------|---------------------|----------------------------------|-----------|-------------------|----------------------|---|---------------------------|-------------------|-------------------------|----------------------------|----------------------------|
| Apperson           | 450           | No                  | No                  | Yes                              | 851       | 8                 | 5                    | 47%   | 9%                        | 9%                | Latino 38%              | African American 3%        | Asian 2%                   |
| Brainard           | 234           | No                  | Yes                 | No                               | 754       | 4                 | 7                    | 77%   | 29%                       | 21%               | Latino 56%              | African American 26%       | American Indian 2%         |
| Mountain View      | 448           | No                  | No                  | No                               | 840       | 8                 | 5                    | 48%   | 7%                        | 24%               | Latino 20%              | Asian 6%                   | African American 2%        |
| Pinewood           | 446           | No                  | Yes                 | No                               | 762       | 2                 | 4                    | 87%   | 11%                       | 46%               | Latino 76%              | African American 4%        | Asian 2%                   |
| Sunland            | 591           | No                  | No                  | No                               | 833       | 6                 | 3                    | 68%   | 10%                       | 18%               | Latino 40%              | Filipino 8%                | Asian 6%                   |
| Plainview          | 347           | No                  | Yes                 | No                               | 780       | 3                 | 3                    | 80%   | 21%                       | 19%               | Latino 60%              | Filipino 5%                | African American 3%        |

### Other Applicable Characteristics of the Population Served

Our intent and our challenge is to continue to advance an academically rigorous program that not only meets the minimum standards established by the District and N.C.L.B. (No Child Left Behind), but is differentiated and enhanced in a way that challenges and stimulates all students at Plainview Academic Charter Academy.

### B. Plainview School Mission and Vision Mission Statement

Our mission is to provide a vibrant, safe, and thriving neighborhood school at Plainview Academic Charter Academy where enrichment and creative learning are incorporated in a rigorous academic program, and where the whole child is encouraged to flourish and grow. Our goal is to impart in our students the skills they need to succeed in the 21<sup>st</sup> century and to provide our entire community the opportunity to have an active role in the achievements of our school.

#### Our Motto

Plainview Charter: *Cultivating critical and creative minds for the twenty-first century and beyond.*

#### Vision Statement

At Plainview Academic Charter Academy, our vision is to provide an academically challenging program that meets academic standards and assists every child to realize their full potential. Plainview Academic Charter Academy will provide students the 21<sup>st</sup>

century skills that foster critical thinking, independence, and creativity needed to succeed in an ever-changing world. Plainview Academic Charter Academy will build a model of excellence in public education through a learning program that:

- Infuses the arts, physical education, and technology into traditional, standards-based curriculum to provide a rich experience for all of our students.
- Includes hands-on, investigative learning in our science and computer labs.
- Places an emphasis on multi-disciplinary, project-based learning that encourages our students to make connections between the curriculum and the real world, and creates life-long learners.
- Develops and advances best practices for engaging students and parents, training teachers, promoting educational excellence, collaboration, and innovation.
- Provides a solid foundation in communication skills that people use everyday, such as solving problems creatively, thinking critically, utilizing technology effectively, and working cooperatively and independently.
- Emphasizes social and community values that foster self-esteem and respect for each other.
- Meaningfully involves all stakeholders (parents, students, faculty, administration, and local community partners) in the continuous improvement and success of the school.
- Focuses on the health and well-being of all students to maximize academic achievement.
- Develops and advances best practices for engaging students and parents, training teachers, and promoting educational excellence, collaboration, and innovation.

### **A Typical Day at Plainview Academic Charter Academy**

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

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

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

During the rest of the day students can be observed receiving rigorous standards-based instruction in science, social studies, the arts, and health. Every classroom uses

a wide variety of resources including supplemental materials such as *Time Magazine for Kids* and *Weekly Readers*. Students engage in real life experiences including field trips, community walks, gardening and guest presenters to meet the needs of all students in these curricular areas. Students also engage in interactive lessons utilizing technology and manipulatives in our Art Center, and our Computer and Science Labs. Students are encouraged to apply the skills they have mastered across the curriculum and in real life situations through the home-school connection.

C. Typical day at Plainview Academic Academy Charter

| Activity<br>Time Block   | Description<br>Structure & Strategies  | Integrated<br>Opportunities<br>For Program<br>Enrichment  | Outcomes   |
|--|--|---|--|
| <b>Morning Routine</b><br>Morning Business<br>8:05 a.m.– 8:15 a.m.         | <ul style="list-style-type: none"> <li>- Attendance</li> <li>- Announcements 8:15</li> </ul>   | <ul style="list-style-type: none"> <li>- Flag Salute</li> <li>- Daily Broadcasts</li> </ul>   | <ul style="list-style-type: none"> <li>- Engage all community members</li> <li>- Dispense timely, critical initiatives</li> <li>- Enlist broad-based stakeholder participation</li> <li>- Celebrate and reflect on achievements</li> </ul>   |
| <b>Language Arts Block</b><br>8:15 a.m. - 10:00 a.m.<br>E.L.D. Instruction | <ul style="list-style-type: none"> <li>-Teaching in flexible groups of standards-based and E.L.D. content, enhanced with California Treasures Reading Program</li> <li>- Lecture/discussion</li> </ul>       | <ul style="list-style-type: none"> <li>- Cooperative Grouping</li> <li>- Differentiated curriculum for different learning groups</li> <li>- Accelerated Reader</li> <li>- Hands-on, inquiry-based instruction</li> <li>- Literature circles</li> <li>- Accumulation of student portfolios</li> <li>- Flexible Grouping</li> </ul> | <ul style="list-style-type: none"> <li>- Provide a stimulating, engaging and challenging environment for every student</li> <li>- Cross-disciplinary projects as a means to enhance critical thinking and various resources</li> <li>- Cross-disciplinary learning through the thoughtful use of technology to create an final product</li> <li>- Effective writing and speaking skills</li> </ul> |
| <b>Independent Work Time</b><br>Takes place throughout the day             | <ul style="list-style-type: none"> <li>- Writing Extensions</li> <li>- Thematic Units</li> <li>- Extensions</li> <li>- Differentiation (G.A.T.E., E.L.L., Resource)</li> <li>- Re-teaching Skills</li> </ul> | <ul style="list-style-type: none"> <li>- Library</li> <li>- Computer Lab</li> </ul>   | <ul style="list-style-type: none"> <li>- Grade-level reading</li> <li>- Critical reading</li> <li>- Reading skills and strategies</li> </ul>   |
| <b>Mathematics Block</b><br>11:00 a.m. - 12:10 p.m.                        | <ul style="list-style-type: none"> <li>- enVision Math Program</li> <li>- Cooperative Learning</li> <li>- Hands-on Manipulative Math</li> <li>- Intervention, reteach</li> </ul>                             | <ul style="list-style-type: none"> <li>- Flexible Grouping</li> <li>- Hands-on equations</li> <li>- Fact-A-Thon</li> <li>- Hundred's Day</li> </ul>   | <ul style="list-style-type: none"> <li>- Students reach benchmark, proficient, or advanced levels of proficiency in District, state and teacher-generated assessments</li> <li>- Refined teaching content with supplemental sources to create students who effectively apply math problem-solving skills to real-world scenarios</li> </ul>  |
| Lunch<br>12:10 p.m. – 1:00 p.m.  | <ul style="list-style-type: none"> <li>- Sustenance</li> </ul>   | <ul style="list-style-type: none"> <li>- Student Council</li> </ul>   | <ul style="list-style-type: none"> <li>- Global awareness</li> <li>- Cooperative play</li> <li>- Character education</li> </ul>  |

|  |   |   |   |
|--|---|---|---|
| <b>Afternoon Routine</b> Social Studies and Science Block<br>1:10 p.m. - 2:20 p.m. | -Standards-based curriculum<br>- Interactive/hands-on modalities to illuminate abstract concepts.<br><i>These days alternate to allow for a concentration of activity</i> | - State and District standards-based curriculum<br>- Interactive activities and models<br>- Hands-on Science Lab<br>- Computer Lab<br>- Simulations<br>- Learning through the Arts<br>- Lessons in the Art Center<br>- Multicultural dances<br>- Exhibits<br>- Presentations<br>- Field Trips<br>- Expert Visits<br>- Career Day<br>- Too Good For Drugs<br>- Character Counts<br>- Second Step | - Full integration of Arts and academics with real-world examples<br>- Cause & Effect   |
| Dismissal 2:29 p.m.  |   |   |   |
| Afterschool Programs<br>2:30 p.m. - 6:00 p.m.                                      | - Woodcraft Rangers<br>- Youth Services   | - Homework Club<br>- Computer Club<br>- Science Club<br>- Dance Club<br>- Sports Club   | - Homework is completed and corrected<br>- Extensions of core curriculum and standards<br>- Hands on activities<br>- Cultural awareness |

## D. Proposed Instructional Program

### Framework & Teaching Methodologies

Plainview Academic Charter Academy’s proposed teaching methodologies are framed around differentiated and experiential, or inquiry-based instruction through thematic units in a cooperative group setting. Supporting these methodologies, Plainview teachers will utilize instruction to provide professional development by grade-level experts and instructional leads. Teachers will facilitate professional development with expertise in each subject area. All our methodologies will be supported by authentic assessments utilizing state, District, teacher-created, performance, and publisher assessments. These assessments will be utilized to help guide instruction, decide the appropriate teaching methodologies, and select the proper materials to improve student performance.

## **Instructional Framework**

Plainview Academic Charter Academy's curriculum is based on the California State Standards and associated Frameworks in Language Arts, mathematics, science, social studies, visual and performing arts, and physical education. We believe that powerful learning and addressing the needs of our targeted multi-cultural population are best accomplished through a balanced program that combines curriculum-centered and student-centered instruction.

Systematic direct-instruction, guided practice, and the application of skills through our reading program will ensure that all students are exposed to District-mandated standards. Subsequently, addressing multiple intelligences through the use of experiential and open-ended inquiry-based learning produces self-motivated and well-balanced learners. We believe that integrating these modalities will help our students to become analytical as well as creative thinkers. "Just as a single shoe size does not fit everyone, neither does a single learning environment ensure learning for all." (*Dr. Patricia Hutinger, Learning Modalities: Pathways to Effective Learning, 2001*)

## **Teaching Methodologies**

The teachers of Plainview Academic Charter Academy will use current research including articles from the *National Staff Development Council*, the *National Center on Response to Intervention*, and the *Harvard Education Letter* published by the Harvard Graduate School of Education. Student data will be collected from state, District, publisher, and teacher-created assessments to drive best teaching practices including the methodologies listed below, while utilizing rigorous conceptual learning at each grade-level.

### **Standard methodologies include:**

*Academic Rigor* - Teachers create and design lessons that are engaging and meaningful. Students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts. Students are held accountable for their own learning.

*Clear Expectations* - Teachers clearly define and articulate state standards in "student-friendly" language to ensure academic goals are attained. Examples of work that meet or exceed the standards are posted in every room.

*Collaborative Groupings* - Teachers create small groups in order for students to interact with their peers. Students share their thinking processes that maximize learning. This allows teachers to make observations and assess students while facilitating their work.

*Cooperative groups* - Promotes diverse perspectives, student-centered learning, and teamwork.

*Criteria Charts/Rubrics* - These tools help focus students to effectively meet and exceed teacher expectations and objectives of the assignment. Charts/rubrics are based upon curricular standards and objectives. Students are able to self-evaluate as they progress toward rigorous standards. This allows teachers to give effective feedback to the

students.

*Direct Instruction* - Teachers use carefully planned direct instruction to teach standards-based lessons. Lessons are strategically planned incorporating multiple modalities and multimedia to successfully meet the needs of all students.

*Guided & Independent Practice* - Students are provided with adequate time to be successful at demonstrating their understanding of the concepts or skills being taught with a variety of learning modalities and manipulatives in order for each student to achieve success.

*Small Group Instruction* - Teachers create small groups to target students who need extra instructional time as well as preview and review of lessons. Small groups are determined by data collected from all assessments, including state, District, publisher, and teacher-created tests, and teacher observations. Currently we are focused on the needs of our E.L.D. and low performing students. Our E.L.D. students failed to meet the A.Y.P. goals established by N.C.L.B. and our low performing students did not reach the proficient level on the C.S.T. Our small groups are flexible and focused on raising the achievement levels of these students. Our goal is to have all students reach the proficient or advanced level on the C.S.T. and all E.L.D. students to reclassify by the end of fifth grade.

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

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

*Integration of the Arts* - Teachers and curriculum specialists use drama, dance, music, and visual arts to enhance their students' thinking and learning experiences throughout the curriculum. Currently the curriculum specialists are provided through the District Arts Program. If the District no longer provides these specialists and our budget allows, we will hire limited contracted teachers to fill these positions. If our budget does not allow for the hiring of limited contracted teachers, we will reach out to our community for parent volunteers and experts and apply for grants to implement our arts program. Plainview is in the process of collaborating with our Verdugo Family to develop an arts program that will integrate the Arts in all three of our schools, Plainview, Mt. Gleason Middle School, and Verdugo Hills High School partnering with the McGorarty Art Center.

*Experiential Learning* - Learning by doing. Opportunities are provided for students to understand concepts through direct experiences. Students relate to the curriculum through plays, field trips, labs, simulations, and experiments. It is through these involvements that students will process, analyze, and conceptualize the experience and

provide the ability to create new ideas.

Adhering to the proposed instructional framework and teaching methodologies ensures Plainview Academic Charter Academy instructors can successfully meet the needs of all students which include these subgroups: G.A.T.E., Special Education, English Language Learners, Under-Achieving/Non-Proficient, General Education, and the Socio-Economically Disadvantaged.

### **Scope and Sequence to be Taught**

The scope and sequence of skills to be taught across the grade-levels and the different subjects the school plans to teach have been outlined below. *All California State Standards will be addressed with grade-level planning so students receive consistent instruction.* (See attached Standards for all academic areas grades K through 5). All components of the Plainview Academic Charter Academy's curriculum plan conform to math and language arts frameworks for California public schools.

#### *Language Arts*

- Maintain a rigorous curriculum that meets or exceeds the state content standards for language arts K-5.
- Develop students' reading, writing, listening, and speaking skills to support academics across all disciplines.
- Develop critical reading skills.
- Support reading using the California Treasures Reading Program.
- Enhance reading using California Treasures, Literature Circles, Star Reader, and Accelerated Reader.
- Critique, justify, and theorize in compositions/writing across the disciplines.
- Implement a school-wide writing program utilizing the writing process with an emphasis on the use of Thinking Maps.
- Construct creative writing stories and poetry.
- Develop students' grammar, spelling, oral speaking, and active listening skills through direct instruction and vocabulary development, as well as integration of language arts embedded across curriculum.
- Apply vocabulary development in written and oral format.
- Demonstrate critical thinking skills specific to Bloom's Taxonomy.
- Use technology as a tool for presentation projects and exhibits.
- Devote a minimum of two hours daily to language arts instruction in grades K-5.
- Devote a minimum of 45 minutes daily to English language development for our English language learners.

#### *Mathematics*

- Maintain rigorous curriculum that meets or exceeds the state content standards for mathematics.
- Develop students' mathematic proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes.
- Enhance mathematics using the enVision Math Program, manipulatives,



technology, and supplemental materials.

- Develop understanding of the concepts of computations, patterns, functions, geometry, statistics, and probability.
- Apply math skills to daily problem-solving situations.
- Recognize relevant information and review applications by checking work.
- Discern operations necessary to solve word problems.
- Construct and strengthen understanding with math manipulatives and digital mediums.
- Connect math across disciplines (science, arts, technology, and history).
- Develop students' skills using mathematical tools (protractors, calculators, computers, rulers, compasses).

### *Science*

- Maintain a rigorous curriculum that meets or exceeds the state content standards for science.
- Hypothesize and develop experiments utilizing the scientific method.
- Use hands-on experiments in the science lab to further research and prove or disprove conjectures.
- Integrate science and writing by using the language of the discipline.
- Theorize and view other subjects such as music, art, and theory, as a scientist.
- Understand the need for eco-friendly products and life-changes to better our local and global community.
- Teach the sciences as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade-levels.
- Help students learn and apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness.

### *History and Social Studies*

- Maintain a rigorous curriculum that meets or exceeds the state content standards for history and social studies.
- Understand their own place in the world through studying communities, cities, states, and countries in terms of geographical settings and historical periods.
- Relate over time historical events through critical thinking skills to find parallels and patterns.
- Interpret geographical and historical information to draw conclusions.
- Demonstrate an understanding of the cause and effect of historical events.
- Learn to be tolerant of diversity through multicultural activities.
- Research their own history through their heritage, culture, and ancestry.
- Utilize role-play and interactive units to gain first-hand experiences.

### *Technology*

- Maintain a rigorous curriculum that meets or exceeds the state content standards for technology.
- Utilize word processing to demonstrate written expression through technology.
- Explore artistic applications appropriate to each grade-level with programs such as

PowerPoint, Garage Band, Comic Life, and iMovie.

- Work with data to identify and present information using spreadsheets (Excel).
- Use of the internet to broaden research capabilities.
- Identify and choose relevant information to enhance research.
- Utilize up-to-date sources of information relevant to study.
- Learn how to safely navigate the Internet.

### **Additional Enrichment Instruction – The Arts and Physical Education**

It is proven that students can learn at a higher rate by applying test-based knowledge paired with hands-on experiences with science, the Arts, technology, and media. Students exposed to the Arts learn to think creatively and solve problems by imagining various solutions and rejecting outdated rules and assumptions. Questions about the Arts do not have only one correct answer. An Arts education exposes children to the incomparable. “The arts are a powerful catalyst for learning and achieving; when students engage in problem-solving and artistic expression they develop their own voice and sense of agency. Students need access to multiple pathways that engage 21<sup>st</sup> century habits and skills: with one out of every 6 jobs in the Los Angeles region linked to the creative economy, one of these pathways needs to be in the arts.” John Deasy, Superintendent of Schools L.A.U.S.D., (Arts Education Plan 2011-201, published 2011).

***Plainview Academic Charter Academy will provide additional enrichment programming to all students in the future. We will fully integrate each element into the curriculum, and show evidence of research that supports the value of this approach to educating a diverse student population.***

Enrichment programs will be fully incorporated into the appropriate grade-level curriculum for all levels (K- 5), and meet or exceed the established California Content Standards. Plainview Academic Charter Academy will secure qualified specialists to teach these programs, which include, dance, music and physical education. These specific areas will be scheduled so that every student in the school has the opportunity to participate.

Plainview is in the process of collaborating with our Verdugo Family to develop an Arts program that will integrate the Arts in all three of our schools, Plainview, Mount Gleason Middle School, and Verdugo Hills High School, partnering with the McGroarty Arts Center. The goal of the collaborative is create venues at each school where students with artistic abilities can showcase their talents. The students will be provided with a pathway through each school to develop their skills and eventually find employment in the arts industry. “The arts allow students to develop self-esteem, to be self-expressive, and to apply their knowledge of other academic subjects in creative ways. (Victoria Tilney, in an Instructor Magazine, 2009)

#### Dance

The dance specialist is provided by the District through the Arts Education Branch and will work with each grade-level teaching appropriate State Standards in dance

theory as well as instructing students in dances relevant to specific curriculum. In the primary grades students learn levels of space, bodily spatial awareness, cross-lateral brain exercises, and free movement as well as multicultural dances. In the upper grades, students learn appropriate rhythms, movement, principles of space, and historical and multicultural dances. All students learn to express themselves and find a variety of ways to kinesthetically express new concepts across the curriculum. Dance encourages the learning of mutual respect and self-discipline.

“When students dance together, they learn to cooperate and find they must go beyond tradition and authority if they are going to express themselves well. Participation in dance fills children with happiness that can carry over into the rest of their education. A dance education cultivates the critical capacities that foster a complex understanding of the world and its peoples and that educates and refines the capacity for sympathy.” *(Martha Nussbaum, Ernst Freud Distinguished Service Professor of Law and Ethics, University of Chicago: Newsweek International, August 21 – 18, 2006; “Teaching Humanity”)*

### Music

The music curriculum at each grade-level supports the language arts, social studies, and science curricula while meeting the California State Music Standards. Many lessons include songs and music that explore and support all the disciplines across the curriculum. Students learn rhythm through the use of musical instruments, hand clapping, and singing in tempo.

“Since music training supports the brain’s ability to process sights and sounds, it provides support to emergent literacy skills for all students. Researchers at Long Island University found that music instruction over a three-year period increased children’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 of 101 Rhythm Instrument Activities for Young Children, Gryphon House, 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.” *(Professor Gordon Shaw, University of California, Irvine)*

### Visual Arts

Due to budget cut backs, we no longer have the services of a visual arts teacher. As a result, visual arts state standards are taught by the classroom teacher.

Students will learn specific grade-level standards of artistic Perception, Creative Expression, Historical and Cultural Contexts, Aesthetic Valuing, Connections, Relationships, and Applications. Research shows that art nurtures inventiveness as it engages children in a process that aids in the development of self-esteem, self-discipline, cooperation, and self-motivation. “...the arts motivates students to become innovative and creative thinkers, increases learning for all students, and develops a sense of craftsmanship, goal setting, collaboration and focus...which increases self-

esteem and skills needed to succeed in school and beyond.” (*Gail Davis, Executive Director of Young Audiences, Arts for Learning, 2010*).

### Theater

Due to budget cut backs, we no longer have the services of a theater arts teacher. As a result, the classroom teacher implements the theater arts state standards.

Students will learn specific grade-level standards of artistic Perception, Creative Expression, Historical and Cultural Contexts, Aesthetic Valuing, Connections, Relationships, and Applications. “Many of our students struggle...but through art education we have discovered a kinesthetic method to cement sounds with the written letter.” (*Kitty Merk, Cleveland Students Thrive in Standard-Based Arts Integrated Experiences, 2010*)

### Physical Education

The physical education program provided to all grades is District-mandated and meets the state standards. This program is an important component in providing students with a healthy mind and body and also enhances the concepts of team sports and good sportsmanship. Plainview Academic Charter Academy understands the importance of integrating physical education with organized and structured play. “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*)

### Technology/Computer Lab

All classes are equipped with document readers, laptops, and iPads. Some classes have Smart Boards.

Our Computer Lab is a 21st Century resource utilized by all grade-levels, K-5. Our support personnel staff the lab. Teachers are able to effectively integrate technology across the curriculum. Students are provided the opportunity to utilize the lab to enhance their understanding of the concepts being taught. “The sender of progress will shift to other nations that are more committed to the pursuit of technical excellence”. “If we make the right choices, the United States can remain the global innovation leader that it is today”. (*Bill Gates Talks Technology on Capitol Hill, ABC News, Melissa Chee, March 2008.*)

## **How the Curriculum Addresses California Content Standards**

All components of the Plainview Academic Charter Academy curriculum plan conform to the frameworks for California public schools. All instruction will be standards-based and assessed by the California Standards Tests as scheduled by the Department of Education and the Los Angeles Unified School District. Plainview Academic Charter Academy will determine the extent to which they will implement District-adopted curriculum and periodic assessments.

Plainview Academic Charter Academy Governance Council will establish a

curriculum committee that is directly involved with the staff in identifying and aligning curriculum, materials, and instructional content standards in each subject area. Plainview Academic Charter Academy will follow the California State Frameworks and the California Content Standards for curriculum delivery and student learning.

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

Plainview Academic Charter Academy will address the needs of its entire student population by meeting and exceeding the state's standards. Plainview Avenue School is currently designated as a school-wide Title I school, based on 80% of our students qualifying for free or reduced lunch. From the results of the C.S.T. in the 2010-11 school year, it was determined that 48% of our second through fifth grade population scored Basic, Below Basic, and Far Below Basic in Language Arts and 36% of the same population scored Basic, Below Basic, and Far Below Basic in math.

Teachers will utilize differentiated instruction, a variety of instructional programs and effective strategies to meet the needs of our student population. We have found that flexible, small group instruction, our learning center and innovative teaching have been successful with assisting students to learn. In addition, the Student Success Team (S.S.T.) has been instrumental in identifying and assisting at risk students with educational, physical and emotional issues that affect their ability to learn. The team includes all stakeholders, including parents and staff, in developing modifications to help students succeed.

Students' growth and development will be monitored through various assessment tools such as District assessments, teacher prepared tests, publishers' materials, teacher observations and S.S.T. meetings. Data will be collected and reviewed on a monthly basis and modifications will be made to the instructional program.

**G.A.T.E. (Gifted and Talented Education)** students will be provided with lessons and assignments that will encourage the students to strengthen their cognitive thinking skills. Higher level, creative thinking activities will provide complexity and depth. The curriculum will be differentiated to meet the needs of the gifted student. Teachers will use the differentiated strategies of compacting, questioning, tiered assignments, flexible grouping, independent projects, and classroom learning centers.

Students will demonstrate their comprehension and knowledge of subject matter by analyzing, defining, describing, and identifying what they have learned. They will be asked to demonstrate their understanding and will be able to analyze each subject using the higher levels of thinking as described by Bloom's Taxonomy. Students will also present an outcome in a chosen format (verbal, written, arts-based, etc.) at their appropriate academic level.

The G.A.T.E. Coordinator will identify students as early as possible, based on the criteria established by L.A.U.S.D. (See attached REF-5232.1 for G.A.T.E criteria) When a classroom teacher recognizes advanced achievement by a student, the student will be referred to the G.A.T.E. Coordinator. L.A.U.S.D. will continue to provide services for G.A.T.E. students. Teachers will be notified of professional development opportunities to enhance their knowledge and understanding in

meeting the needs of G.A.T.E. students.

**Special Education** students will be intergrated, if applicable, pursuant to their I.E.P. (Individualized Educational Plan), and given opportunities to demonstrate their knowledge of content in a multi-modality format that exhibits their understanding of the lesson. The Special Education Teacher will work collaboratively with the Mainstream Teacher to monitor and evaluate the students' progress. The Special Education Teacher and the Mainstream teacher will meet weekly at grade level meetings to monitor and evaluate their students' progress based on the classroom assignments and assessments in the students' portfolio. The special education teacher will make regular visits to the mainstream classroom to observe and modify students' instruction. The special education teacher will provide appropriate materials for the special education student to use in the mainstream class. In both classrooms students will be exposed to grade-level core curriculum and their I.E.P. goals will drive their instruction.

The District shall continue to serve the needs of special education students enrolled at Plainview Academic Charter Academy in the same manner as any other public school in the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree.

**English Language Learners** will utilize the District-mandated program, *California Treasures*, and the L.A.U.S.D. Master Plan for the Education of English Language Learners to provide students opportunities to become fluent and literate in English. Students will be given the opportunity to demonstrate their comprehension of the lessons and work samples will be collected for their E.L.D. (English Language Development) portfolios. Students will have 45 to 60 minutes of English Language Development guided and direct instruction daily, as per Local District 2 Mandate. They will be monitored for their yearly growth of one E.L.D. (English Language Development) level per year and administered the C.E.L.D.T. (California English Language Development Test) test yearly. They will be re-classified as they become eligible, with the goal being to have all students reclassified by the end of the 5<sup>th</sup> grade. Currently, according to L.A.U.S.D. policy, a student is eligible for re-classification if specific criteria are met.

The following reclassification criteria and procedures apply to E.L.'s in Grade 2:

- The student has demonstrated English proficiency on the annual C.E.L.D.T. by achieving an overall performance level of 4 or 5 with skill area scored of 3 or higher in Listening, Speaking, Reading and Writing.
- The student has demonstrated basic grade-level skills on the Literacy Periodic Assessment (L.P.A.) by achieving scores in the Basic, Proficient or Advance performance band. Only L.A.P. #2 or L.P.A.#3 may be used to reclassify Grade 2 students.
- The teacher has judged that the students will be successful in a Mainstream English program based on Elementary Progress Report marks of 3 or 4 in English Language Arts (E.L.A.) in the areas of Listening speaking, Reading and Writing.
- The parent has been consulted regarding the student's eligibility to reclassify.

The *Notification of Reclassification* letter must be printed and provided to the parent immediately. This letter requires a parent signature and must be filed permanently in the Master Plan Folder located in the student's cumulative record.

The following reclassification criteria applies to E.L.'s in Grades 3 through 5:

- The student has demonstrated English proficiency on the annual C.E.L.D.T. by achieving an overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading, and Writing.
- The student has demonstrated basic grade-level skills on the California Standards Test (C.S.T.) by achieving scores in the Basic, Proficient or Advanced performance band on the ELA section of the test.
- For students taking the California Modified Assessment (C.M.A.), the student has demonstrated basic grade-level skills by achieving scores in the Basic, Proficient or Advanced performance band on the E.L.A. section of the C.M.A.
- The teacher has judged that the student will be successful in a Mainstream English program based on Elementary Progress Report marks of 3 or 5 in E.L.A.

(See attached BUL-5619.0 Reclassification of English Learners Grades Second Through Twelfth for eligibility and criteria)

Plainview Academic Charter Academy will continue to use L.A.U.S.D. criteria to identify English Language Learners and how they should progress in their development of English. The E.L.L. (English Language Learner) Coordinator is responsible for monitoring and updating S.I.S. data for English Learners and providing appropriate notification to parents of E.L.L. students.

**Underachieving/Non-Proficient** students' C.S.T. (California Standardized Test) scores will be reviewed and their area of weakness/struggle will be identified. They will be placed in flexible classroom groups for R.t.I.2 (Response to Instruction and Intervention). They will also receive additional support in the classroom during independent work time to address their specific weaknesses in achievement, and will be given opportunities to exhibit their comprehension of the lessons taught.

Students will also be provided intervention during the school day in our Learning Center. Students are selected based on their area of weakness, as determined by Dynamic Indicators of Basic Early Literacy Skills (D.I.B.E.L.S.) scores for kindergarten through second grade and by scoring Basic, Below Basic or Far Below Basic on the C.S.T. for students in third through fifth grade. Students will be given extra support during the pull-out intervention by a highly qualified Learning Center teacher. Students will gain new knowledge, learn new strategies for problem solving, and develop new perspectives on the value of learning.

The students' progress will be monitored and assessed monthly by teachers with input from the administration. The assessments used will include D.I.B.E.L.S., District assessments, publisher materials, teacher-created tests, and teacher observations. The classroom teacher and the Learning Center Teacher will work collaboratively on lessons, goals, and assessments. The teachers, based on the

data collected, will implement adjustments to the student groups.

Those students who fail to make adequate progress will be referred to our S.S.T. (Student Success Team) for further evaluation. Depending upon the individual student's needs and data, appropriate actions will be recommended. Our goal is to have each student reach the proficient level.

**General Educational Population** will meet the state standards/benchmarks through the curriculum being taught. Students will achieve and/or maintain a Proficient or Advance level on their C.S.T. (California Standardize Test). Students will be provided with opportunities to participate in differentiated instruction. The needs of these students will be addressed by providing rigorous academic coursework and extra help where needed to assist them in raising and maintaining their levels of proficiency.

**Socio-Economically Disadvantaged** - Plainview Academic Charter Academy is a designated Title 1 School. As such, the majority of our students are socio-economically disadvantaged. Plainview Academic Charter Academy ensures that all students are provided with the necessary tools and nutrition to succeed academically. Our Plainview P.T.A. attempts to assist any family as the need arises.

### **Evidence That the Proposed Instructional Program Will be Successful with the Charter's Targeted Population**

Evidence shows that the proposed instructional program will be successful with Plainview Academic Charter Academy's targeted population based upon data relating to Plainview Avenue Elementary's historical instructional program and student population. With a focus on best practices in regards to the instructional program, Plainview Avenue Elementary was a Title 1 Achieving School for five consecutive years and a California Distinguished School in 2004. Each year, teachers have offered a rigorous daily program of standards-based and differentiated instruction to give the students an opportunity to meet and exceed their levels of proficiency. In 2010-11 Plainview Avenue School was assigned a new principal. His positive approach and enthusiasm has re-energized the staff and his leadership has motivated all stakeholders to improve in academics, attendance, and parent involvement.

Based on our current C.S.T. data, students increased in Language Arts Proficient and Advanced bands by 4%. In math, students increased by 7% in Proficient and Advanced bands.

Twelve percent of our English Language Learner population was reclassified by June 2011. Teachers utilize ongoing assessments, collaboration, the District program (California Treasures), and a variety of teaching S.D.A.I.E. (Specifically Designed Academic Instruction in English) strategies such as scaffolding, realia, clustering, webbing, mapping, and think-pair-share. E.L.D. strategies include recasting, corrective recasting, backwards build-up, choral reading, echo reading, pull-out and talk, and pull-out and write to ensure all E.L.L. students progress in a solid foundation of reading, writing, listening, and speaking in English.

The percentage of students with 96% or higher attendance increased by 4% and our staff attendance increased by 20% for the 2010-11 school year. The increase in



both student and staff attendance has been encouraged and rewarded through assemblies and participation from local businesses in our community. Our community partners have donated incentives that motivate students to attend school regularly.

Parent and community engagement increased by 21% during the 2010-11 school year. Under our current leadership parents feel welcome, appreciated, and encouraged to participate. Every meeting is provided with translation and refreshments, and parents are excited to volunteer for school-wide projects and events. The Parent Room is fully equipped and available for parent workshops and meetings.

Plainview Avenue Elementary has met and in some cases exceeded District mandates for Special Education, including the Modified Consent Decree. All teachers, with direction from the administration, adhere to each individual student's I.E.P., as well as conduct S.S.T.'s (Student Success Team) for students who are not proficient in academics, behavior, or work habits. S.S.T. meetings recognize the R.t.I.2 approach, in terms of assisting teachers to attempt a hierarchy of intervention strategies. The goal is to enable struggling students to meet grade-level standards. Plainview's fall 2010 District Validation Review (D.V.R.) was rated as compliant. This evidence shows that our Special Education teams are meeting the needs of special education students.

We are dedicated to identifying (See attached REF 5232.1 Guidelines for Identifying Students that are Gifted) and addressing the needs of our G.A.T.E. and high-achieving population by incorporating experiential learning and differentiated planning into daily instruction. As a result, our G.A.T.E. population reached just above the District's norm at 6.7%.

An integral part of Plainview Academic Charter Academy's instructional program, will be dedicated to providing additional enrichment programs. Plainview's teaching staff, along with additional support, will provide instruction in each one of the designated fields (music, dance, and technology). These enrichment programs infuse excitement, motivation, and high interest into the learning experiences of every child. Regardless of a child's learning profile at Plainview Academic Charter Academy, the Arts will play an enormous role in the success of all students.

### **Textbooks or Other Instructional Resources to be Used**

At Plainview Academic Charter Academy we will use the following instructional resources.

|                |   |
|----------------|---|
| Language Arts  | California Treasures, Accelerated Reader Computer Program   |
| Math           | enVision Math Program   |
| Science        | District mandated program-Full Option Science System (F.O.S.S.), Science Resources District Mandated Program, Weekly Reader, Time Magazine for Kids, fieldtrips |
| Social Studies | Social Science for California (Scott Foresman), Weekly Reader, Time Magazine for Kids, fieldtrips   |

|        |   |
|--------|---|
| Health | Too Good for Drugs, Second Step, Health and Wellness (Macmillian, McGraw-Hill), Weekly Reader, Time Magazine for Kids |
| Arts   | Share the Music (McGraw-Hill), Art Connections  |

**How the School Will Recruit Teachers Qualified to Deliver the Proposed Instructional Program**

Teachers will be recruited in accordance with District policy, procedures, and collective bargaining agreements. Prospective teachers will be asked to submit an application in accordance with Personnel Commission and District policies. In addition, prospective teachers will be required to submit a resume to our hiring committee.

**How the School Will Provide On-going Professional Development**

Professional Development will be an on-going component of Plainview Academic Charter Academy. It will be an effective tool used to design the curricular needs of our students and teachers. Professional Development issues, ideas, and products will be driven by the students’ and staff’s needs and interests, which are then forwarded to the Leadership Committee for formalization of appropriate training and products. Plainview Academic Charter Academy’s Professional Development program will be subject to the approval, implementation, and scheduling by the entire staff. In addition, Plainview Academic Charter Academy will participate in site-level, District professional development activities, and conferences.

As of the 2010-2011 school year, our professional development emphasis is California Treasures and RtI<sup>2</sup>. Our staff requires more training to fully implement the Treasures program. They require more grade-level collaboration time to understand the program in depth and present coherent, unified grade-level lessons. This will insure that all students are provided with the same content material. Since this is a new District-wide program, we will contact the publisher to provide professional development for our staff.

In the 2012-2013 school year, we will identify best practices, review areas of weakness, and determine appropriate professional development for the California Treasures Program.

We will continue to utilize current RtI<sup>2</sup> strategies and explore new areas for improvement in R.t.I.2 instruction. This school year, Plainview is part of a Local District 2 RtI<sup>2</sup> cohort. We have a team attending three meetings, writing a plan, disseminating information, and implementing strategies.

For the 2012-2013 school year, Plainview Academic Charter Academy will implement the Inspiration 52 Character Building Program. There will be professional development in the Spring of 2012 to jumpstart the program in September 2012. During the 2012-2013 school year, there will be on-going professional development and monitoring of the program. This program is designed to build character and self-esteem. The program’s principles teach students values such as responsibility, effort, teamwork,

maturity, believing in ones' self, etc. It promotes critical thinking and encourages students to change for the betterment of themselves and society. It has proven to improve academic performance, test scores, attitude, and behavior. Plainview Academic Charter Academy focuses on the entire child, not just their academic performance. These guiding principles will prepare students for their future and give them the skills needed to participate in the 21<sup>st</sup> century.

Plainview Academic Charter Academy will also implement the "Harvest of the Month" program in the Spring of 2012. The Harvest of the month program allows students to taste and explore a different California grown fruit or vegetable each month. The in-classroom taste testing gives students the opportunity to experience healthy foods and to learn about them at the same time. The program motivates and empowers students to increase their consumption and enjoyment of a variety of colorful fruits and vegetables and to engage in physical activity every day. "According to a recent study of 4<sup>th</sup> and 5<sup>th</sup> grade Harvest of the Month students, post curriculum increases fruit and vegetable consumption and knowledge. The Harvest of the Month program is a joint project of the Network for a Healthy California, L.A.U.S.D., and the Food Services Division." (Network for a Healthy California, California Department of Public Health, 2010)

### **Academic Calendar/Sample Daily Schedule**

(See Attachment of Early Start Instructional School Calendar)

The instructional schedule is designed to fulfill the California Ed Code minimum number of minutes, as set forth in E.C. 47612.5.

Plainview Academic Charter Academy will follow the Traditional Academic Calendar set forth by the Los Angeles Unified School District utilizing block scheduling as follows: 8:10-10:00 A.M. Language Arts and E.L.D. instruction, 10:20 A.M-12:10 P.M. math instruction, 12:50 P.M to 2:29 P.M. social studies, science, the arts, and physical education. Block scheduling allows for more continuity of instruction. It increases the span of teaching time, which allows for longer cooperative learning activities. With the use of block scheduling, the teacher is able to provide a variety of instruction and has additional time to spend with each individual student. *Please also refer to Typical Day Chart on Pages 5 and 6 of this petition.*

While adhering to the number of state mandated instructional minutes, professional development time will be combined into larger blocks. These professional developments will be used at our discretion for the implementation and review of new and existing instructional programs, analysis of student achievement data to further drive instruction, and opportunities to serve the needs of all students.

### **Timeline for Implementation**

The academic program outlined in Element 1 will be implemented in the 2012-2013 school year if affiliate charter status is granted before the commencement of the 2011-2012 school year.

### **E. Describe How the Program Will Meet the Needs of Specific Student Populations**

**English Language Learners** – Teachers are currently using the L.A.U.S.D. Master

Plan for the Education of English Language Learners to provide opportunities for non-English speaking students to become fluent and literate in English. Students will be given opportunities to demonstrate their comprehension of the content in a format that exhibits their understanding of the lesson. Plainview's goals are to help English learners:

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

We have set a goal of advancing students a minimum of one English language development level each year. Our classrooms containing E.L.L. students will dedicate 45 minutes to one hour of classroom time daily for English language instruction with a focus on listening, speaking, reading, and writing. Students' progress is systematically monitored by the use of District mandated E.L.D. portfolios.

To ensure that our teaching staff has the knowledge and skills necessary to address the needs of English Learners in core content areas, Plainview Academic Charter Academy will provide professional development in areas of need. The principal will verify that teachers are utilizing professional development opportunities that are provided by L.A.U.S.D. and that all E.L.D. teachers are highly qualified as defined by N.C.L.B and State laws.

### **Socio-Economically Disadvantaged**

As a Title 1 school, at least 75% of our students are classified as socio-economically disadvantaged. Plainview Academic Charter Academy will ensure that all students are provided with the necessary tools to succeed academically and socially. Regardless of their socio-economic status, all students are provided with equal opportunities to succeed. Our Plainview P.T.A. will attempt to assist any family as the need arises. As a small Title 1 school we have very limited resources. Most of our budget is utilized in purchasing our Categorical Programs Advisor and our five teaching assistants who assist with our E.L.L. and RtI<sup>2</sup> population.

### **G.A.T.E. Students**

Teachers will provide **G.A.T.E.** students with lessons and assignments that will encourage the students to strengthen their cognitive thinking skills. They will be asked to demonstrate their comprehension and thorough knowledge of each subject by defining, describing, and identifying what they have learned through analysis and synthesis of this information. Additionally, the students will present an outcome whether verbal or written at their appropriate academic level.

Plainview Academic Charter Academy is committed to provide **G.A.T.E.** students with opportunities to study the core curriculum in depth and at an accelerated pace. Higher-level creative and logical thinking activities provide for the depth, complexity, and novelty that define a high quality gifted program. The classroom teacher differentiates curriculum and professional development provides opportunities for teachers to meet the needs of **G.A.T.E.** students. Classroom teachers will employ several differentiation strategies, including tiered assignments, flexible skills grouping, and independent

projects.

**Underachieving/Below Grade-level** learners will be provided intervention during school in our Learning Center and in the classroom at Independent Work Time to address their specific weaknesses in achievement. These students will be given the opportunity to exhibit their comprehension of the lessons taught. Our goal is to have each student perform at least at the proficient level. The curriculum and structure is designed to maximize the learning opportunities of low achieving students. Low achieving students are thoroughly integrated into the entire student body and fully participate in all aspects of the curriculum.

A highly qualified teacher instructs the students assigned to the Learning Center. The program is designed to address the needs of our far below basic students. Lessons are developed in collaboration with the classroom and Learning Center teacher. Students are taught in a small group setting based on their area of need. They receive instruction 3 days a week for approximately 30 minutes. Students are monitored and assessed on an ongoing basis. Modifications and adjustments to the curriculum are determined by data results.

#### **F. Special Education Program**

The District shall continue to serve the needs of special education students enrolled in Plainview Academic Charter Academy in the same manner as any other public school of the District and shall be responsible for meeting all the requirements of the Modified Consent Decree and the requirements of S.E.L.P.A.

#### **Modified Consent Decree Requirements**

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

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

1. The Independent charter schools Suspension/Expulsion Report, due monthly throughout the school year.
2. Paper S.E.S.A.C. Report and Welligent Student Listing Verification, due monthly throughout the school year.

3. C.B.E.D.S., which is due at the end of October of Each School Year.
4. All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
5. Graduation Status of 12<sup>th</sup> Grade Students Enrolled on December 1, are due at the end of June every school year.

The District is currently in the process of developing an Integrated Student Information System (I.S.I.S.) as required by the M.C.D. Although most charter schools are not currently utilizing the District's current S.I.S, the M.C.D. requires all charter schools to implement the use of I.S.I.S. once it is developed. Plainview School is currently using the Integrated Student Information System (I.S.I.S.) as required by the M.C.D.

## **Conversion Affiliated Charter**

### **1. Plainview Academic Charter Academy Special Education Responsibilities** **a. General Requirements**

Plainview Academic Charter Academy will adhere to the provisions of the I.D.E.A. and California special education laws and regulations to assure that all students with disabilities are accorded a free appropriate public education (F.A.P.E.). The Plainview Academic Charter Academy will also ensure that no students otherwise eligible to enroll in Plainview Academic Charter Academy will be denied enrollment on the basis of their special education status.

Plainview Academic Charter 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 Plainview Academic Charter Academy.

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

Plainview Academic Charter Academy will use District forms to develop, maintain, and review assessments and Individualized Education Programs (I.E.P.s) in the format required by the District and will enter accurate assessment and I.E.P. data into the District' designated data system (Welligent) in accordance with L.A.U.S.D. policies and procedures. The Charter School will maintain copies of assessments and I.E.P. materials for District review. The Plainview Academic Charter Academy will submit to the District all required reports, including but not limited to C.A.S.E.M.I.S., S.E.S.A.C. and Welligent I.E.P.s, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

Plainview Academic Charter Academy shall keep daily attendance for each student that shall be reported and certified according to District policies and procedures.

Plainview Academic Charter 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). Plainview Academic Charter Academy will participate in internal validation review (D.V.R.).

Plainview Academic Charter Academy is responsible for the management of its, personnel, programs, and services. Plainview Academic Charter Academy will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations.

Plainview Academic Charter Academy will implement the programs and services, including providing related services, required by the I.E.P.s of the students enrolled at the Plainview Academic Charter Academy.

**b. Transferring Students**

For students transferring to Plainview Academic Charter Academy from District schools or District affiliated charter schools, Plainview Academic Charter Academy will provide those related services required by the students' Individualized Educational Plan immediately upon the students' enrollment.

For students transferring to Plainview Academic Charter Academy from other school Districts, Plainview Academic Charter Academy shall provide related services required by the students' Individualized Educational Plan upon the students' enrollment regardless of the type of service provider (school, N.P.A. or private). I.E.P. 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 (S.S.T.) 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 Instruction and Intervention (R.t.I.<sup>2</sup>) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation, and review of records, Plainview Academic Charter Academy may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent's request for assessment, Plainview Academic Charter 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 Plainview Academic Charter 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. Plainview Academic Charter Academy shall conduct an I.E.P. 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. Plainview Academic Charter Academy will make decisions regarding eligibility, goals, program, placement, and exit from special education through the I.E.P. process according to federal, state, and District timelines.

**d. Alternative Placements**

In the event that Plainview Academic Charter Academy is unable to provide an appropriate placement or services for a student with special needs, Plainview Academic Charter Academy will contact the District to discuss placement and service alternatives. Plainview Academic Charter Academy is 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**

Plainview Academic Charter Academy will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. Plainview Academic Charter 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 at Plainview Academic Charter Academy. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

**f. Staffing Requirements**

Plainview Academic Charter 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.

Plainview Academic Charter Academy will maintain responsibility for monitoring progress towards I.E.P. goals for the student with special needs. Plainview Academic Charter Academy 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**

Plainview Academic Charter Academy will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the I.D.E.A. 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 Plainview Academic Charter Academy will convene a manifestation determination I.E.P. that includes District representation as set forth in the District's Policies and Procedures Manual. Plainview Academic Charter Academy will collect data pertaining to the number of special education students suspended or expelled.

Plainview Academic Charter Academy is committed to achieving population balance that includes students with disabilities. Plainview Academic Charter 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%. Plainview Academic Charter Academy outreach efforts should be geared toward aligning with the District-wide average. Plainview Academic Charter Academy may not refuse to admit a student based on special education eligibility, needs, or services identified in the student's I.E.P. The District will provide Plainview Academic Charter Academy with M.C.D. 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 the Charter School if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

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

## **3. Complaints**

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

## **4. Funding of Special Education**

Plainview Academic Charter 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 Plainview Academic Charter students, which is allocated to the S.E.L.P.A. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws. The Plainview Academic Charter Academy will contribute their fair share of S.E.L.P.A.-wide unfunded special education costs from their general-purpose block grant monies.

## **5. District Responsibilities Relating to Plainview Academic Charter Academy Special Education Program**

As long as Plainview Academic Charter Academy operates as a public school 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 Plainview Academic Charter Academy staff.

### **G. What it Means to be an Educated Person in the 21<sup>st</sup> Century**

Plainview Academic Charter Academy believes an educated person of the 21<sup>st</sup> century is flexible, creative, and complex with a continuous thirst for knowledge. These individuals are self-confident, self-motivated, self-aware, life-long learners that are active participants in their community.

An educated person of the 21<sup>st</sup> century is prepared for a multi-cultural world that is globally interconnected. Being a part of the ever-changing and fast-paced information age, an educated person is technologically savvy, curious, and productive. An educated person is able to communicate, collaborate, and contribute to the ever-changing social and global society.

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

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

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

Students must be prepared with creative and innovative skills to become successful adults. "The illiterate of the 21<sup>st</sup> century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn." (*Alvin Toffler, Educated Person in the 21<sup>st</sup> Century, 2010*)

### **How Learning Best Occurs**

Plainview Academic Charter Academy recognizes that learning best occurs when the community is immersed in a culture of education that both challenges and nurtures the development of individuals. Teachers, parents, and community members need to collaborate to create an environment and culture that is inherently reflective of our school, home, and community.

Learning best occurs when all stakeholders fulfill their joint, collaborative responsibility to provide this culture of education for every child. Working together creates an atmosphere focused upon the importance of education, which in turn inspires shared learning. "We must instill curiosity, which is fundamental to lifelong

learning.” (Lee Herman, Alan Mandell, *From Teaching to Mentoring*) The use of project-based curriculum is a means for engaging students in real world problems, human issues, and investigating hypothesis.

Plainview Academic Charter Academy will serve as an academic arena to develop a desire for lifelong learning in all children. Plainview Academic Charter Academy will strive for the whole child approach to learning, teaching, and community engagement. The school shall provide a safe, supportive, and challenging environment that encourages students to maximize their learning potential through integrated learning experiences. Dedicated administrative staff, well-qualified teachers, support personnel, and diverse classrooms will provide optimal opportunities for every child to be reached and supported in their educational development. Classroom instruction will take into account the multiple modalities of learning and the differences of abilities among students. Research has shown that... ”learning styles teach us that we should present materials in multiple ways: with visual aids—such as charts, graphs, tables, film clips, and illustrations-demonstrations, hands-on activities, small group discussions and simulations.” (Columbia University Graduate School of Arts and Sciences, 2011)

## 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)*

### A. Our Vision for Student Outcomes

Plainview Academic Charter Academy's desired curriculum will include an integrated, inquiry-based K-5 curriculum closely aligned with California state and national standards in the core areas of language arts, science, math, and social studies. Cross-curricular, project-based learning will be enhanced using music, art, and dance instruction, and there will be a strong emphasis on hands-on learning utilizing our new computer lab, science lab, and art center. The Plainview Academic Charter Academy program embraces the following key elements:

**1. Standards are Essential:** Clear and public standards for what students should learn at benchmark grade levels are a crucial aspect of making sure we are meeting the academic needs of all students. They also serve as a guide for teachers, administrators, parents, and students themselves as to the specific basic knowledge and skills the students must master.

**2. Challenging Curriculum:** Standards must be accompanied by a rigorous curriculum that is aligned with those standards. The goal of the Plainview Academic Charter Academy is to provide a challenging 21st Century curriculum that will not only meet, but also exceed the minimum thresholds established by the District and the state.

**3. Teachers Matter:** Teachers need to be held to high standards, and they need to be knowledgeable of the latest research, methodologies, and pedagogies. Strategies for significant and on-going teacher professional development using the selected curricula will be included in the Plainview Academic Charter Academy program.

### Desired Outcomes of the School's Instructional Program

Plainview Academic Charter Academy understands that on-going assessments allow teachers the most desirable method to facilitate and drive instruction based on the needs of all students as determined by their areas of strengths and weaknesses. A variety of assessments are utilized, which may include but are not limited to: C.S.T., C.E.L.D.T., D.I.B.E.L.s, California Treasures, District Quarterly Math and Science Assessments, teacher-prepared tests and quizzes, portfolios, and anecdotal records.

**1. Language Arts:** Students will be effective communicators. They will be able to read, write, listen, and speak effectively meeting all state standards. Students will be able to incorporate the language of all disciplines across the curriculum 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:** Lessons will be presented in an exciting, enriching, and engaging manner with the use of technology and manipulatives. 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. They will attain proficiency by engaging in inquiry-based experiments. Students will formulate their hypothesis and utilize experiments demonstrating the scientific method as they engage in hands-on critical thinking experiments in our science lab. They will apply their skills to gain further understanding of fundamental science concepts.

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

**5. Technology:** Students will become familiar with the computers in our new computer lab. They will use word processing and other applications to enhance the core curriculum and prepare them for a technologically advanced society. Students will be familiar with various applications to accomplish goals in all other disciplines, such as spreadsheets, Photoshop, Keynote, PowerPoint, etc. Students will understand the use of current technology and its real world applications. Students will learn to navigate the Internet safely while conducting research.

**6. Arts:** Students will develop knowledge of and appreciation for the arts such as music, visual arts, theatre, and dance. This will be promoted through an academic curriculum intertwined with enrichment instruction. The classroom teacher will provide Art instruction. If the District provides funding, an arts instructor will teach the Arts. Plainview school is working in conjunction with the schools in our Verdugo family to develop an arts program to enrich the Arts at all three of our schools.

**7. Physical Education:** Students will build a healthy, balanced body, and mind through various intramural sport activities and drills. All Physical Education standards and mandates will be addressed with dedicated time for psychomotor skills development.

### **Cultivating Life-Long Learners and Skills**

Students at Plainview Academic Charter Academy will develop lifelong learning and inter-personal skills. They will develop positive social and community ethics and values. Plainview Academic Charter will implement the Inspiration 52 Program to develop character, self-esteem, and a sense of responsibility.

**1. Leadership, Collaboration and Cooperation:** Students will know and be able to demonstrate the adaptive and associative skills appropriate to their level. They will develop the skills necessary to become successful leaders and collaborators.

**2. Goal Setting:** Students will learn to set their own short-term and long-term academic goals in-keeping with their abilities and based on a high-level of expectations inherent in the school community. Students will be challenged to continuously set and re-evaluate personal goals.

**3. Critical Thinking and Problem Solving:** Students will learn to be effective problem solvers and will develop critical-thinking skills.

**4. Self-Discipline:** Students will learn to control their behavior and will respect and uphold the values of the community. Students will be taught Plainview Academic Charter Academy's Core Values of: Respect, Responsibility, and Safety.

**5. Citizenship:** Students will learn and practice their civic rights and responsibilities, and will have an appreciation of their impact on the immediate community and the larger world.

#### **B. Specific and Realistic Achievement Targets**

Plainview Avenue Elementary School scored a 780 A.P.I. score in the 2010-2011 academic school year. In the 2011-2012 school year our goal is to achieve an A.P.I. score of 800 or more. In 2012-2013 Plainview Academic Charter Academy's goal will be to improve our A.P.I. score from the previous year and continue to show growth in the following years.

| Year      | A.P.I. Score |
|-----------|--------------|
| 2010-2011 | 780          |
| 2009-2010 | 762          |
| 2008-2009 | 787          |
| 2007-2008 | 786          |
| 2006-2007 | 780          |

In addition, Plainview Academic Charter Academy is committed to improving its similar schools A.P.I. ranking. Even though the school has experienced a strong A.P.I. score in our Local District, the school has not scored well in comparison with similar schools. In fact, in 2009, Plainview's academic performance scored in the bottom 60% of schools that were comparable to it. This is clearly an area that illustrates that even though we have been successful according to our A.P.I. scores, there are many areas that could be improved. (See chart on following page)

|                             | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|-----------------------------|-----------|-----------|-----------|-----------|
| Statewide A.P.I. Rank       | 7         | 6         | 6         | 5         |
| Similar Schools A.P.I. Rank | 10        | 8         | 8         | 6         |

Plainview Avenue School met 9 of the 10 subgroups through Safe Harbor for A.Y.P. criteria in 2010-2011. The Hispanic and Latino subgroup did not meet the benchmark in the area of English Language Arts. As a result, Plainview is designated as a Program Improvement School One. In 2012 Plainview Academic Charter 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 (School-wide and White). In 2012-2013 the target area for E.L.A. will be 89.2%, and the Target area for Math will be 89.5%. In addition, Plainview Academic Charter Academy will attempt to maintain a participation rate on the C.S.T. of 100%.

As stated in Plainview Elementary School's Single Plan for Student Achievement (see Attachment), our goal is proficiency for all. Our English Language Arts percentage will increase in proficiency from 57%-63% in the 2012-2013 year, and within the charter term reach 75% of our student population achieving proficient or advanced. Our Hispanic/Latino subgroup, who did not achieve AYP benchmark in English Language Arts, is included in this goal. Our goal for math is to increase the percentage of students who are proficient or advanced from 69% to & 75% in the 2012-2013 school year. We have identified struggling students by reviewing their C.S.T. data. They were grouped by subcategories, and put into small group instruction and intervention. Their progress is monitored periodically with Language Arts Assessments (three times a year, as per District mandate), classroom tests and quizzes, and publisher testing materials (California Treasures) given as needed or at the end of the unit.

We are steadfast in our desire to provide this group with the support necessary to meet proficiency requirements. Such support will include intervention, access to the Learning Center, and small group instruction. Educational support will be determined by data analysis of assessments and teacher observation.

### **C. Frequency and Methods by which Students Are Assessed**

Plainview Academic Charter Academy believes that assessment is on-going and affords teachers an opportunity to develop daily lessons that meet the needs of all students based on their delineated strengths and weaknesses. 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.

Prior to the new school year, all teachers receive test data of their students at our first professional development meeting. The data is analyzed from the prior year and an instructional agenda is formulated based on the needs of each student.

We use a variety of assessment tools in order to get a comprehensive representation of student achievement. Data from these different assessments is collected and studied by teachers independently and at weekly grade-level collaboration. Additionally, administration examines and discusses data with teachers

on an on-going basis throughout the year.

Standardized assessments may include, but are not limited to: C.S.T. (yearly), C.E.L.D.T. (yearly), D.I.B.E.L.s (as needed), California Treasures (as directed), 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. Teachers and administrators can make decisions regarding instructional programming based on how a student or students are performing in relation to other students who take the same test.

Authentic assessments are on-going 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-devised tests, teacher observations, checklists, anecdotal records, publisher-provided criterion referenced tests, and projects. Also known as performance assessments, they allow for meaningful application of essential knowledge and skills.

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

### **Periodic Assessments**

Plainview Academic Charter Academy shall determine their development, implementation, or use of periodic assessments according to the needs of its students, within the limits permitted by the Education Code. Plainview Academic Charter Academy may choose to use District assessments or design its own, and will determine the timing of such assessments coordinated with the respective local district. Student's progress will be monitored and determined by teacher observation, class assignments, textbook publishers' assessments, District Assessments, and state testing.

Parents will be notified of their child's academic progress through the use of District report cards distributed three times a year and through parent conferences held at least twice a year and as needed.



## ELEMENT 3: METHOD BY WHICH STUDENT OUTCOMES WILL BE DETERMINED

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

### A. Methods for Assessing Attainment of Student Outcome

| Content Area          | Objectives/Tasks  | Out Comes/Assessments  |
|-----------------------|---|--|
| Language Arts Writing | <ul style="list-style-type: none"> <li>- Critique, justify and theorize in compositions</li> <li>- Writing across disciplines</li> <li>- Defend, critique and illustrate in oral and written formats</li> <li>- Apply vocabulary</li> <li>- Development in written and oral format</li> <li>- Demonstrate critical thinking skills specific to upper Bloom’s Taxonomy</li> <li>- Inquiry based research projects aligned to thematic teaching in various disciplines</li> <li>- Creative Writing including stories and poetry</li> <li>- Select and use appropriate thinking map for independent writing</li> </ul> | <ul style="list-style-type: none"> <li>- State mandated tests</li> <li>- Teachers developed assignments, tests, and activities</li> <li>- Publishers materials and assessments</li> <li>- District Benchmarks</li> <li>- Treasure assessments</li> <li>- Inquiry Projects</li> <li>- Presentations and Project exhibits</li> <li>- Journals</li> <li>- Writing Portfolios</li> </ul> |
| Math                  | <ul style="list-style-type: none"> <li>- Apply math skills to daily problem solving situations</li> <li>- Recognize relevant information and review process by checking work</li> <li>- Discern operations necessary to solve word problems</li> <li>- Connect math to other disciplines such as music and dance</li> </ul>   | <ul style="list-style-type: none"> <li>- State mandated tests</li> <li>- Teachers developed assignments, tests, and activities</li> <li>- Publishers Assessments</li> <li>- District benchmarks</li> <li>- Publishers tests – enVision</li> <li>- Hands on activities</li> <li>- Hands on Equations</li> </ul>   |
| Science               | <ul style="list-style-type: none"> <li>- Hypothesize and develop experiments utilizing hands on experiments in science lab to further research and prove/disprove conjectures</li> <li>- Integrate science and writing by using the language of the discipline</li> <li>- Theorize and view other subjects such as music, art, and history as a scientist</li> <li>- Understand the need for eco-friendly products and life changes to better our local and global community</li> </ul>   | <ul style="list-style-type: none"> <li>- Teachers developed assignments, tests, and activities</li> <li>- District Benchmarks</li> <li>- Interactive Units and simulations</li> <li>- Exhibits and Presentations</li> </ul>  |

|                            |  |   |
|----------------------------|--|---|
| History and Social Studies | <ul style="list-style-type: none"> <li>- Understand Cause and Effect</li> <li>- Relating over time</li> <li>- Finding parallels and patterns</li> <li>- Critical thinking skills</li> <li>- Critical reading skills</li> <li>- Interpreting information to draw conclusions</li> <li>- Using role play and interactive units to gain “first hand” experiences</li> </ul> | <ul style="list-style-type: none"> <li>- Exhibits and Presentations</li> <li>- Integration of the Arts</li> <li>- Teachers developed assignments, tests, and activities - Field Trips</li> <li>- Interactive Units and simulations</li> </ul> |
| Technology                 | <ul style="list-style-type: none"> <li>- Use of internet for research</li> <li>- Use of Applications such as word processing and spreadsheets</li> <li>- Use of artistic applications such as Garage Band, iMovie and Photoshop</li> </ul>   | <ul style="list-style-type: none"> <li>- Teachers developed assignments, tests, Presentations</li> <li>- Inquiry based projects</li> <li>- Presentations and Project exhibits</li> </ul>  |

**B. In-House Benchmark Assessments**

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. Assessments included but are not limited to 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.

**Standardized Assessments and How Data Will Be Used:** California Standards Test (C.S.T.), California English Development Test (C.E.L.D.T.), Treasures Reading Assessments/Fluency, District Quarterly Math Assessments, and District Science Assessments for grades four and five.

**C. State Mandated Testing**

As an Affiliated Charter School, Plainview Academic Charter Academy will test with the District. Plainview Academic Charter Academy will follow District required testing calendars and procedures through the use of all state mandated assessments.

Plainview Academic Charter Academy 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, Plainview Academic Charter Academy will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.

**D. How Data Will be Used**

Plainview Academic Charter Academy values data-based decision making to optimize its approach to meeting the needs of all students, to monitor the school's progress, and to establish future goals and interventions. Specific examples of this include:

- Data from combined assessments, (such as D.I.B.E.L.s, the District's Language

Arts Periodic Assessment, Math Periodic Assessment, text book publishers' test and CST scores) are evaluated continuously by teachers and administration, as it becomes available, in order to meet each student's educational needs. Data is also used to identify and prioritize professional development priorities as well as to provide topics for discussion during grade level planning. Some professional developments and grade level meetings are dedicated to reviewing recent or upcoming assessments to determine if the students are prepared or are meeting benchmark goals;

- District assessment results and authentic assessments are communicated to parents (by teaching staff) throughout the school year in a variety of ways such as e-mail communications, weekly progress reports, and assessment reports;
- School wide data is also shared in a public forum at monthly governance meetings by the Principal, when it's available, in order to discuss upcoming program development and intervention priorities;
- Data regarding our E.L.L.s is shared at E.L.A.C. meetings. Data from C.E.L.D.T. is communicated to parents by the Categorical Programs Advisor;
- MYDATA may be available to all parents, teachers, and students for immediate access to grades, scores, and attendance. Instantaneous access to this information provides all stakeholders with the ability to monitor student performance and academic growth. In addition, intervention can take place in a timely manner. 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.

### **E. Identification of Grading Policy**

Individual classroom teachers shall be primarily accountable for assessing their students' achievements with regard to standards-based grade-level work and achievement of grade-level appropriate content standards as well as progress toward fulfilling the skills, knowledge, and attitudes required for advancing to the next grade level. Student progress toward meeting expected student outcomes is monitored on an ongoing basis at each grade-level by regular student assessments aligned to the school's curricular standards as appropriate for each grade-level and content area. Student progress toward achieving the school's desired grade-level standards will be communicated to students' parents by providing appropriate feedback on class assignments, homework assignments, Parent Reports, Progress Reports, and regular conferences with the student's teacher.

Proficient levels of the District and State Standards are summarized on the Progress Report that was introduced by the L.A.U.S.D. in the 1999-2000 school year. The L.A.U.S.D. Progress Report uses a 4-point scoring rubric that aligns with classroom teachers' daily work assignments. Students earn a "4" for Advanced Proficient Levels; "3" for Benchmark Proficient Levels; "2" for Partial Proficient Levels; and "1" for Not Proficient Levels. The academic standards include specific learning topics in the different subject areas for each grade level: Language Arts is divided into reading, writing, listening, and speaking; mathematics; history and social science; science; health education; physical education; and the Arts. The standards for life-long learning (i.e., work and study habits) include use of time, independence, organizational skills, and quality and completeness of work. The standards for character development (i.e., learning and social skills) include respect, cooperation, dependability, responsibility,

self-control, and fair play.

Progress is reported to the parents three times annually using the L.A.U.S.D. Progress Report. Additionally, parent conferences are formally conducted at the end of the first and second reporting period, as well as within all reporting periods as needed.

## **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)*

### **Petition for Affiliated Charter Status**

Plainview is an elementary school grades K-5 that proposes to be converted to an Affiliated Charter within the Los Angeles Unified School District and to be known as Plainview Academic Charter Academy. As an Affiliated Charter, Plainview Academic Charter Academy shall follow all established L.A.U.S.D. policies and guidelines.

Plainview Academic Charter Academy is subject to the governance of the L.A.U.S.D. Board of Education, which has a fiduciary responsibility over Plainview Academic Charter Academy. 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. 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 U.T.L.A., Article XXVII of the L.A.U.S.D.-U.T.L.A. C.B.A. must be adhered to, particularly in regards to Local School Leadership Council composition and responsibilities.

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

Plainview Academic Charter Academy will comply with the Brown Act.

Members of Plainview Academic Charter Academy 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 L.A.U.S.D.’s Charter School policies and regulations regarding ethics and conflicts of interest.

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

### **Plainview Academic Charter Academy Governance Council**

Plainview Academic Charter Academy shall maintain a Governance Council that will be the chief site based decision-making body for the school under the authority of the Local District Superintendent 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 By-laws of the Governance Council of Plainview Academic Charter Academy (see attached By-laws). The Governance Council shall have the elements as found in UTLA CBA Article XXVII with the composition including 50% certificated teachers that includes the UTLA chapter chair and certificated employees

elected by the certificated bargaining unit employees at the site, and 50% shall be comprised of the principal, elected parent/community representatives, and an elected non-certificated employee representative. The Governance Council shall meet at least seven 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. Subject to L.A.U.S.D. policies and procedures, the Council shall have autonomies as outlined in the Affiliated Charter School's Policy Bulletin 5439.0.

Plainview Academic Charter Academy will abide by L.A.U.S.D. 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 Plainview Academic Charter Academy School.

#### **A. Process which Ensures Staff, Student and Other Stakeholder Involvement**

Parents play a very active role in our school and the success of Plainview Academic Charter Academy depends upon continuing this tradition. The highly productive collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and will be involved in all levels of decision-making at Plainview Academic Charter Academy, their primary role will be to help fulfill our promise of an enriched educational experience for all children. At least three elected parent representatives will serve on each of the school's Governing and Executive Committees, including but not limited to budget, By-laws and curriculum, C.E.A.C., E.L.A.C., school safety, selection of staff positions based on need and cost (instructional coaches, coordinators, class size reduction teachers, nurse, psychologist, etc.), technology, discipline, and professional development. These committees will meet at least seven times during the school year.

Our Community Representative will develop workshops based on the needs expressed by our parents in their monthly meetings. Currently, E.S.L. classes are offered on Fridays. There have been classes on how to read with and to your child along with several math workshops related to helping your child with homework. By participating in these classes, parents will learn and develop skills for working with and teaching their children at home.

#### **B. Methods by Which Schools Consult with Parents and Teachers Regarding School's Educational Programs**

Plainview Academic Charter Academy's Governing Council provides the structure for parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. This Governing Council will enable Plainview Academic Charter Academy to continue to meet the unique and changing needs of Plainview's students. 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 (including on the school website and via organized email blasts), and an agenda of each meeting will be posted publicly (at the school site and on the school's website) at least 72 hours in advance thereof. All meetings will be held in accordance with the posted agenda.

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 and on the website. The foregoing meeting requirements will be subject to any exceptions permitted under the Brown Act.

As a separate entity from Plainview Academic Charter Academy, the Plainview Avenue Elementary Parent Teachers Association (P.T.A.) shall maintain liability insurance sufficient to cover any and all P.T.A. sponsored activities and shall present a certificate of insurance as evidence of such insurance coverage on at least on an annual basis to the Districts Division of Risk Management & Insurance Services. Plainview Academic Charter Academy will conform to and operate under the District's Donation Policy (L.A.U.S.D. BUL-1633). The P.T.A. shall work collaboratively with Plainview Academic Charter Academy to further the educational program of the School. The P.T.A. is a non-profit 501c (3) California Corporation.

#### *Additional Parent Involvement Opportunities*

Parent involvement is the key to the success of the school, with opportunities for both parents who stay at home and those who work full-time. These opportunities include events such as, Back-to-School Night, Open House, Movie Night, Starry Night, Parent/Teacher Surveys, Parent/Teacher Conferences, parent participation in the classrooms, campus beautification, Parent Education, weekly written correspondence, and the monthly school newsletter. Plainview Academic Charter Academy also announces opportunities via its website and by automated phone calls (ConnectEd).

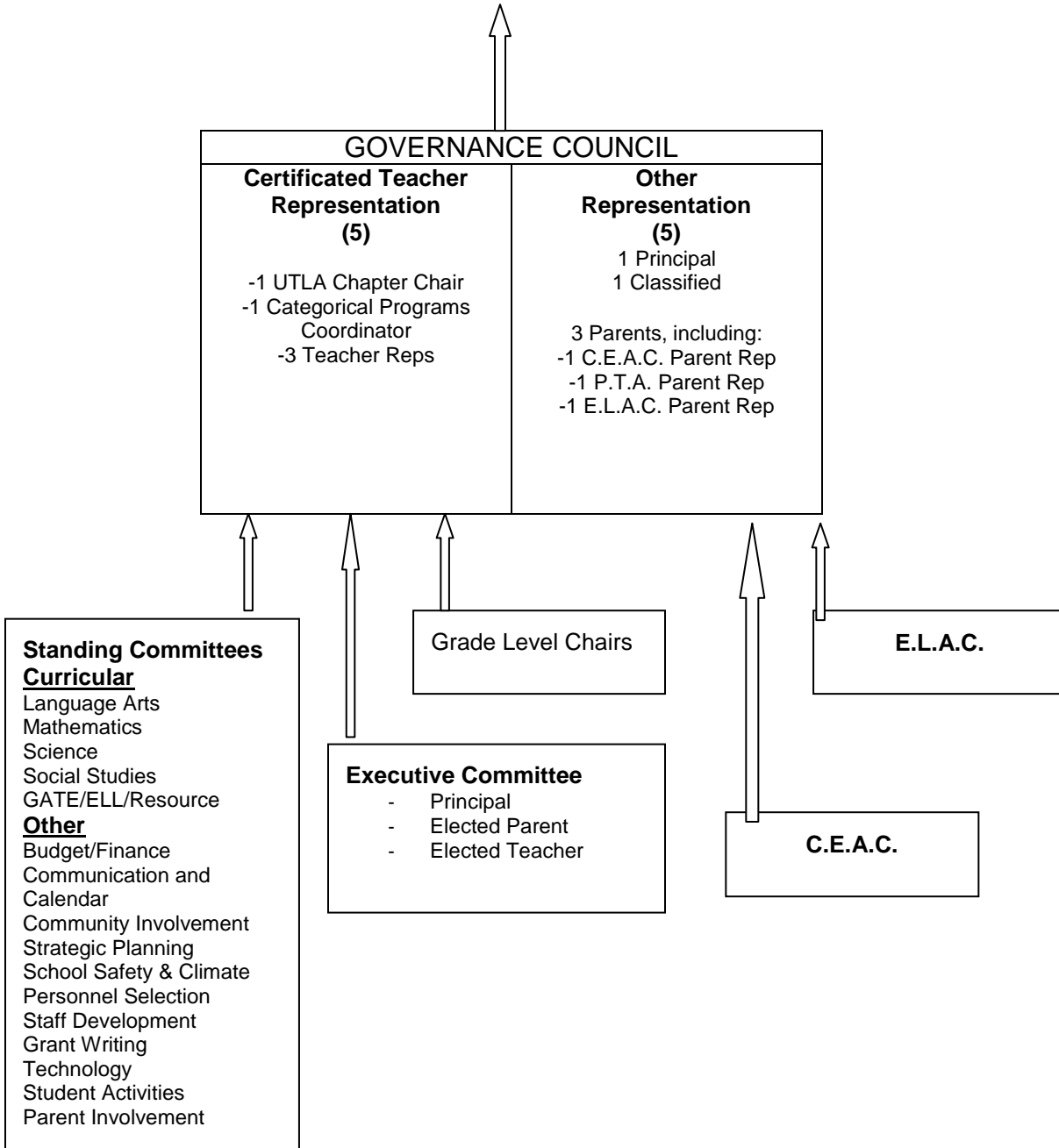
Teachers communicate via weekly collaboration meetings, professional development meetings, and regular faculty meetings. Without the parents' support, Plainview would not be able to achieve the excellence that is its legacy. Parents are essential in making the school a vital part of the community, and in fostering the diversity and excellence of Plainview's enriched educational program. Admission to Plainview Academic Charter Academy School is in no way dependent upon a parent's participation in any school activities.

### **C. Decision-Making Process and Organizational Chart**

Plainview Academic Charter Academy School Governance Council will be a consensus-oriented, decision-making body for Plainview Academic Charter 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, thus promoting 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 By-laws 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 material amendments to the By-laws will be brought to Los Angeles Unified School District Board of Education. All standing committees will have representation from both the parent body and teaching staff and are the foundation of policy decision-making at Plainview Academic Charter Academy.

L.A.U.S.D. Board of Education





#### **D. Compliance With all Laws Relating to Public Agencies in General, all Federal Laws and Regulations and State Codes**

Plainview Academic Charter Academy will comply with all applicable laws relating to public agencies in general, all federal laws and regulations and state codes. As required by L.A.U.S.D., our school adheres to all applicable consent decrees and court orders including Rodriguez and Chandra Smith. Plainview Academic Charter Academy accepts and understands its obligation to comply with specific sections of the Education Code: Sections 47611 and 41365, and all laws establishing minimum age for public school attendance.

Plainview Academic Charter Academy and all committees will comply with the Brown Act as noted above.

Members of the Plainview Academic Charter Academy's Governance Council, any administrator, manager or employee, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and L.A.U.S.D.'s Charter School policies and regulations regarding ethics and conflicts of interest.

#### **E. Plainview Academic Charter Academy's Relationship with District/County**

The Plainview Academic Charter Academy Governing Council will work collaboratively with the Local District and District to determine the applicability of District policies and procedures to Plainview Academic Charter Academy. Plainview will continue its operation as a fiscally affiliated charter school until such time as stakeholders choose to consider other options. Plainview Academic Charter Academy will work collaboratively with the District to ensure all programs, services, and future needs are funded.

#### **F. Process for Amendments to Charter**

Plainview Academic Charter Academy reserves the right to amend its charter at any time with L.A.U.S.D. Board of Education approval. All amendments will require the majority vote of representatives to the Plainview Academic Charter Academy Governing Council. The L.A.U.S.D. Board of Education under the standards and criteria found in EC 47605 must consider any material revisions to the charter. Plainview Academic Charter 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.

Plainview Academic Charter Academy will continue to pursue innovative, pioneering ideas that can serve as a model for other schools within all of L.A.U.S.D., both in addressing the implementation of innovative curriculum and instructional techniques, and in supporting those students who may need additional attention and intervention to succeed. All of these pursuits stem from the interest and support of the leaders of our school, thereby ensuring the active participation of parents, teachers and administrators as stakeholders in the educational process.

#### **G. Articles of Incorporation and By-laws of Nonprofit Corporation**

Since we are applying to convert to an affiliated charter school, we do not need to

submit articles of incorporation and By-laws of a nonprofit corporation.

#### **H. Selection Process of Council Members and Relevant Governance Council**

Governance Council members shall be elected for a two year term. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. (See attached By-laws, Section B: Term of Office) The voting members of the Governance Council shall include representatives from the school's various constituencies as follows:

##### **50% Certificated Teachers**

- U.T.L.A. Chapter Chair
- Categorical Programs Coordinator (certificated teacher)
- 3 Teachers (1 grade level representative for each of the following: Kinder – 2<sup>nd</sup> grade; 3<sup>rd</sup> – 5<sup>th</sup> grade; 1 Special Education and 2 alternates who shall be elected from and by the credentialed teachers employed at Plainview

##### **50% Other members:**

- 1 P.T.A. Representative (elected by P.T.A.)
- 1 E.L.A.C. Representative (elected by E.L.A.C.)
- 1 C.E.A.C. Representative (elected by C.E.A.C.)
- Principal
- 1 Classified Representative (to be elected by classified staff)

Council composition is guided by UTLA CBA Article XXVII. There will be alternates selected. All vacant seats shall be filled within one month by a special election called by the Chair.

Plainview Academic Charter Academy shall have an Executive Committee comprised of the principal, one teacher elected yearly by the teachers who are voting members of the Governance Council, and one parent elected yearly by parents 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 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 may be 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 Executive Committee will normally meet weekly but may convene more or less frequently as necessary to conduct its business. Members of the Governance 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 Governance Council. Council members shall either excuse themselves voluntarily or be excused by a majority of voting representatives if the Governance Council determines that there is an actual or potential conflict of interest, which may be brought to the attention of the Governance Council by any person. Plainview Academic Charter Academy shall abide by the District's C.O.I. Policy.

#### Role of Committees

Committees shall be formed to research issues and obtain input from all affected/interested groups. They will ensure participation of all stakeholders, present findings to the Council for a decision, create a more efficient way to handle decision making, provide a more effective way of communication and will assist in the selection of all senior members of the staff. This would include the Principal, Administrative Staff, and Teaching Staff.

Committees may include but are not limited to:

- Curriculum Development and Review
- Budget and Finance
- Communication
- Parental Involvement
- School Calendar
- Community Involvement
- Strategic Planning
- School Safety and Climate
- Human Resources
- Personnel Selection
- Staff Development
- Grant Writing
- Technology
- Student Activities

Other committees will be formed as the need arises.

Committees are advisory and will have at least one parent and one staff member as members. The Committee chairperson must establish a meeting agenda and submit a summary of all meetings to the Council Chair and/or the Council Secretary. Committees may elect a chairperson at their first meeting. In the event that no one accepts the chairperson position, the Plainview Academic Charter Governance Council Chair will appoint a chairperson. The Council, as needed, will determine committee meeting dates and times. Committees will abide by the requirements of the Brown Act.

#### **I. Grievance Procedure for Parents and Students**

As a District affiliated charter, Plainview Academic Charter Academy shall comply with District's Grievance policy and procedure for Parents and Students.

#### **J. L.A.U.S.D. Charter Policy**

The Plainview Academic Charter Academy will comply with the District policy related to Charter Schools, including the Affiliated Charter Schools bulletin, as it may be changed from time to time.

#### **K. Responding to Inquiries**

Plainview Academic Charter Academy shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records. Plainview Academic Charter Academy acknowledges that it is subject to audit by L.A.U.S.D. 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.

#### **L. Notifications**

Notification is to be made to the Innovation 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 Plainview Academic Charter Academy.

## **ELEMENT 5: EMPLOYEE QUALIFICATIONS**

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

Plainview Academic Charter Academy believes that all persons are entitled to equal employment opportunity. Plainview Academic Charter Academy 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 L.A.U.S.D. schools.

As an affiliated charter school of the Los Angeles Unified School District, Plainview Academic Charter Academy will comply with all No Child Left Behind Act (N.C.L.B.) requirements of teachers and paraprofessionals.

### Personnel

Plainview Academic Charter Academy 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 U.T.L.A., Article XXVII of the L.A.U.S.D. – U.T.L.A. C.B.A. must be adhered to, particularly in regard to Local School Leadership Council composition and responsibilities.

Plainview Academic Charter Academy will abide by District policy, procedures, collective bargaining agreements, and the District Affiliated Charter School Bulletin 5439 for employee selection. All administrative positions at Plainview Academic Charter Academy shall be filled in accordance to District policies and filled by individuals with the appropriate credentials for such administrative positions. Credentialed administrators will be recommended to the Local District Superintendent for a final determination. While Plainview Academic Charter Academy recommends employees through an interview process and in accordance to District and personnel commission policies, the District is the employer and all candidates must be processed through the District.

As an affiliated Charter School, Plainview Academic Charter Academy will abide by all present and future employee-related contractual agreements with U.T.L.A. (United Teachers of Los Angeles), A.A.L.A. (Administrators Association of Los Angeles), Local 99 and other collective bargaining units and L.A.U.S.D. All employees shall be compensated according to District contracts and the respective collective-bargaining agreements. Staff is subject to District decisions regarding reduction in force and layoffs.

Plainview Academic Charter Academy will adhere to all court mandates and state and federal laws including the Rodriguez Consent Decree. Each self-contained classroom teacher will have appropriate credentials issued by the State Commission on Teacher Credentialing for his/her teaching assignment. Non-self-contained classroom

teachers will have appropriate credentials consistent with state legislation and Title I, No Child Left Behind legislation. The District will monitor all credentials. At the close of each school year, the principal shall evaluate the faculty consistent with District policy. Such evaluation shall include the areas of professional development, teaching performance, the integration of science, technology and enrichment and student performance as demonstrated by previously discussed District assessment methods.

Plainview Academic Charter Academy will continue to recruit qualified bilingual personnel (teachers, paraprofessionals, office staff, etc.) consistent with District hiring policies and will staff programs, which will service the needs of our L.E.P. students.

## **Staff Selection**

### **Certificated Personnel**

Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. Plainview Academic Charter Academy 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 the Plainview Academic Charter Academy 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, Plainview Academic Charter Academy 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 Plainview Academic Charter Academy, 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, Plainview Academic Charter Academy will have autonomy in assigning positions to specific working basis.

The Governance Council shall appoint a Staff recommendation Sub-committee made up of members of the Committee who will recommend School staff. The Sub-committee shall consist of the principal, the U.T.L.A. Chapter Chair, a parent, and a teacher representing the grade level with the vacancy. Any other interested party is welcome to participate with the approval of the sub-committee.

### **Selection of Administrator(s)**

In addition to the above procedures, prospective administrators will be interviewed

by faculty and parent representatives, and will be recommended for approval based upon a two-thirds majority vote at a governance committee meeting. The designated representatives of the Plainview Academic Charter Academy will select the administrator(s) from the list of candidates recommended by the Governance Council. The principal will be responsible to the L.A.U.S.D. Local District 2 Superintendent and the Plainview Academic Charter Academy Governance Council. Credentialed administrators will be recommended to the Local District Superintendent for a final determination.

### **Selection of Paraprofessionals**

Paraprofessionals will be required to pass a basic skills/competency test administered by the District. The principal and the coordinator will conduct an interview and make the selection. Paraprofessionals will meet the qualifications set forth by the District.

### **Selection of Day-to-Day Substitutes**

Plainview Academic Charter Academy will establish and maintain a list of qualified District approved substitutes who will be contacted as needed. All substitute teachers will be credentialed teachers.

### **Description of Duties**

#### *Teachers:*

- Teach all appropriate State standards for the their assigned grade level. □
- Conduct frequent assessments of student progress.
- Continually maintain records.
- Evaluate classroom performance to meet the changing needs of students.
- Provide an effective room environment that reflects and facilitates the academic program.
- Offer peer assistance to fellow teachers.
- Continue to work on professional growth.
- Actively strive for continuous and open communication with parents.
- Maintain regular, punctual attendance
- Be professionally attired.

#### *Administrator(s):*

- Effectively collaborate with the Plainview Academic Charter Academy Governance Council.
- Oversee the business practices of the school and attract new resources to the school.
- Oversee the instructional program and provide opportunities for professional growth.
- Facilitate communication among staff, parents and community.
- Assist with student discipline.
- Will maintain regular, punctual attendance.
- Will be professionally attired.

### *Principal Essential Functions:*

- Provides assistance, guidance, and supervision in instructional practices and curriculum development specific to language, social, and academic needs of the student population, including bilingual, Special Education, and G.A.T.E. students.
- Provides leadership for and facilitates collaboration with all stakeholders on the writing of the School Plans, Charter Review and Categorical Programs Monitoring (C.P.M.)
- Prepares school budgets and is responsible for and monitors the expenditures of all school funds in accordance with federal, state and District guidelines.
- Develops the partnership among students, parents, community members, teachers and support staff that will enable the Plainview Academic Charter Academy to become a learning community with high expectations and achievement for all students.
- Works enthusiastically with the Plainview Academic Charter Academy to develop and operate the school and maintains collaborative relationships with other formal or informal educational institutions.
- Establishes an interdisciplinary instructional approach that emphasizes excellence in all academic areas including science, mathematics, technology, language arts, social studies, fine arts and physical education.
- Evaluates the performance of certificated and classified personnel assigned to the school site.
- Maintains a school climate that ensures the safety, health and welfare of students and personnel; organizes and implements an "Emergency Operation Plan".
- All school employees are mandated child abuse reporters.
- Provides staff development and training for all stakeholders to improve student achievement.

### *Classified and Other Personnel*

- Teacher Assistants and Special Education Aides will assist with instruction and supervision.
- Office personnel will perform daily school business.
- Other personnel will perform duties as described by the administrative team.

### *Plant Manager and Custodians*

The Plant Manager and all Custodians will be employees of the District and assigned to Plainview Academic Charter Academy. They will be responsible for the maintenance and operations of the school.

### *Parent Volunteers*

The developers of the Plainview Academic Charter Academy recognize that it will not succeed without relying upon the community and its' resources. To achieve its goal of creating a superior learning environment in which students can succeed academically far beyond conventional expectations, there must be an unprecedented level of community "ownership" of the school: local residents, business people, community leaders and especially parents, encouraged to be deeply involved in setting school policy and supporting school programs. To best meet the needs of the students,



families, and community, the Plainview Academic Charter Academy will continue partnerships with many institutions. The school's primary partnerships are with the local community, the P.T.A. and a number of other community groups and agencies. The strengths and resources of these institutions will greatly enhance the quality and variety of programs at the Plainview Academic Charter Academy, improving the School's ability to positively impact the students and community now and in the years to come.

### **Accountability**

Good performance will be acknowledged, rewarded, and replicated if possible. Fair and poor performance will be immediately acknowledged and corrected. Performance measures to assist in evaluation follow:

#### *Teachers:*

1. Certificated personnel will continue to be evaluated by the STULL process.
2. Completion of required job duties.
  - A. Initial sub-standard STULL evaluation by principal will result in additional support from staff.
  - B. The Plainview Academic Charter Academy reserves the right to investigate other evaluation practices, which may include, but are not limited to:
    1. Establishing goals and objectives for growth through collaboration with the principal.
    2. Observation (s) by the principal indicating the progress of goals and implementation of objectives.
    3. Post-evaluation conference(s).
    4. Partner coaching.

#### *Administrator(s):*

1. Business practices
  - a. Maintain a balanced budget
  - b. Maintain a safe and secure campus
  - c. Maintain an open line of communication of all stakeholders
2. Instructional program
  - a. Insure that all District mandated instructional materials are utilized
  - b. School achieved educational outcomes (in Elements 2 and 3)
  - c. Promote and maintain Parental/Community Involvement

#### *Classified and Other Personnel:*

1. Job Performance
  - a. Completion of all assigned duties as outlined in the District's Classified Job Description.

### **Salary Schedule**

The Plainview Academic Charter Academy will adhere to all collective bargaining agreements signed by L.A.U.S.D. in establishing staff compensation.

### **Work Basis**

Each staff member will work the number of days designated in his/her specific

collective bargaining agreement.

### **Method for Reporting Alleged Improprieties**

Current methods for reporting child abuse, acts of violence, and other improprieties will be followed as mandated by District guidelines, federal and state law, and local agencies.

### **K. Due Process**

All staff members shall have due process rights, as spelled out in collective bargaining agreements.

### **L. Benefits**

*Mandatory Benefits for all Staff Members:*

The Plainview Academic Charter Academy will provide the following benefits as applicable through Los Angeles Unified School District:

- Workers Compensation
- Unemployment Insurance
- Medicare Social Security (for non-S.T.R.S. /P.E.R.S. members) or other appropriate retirement plan mutually negotiated by employee and employer, as allowed by state and federal law.

### **Professional Development**

In addition to any District-mandated professional development, Plainview Academic Charter Academy 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 Plainview Academic Charter Academy 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, Plainview Academic Charter Academy will comply with all L.A.U.S.D. policies and practices to guarantee the health and safety of pupils and staff, including but not limited to, 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.

Plainview Academic Charter Academy will comply with all regulations as required by the federal, state, county, and city laws, such as fire and safety codes. In the event that Plainview Academic Charter Academy changes its status to independent charter school during the term of this Charter, Plainview Academic Charter Academy shall submit a petition for material revision for District's approval including provisions for insurance and indemnification for independent charter schools pursuant to District requirements.

### **Insurance**

Coverage shall be provided to the affiliated Plainview Academic Charter Academy 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 from claims which Plainview Academic Charter Academy 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.

As an affiliated charter school, Plainview Academic Charter Academy will adhere to District's Health, Safety and Emergency Plans. The Plainview Academic Charter Academy 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 Plainview Academic Charter Academy, its employees and officers will comply with the Family Educational Rights and Privacy Act (F.E.R.P.A.) at all times.

### **Evidence of Insurance**

In accordance with L.A.U.S.D. policy and procedure, Plainview Academic Charter Academy will work with the office of Risk Management and the Leasing and Asset Management Office to secure all necessary insurance and other documents when hosting special events or when an outside party plans to use this L.A.U.S.D. facility.

Through L.A.U.S.D., Plainview Academic Charter Academy will comply with state building codes, federal Americans with Disabilities Act (A.D.A.) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance. Plainview Academic Charter Academy will be subject to regular safe school inspections by the L.A.U.S.D. Office of Environmental Health and Safety and work to correct any corrective action notices in a timely manner. Plainview Academic Charter Academy will also undergo regular S.A.R.C. inspections by the Complex Project Manager and will work to remedy any corrective actions in a timely manner. Plainview Academic Charter Academy will complete the Safe School Plan each year, file such plan with O.E.H.S. and have the plan readily available for inspection. Staff will be trained on the Safe School Plan on an annual basis. Plainview Academic Charter Academy conducts regular safety drills, meetings, and includes safety as part of professional development.

As an affiliated charter school, L.A.U.S.D. will continue to provide services to maintain this facility and keep it in a condition conducive to a safe learning environment. Services would include regular and deferred maintenance, repair of equipment, trash removal, fire alarms, security systems, pest control, lawn and garden maintenance, asbestos management, response to trouble calls, locksmith services, plumbing services, carpenter services, school police services and other cleaning services. These services will extend into the food services area.

#### **A. Health & Safety Procedures**

It will be the task of the school administration to monitor all activities and consistently to provide safety and security for the students.

The policies will address, but not be limited to, the following topics:

1. The school as a drug, alcohol, and tobacco-free workplace.
2. Employee fingerprinting and criminal background check.
3. All reporting of child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies.
4. Sexual harassment training for all employees, students, and parents in any combination.
5. Procedures for response to natural disasters and emergencies, including fires and earthquakes.
6. First aid/C.P.R. training.
7. The safety of auxiliary services (food services, transportation, custodial services, hazardous materials).
8. Documentation of T.B. testing and immunization requirements for all students, staff, and volunteers.

Amendments will be made to remain compliant with District safety policies or upon recommendation by the District's insurance carriers. The Plainview Academic Charter Academy will comply with the existing regulations that apply to charter schools including C.A.L. /O.S.H.A., the California Environmental Protection Agency and Federal EPA regulations. Records of student immunizations will be maintained, and staff will honor County requirements for periodic Mantoux tuberculosis (T.B.) tests. Each employee is

required to provide the Plainview Academic Charter Academy with a full disclosure statement regarding prior criminal record as required by the California Education Code Section 44237.

## **ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE**

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

As an existing public school converting to an affiliated charter school, admission preference shall be given to pupils who reside within the former attendance area of Plainview Elementary School the attending students shall represent a broad ethnic background and the boundaries for the School shall be consistent with the policies of the District for achieving it.

Plainview Academic Charter Academy will make every effort to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of the Los Angeles Unified School District.

Recruitment efforts within the District designated attendance area shall include publicizing our instructional program in multiple languages such as, English, Spanish, Armenian and Korean. With the support of our community partners, neighboring libraries and local businesses Plainview Academic Charter Academy will promote our rigorous instruction, enriched programs, and opportunities for parental involvement. Neighboring preschools will be invited to attend a special preview in the spring of our kindergarten program. Plainview Academic Charter Academy will schedule meetings at the end of the academic year inviting all prospective parents and students for the fall term, including those from overcrowded neighboring schools, to meet the principal and staff and explore our campus. Each spring Plainview Avenue School hosts an Open House and invites the community to tour our school. Many parents in previous years have attended our Open House based upon the recommendations from our current school population. Plainview Academic Charter Academy will continue to utilize Open House as a means to promote our school. All efforts of recruitment will be provided in multiple languages to meet the needs of our diverse community.

### **A. Court-ordered Integration**

Plainview Academic Charter Academy shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the L.A.U.S.D. 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 L.A.U.S.D.

Plainview Academic Charter Academy will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the L.A.U.S.D.’s ethnic schools goal of 70:30, or 30:70, 60:40 or 40:60 ratios.

Plainview Academic Charter Academy 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.

Plainview Academic Charter Academy will make every effort to meet or exceed the Crawford Court Order. The school will utilize L.A.U.S.D.'s Permit process. School officials will routinely monitor minority enrollment and work closely with L.A.U.S.D. officials to insure that the school's minority population meets or exceeds the Crawford Court Order.

**B. Non-Discriminatory Statement**

Plainview Academic Charter Academy shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code

## **ELEMENT 8: ADMISSION REQUIREMENTS**

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

Plainview Academic Charter Academy 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.

### **A. Admission Requirements**

Parent(s) will attend an orientation meeting to review and sign the Parent/Student Compact Agreement (See attached L.A.U.S.D. Bulletin-2680). Procedures to hold families accountable to the Compact Agreement must include proper notification, alternative compliance opportunities, an appeals process, and due process.

### **B. Enrollment/Lottery Assurances and Procedures**

Plainview Academic Charter Academy shall be located and operate within the boundaries of Local District 2 of Los Angeles Unified School District. It shall be open to all students who wish to apply. As an existing public school converting to an affiliated charter school, admission preference shall be given to pupils who reside within the former attendance area of Plainview Elementary School.

Should the amount of pupils that wish to attend Plainview Academic Charter Academy exceed the enrollment limit, a public random lottery will take place to determine the school enrollment in accordance to Education Code, section 47605(d)(2)(B). Lottery applications (see attached Lottery Form), will be made available in the school office for prospective students in January of the prior academic year. Public notice will also be posted regarding the date and time of the public drawing. The deadline to submit an application will be April 1. Preference will be given to pupils that reside within the former attendance area of Plainview Elementary attendance area, and to students currently attending the school and their siblings. All families that have submitted applications will be notified by U.S. mail of the date and time of the lottery. A public random drawing will be held on the last Friday in April after school dismissal in the school auditorium. Enrollment packets will be distributed immediately to applicants chosen by the lottery to be completed by an enrollment deadline. The application must be submitted to the school office or postmarked by April 1 to be considered for the lottery. A waiting list will be drawn from the remaining applicants of students that do not receive admission from the lottery, and will be considered should a vacancy occur during the year.

In the event that the school is notified of a false address for the predetermined district attendance boundary for the school (for example, if school mail is returned undeliverable), Plainview Academic Charter Academy will assign an address verification committee to assist the office with validating whether an address is within Plainview’s boundaries. Such boundaries may vary from time to time but shall always be developed or revised in accordance with the policies and guidelines set for other schools in the District. Transportation will not be provided. The Plainview Academic Charter Academy will adhere to all applicable laws governing the minimum age for public school attendance.



Plainview Academic Charter Academy will utilize L.A.U.S.D. enrollment forms and cumulative records. The Plainview Academic Charter Academy will adhere to all District procedures related to confidentiality and privacy of records. In order to ensure continuity of record keeping, L.A.U.S.D. will provide the Plainview Academic Charter Academy, upon request, the cumulative records of the students attending the Plainview Avenue Elementary. Upon leaving the Plainview Academic Charter Academy, student records will be processed accordingly and forwarded to the receiving school.

Plainview Avenue School is currently designated as a school-wide Title 1 school. Recruiting from our community, as previously discussed in Section B, will ensure that we attract economically disadvantaged and low-achieving students. Our school offers three special education classes and a Resource class. Our special education classes include special day for mild to moderate students in grades 3 to 5, a lower autism class for grades K to 2 and an upper autism class for grades 3 to 5.

Students are bussed in from across the District to attend our special education classes. We are in the process of adding a special day class for students with specific learning disabilities (S.L.D.) for mild to moderate students in grades K to 2. Our school will continue to recruit students to fill our current and additional special education classes. We hold meetings for parents and prospective parents of students with special needs to meet our staff and learn about the programs that are available. We will contact Support Unit North to acquire the names and phone numbers of students who currently receive special education services at other schools and invite them to visit our campus. All students, regardless of their special needs, are welcome at Plainview Academic Charter Academy.

### **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.

## **ELEMENT 9: FINANCIAL AUDITS**

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

### **A. Annual Audits**

As an affiliated charter school that is fully financially administered by the Los Angeles Unified School District, Plainview Academic Charter Academy will follow all usual district financial planning, budgeting, and management procedures. As an affiliated charter school operating within the district, the District will audit Plainview Academic Charter Academy. The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school.

### **B. Resolution of Exceptions and Deficiencies**

As an affiliated charter school, Plainview Academic Charter Academy would follow District policy around resolving any exceptions or deficiencies found during the course of an audit.

### **C. Categorical Funds**

Plainview Academic Charter Academy shall have control over the budgeting and expenditure of its categorical block grant funds, including, but not limited to, the right to maintain such funds and/or establish reserves for carry over for future school year expenditures.

As an affiliated charter, Plainview Academic Charter Academy shall receive a portion of categorical block grant funding, from the District, as part of the Targeted Instructional Improvement Grant, which is and will be used to support class size reduction for schools identified as Desegregated Receiver and Predominantly Hispanic Black Asian and Other (P.H.B.A.O.).

Plainview Academic Charter Academy must cover the cost of class size reduction commensurate with its Integration Court Order designation (Desegregated Receiver or P.H.B.A.O.).

The Plainview Academic Charter Academy will oversee the receipt and management of the categorical block grant and other fund allocations, and shall adhere to generally accepted accounting principles. Plainview Academic Charter Academy may also be subject to audits to verify the accuracy of the school's financial statements and the books and records relating to its expenditures, as well as its attendance records, accounting practices and internal controls.

### **D. Timing for Distribution of Categorical Block Grant Funds**

Except as provided above, the District will continue to partially front-fund the categorical block grant allocation to Plainview Academic Charter Academy. The categorical block grant is subject to adjustment in funding levels and deferrals on the part of the California Department of Education. Consequently, allocations from the

categorical block grant to Plainview Academic Charter Academy may also be subject to adjustment in funding levels and deferrals. In addition, Plainview Academic Charter Academy may also be subject to District “freezes” in a manner consistent with other District schools.

#### **E. Other Sources of Funds**

The District shall retain general purpose entitlement funds and any other state or federal funding, with the exception of grants separately applied for and received by Plainview Academic Charter Academy, to maintain the Charter School in accordance with their annually adopted budget and consistent with staffing norms and support at the District norm levels. Funding from Plainview Academic Charter Academy will be used to enable the school to receive norm levels at the P.B.H.A.O. or desegregated receiver level, as appropriate.

#### **F. Administrative Fees**

The District will retain an administrative fee from the categorical block grant to cover part of oversight costs. This administrative fee is approximately 2 percent of the categorical block grant.

#### **G. Payment for Other Services**

Services for programs funded through the categorical block grant, such as assessments for the G.A.T.E. program, will be separately charged to the Charter School. In addition, it will be the responsibility of Plainview Academic Charter Academy, from site based discretionary resources, to pay for any different or additional level of service above the norm provided to District schools generally. The District shall, upon request, provide a listing of the costs of providing such services.

#### **H. Documentation**

Plainview Academic Charter Academy financial reports shall remain a part of the District’s single report to the Los Angeles County Office of Education or other regulatory body, as applicable. Plainview Academic Charter Academy shall prepare and submit all required financial data and reports for inclusion in the District’s report.

#### **I. Per-Pupil Budgeting**

Where possible, Plainview Academic Charter Academy will have the ability to implement the District’s per-pupil budgeting model.

#### **J. Audit and Inspection of Records**

Plainview Academic Charter Academy agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Plainview Academic Charter Academy is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Plainview Academic Charter Academy to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Plainview Academic Charter Academy shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

Plainview Academic Charter Academy will develop and maintain internal fiscal control policies governing all financial activities.

## ELEMENT 10: STUDENT SUSPENSIONS AND EXPULSIONS

*"The procedures by which pupils can be suspended or expelled." Ed. Code 47605(b)(5)(J)*

### A. General Discipline Policies

As an affiliated charter school of the Los Angeles Unified School District, Plainview Academic Charter Academy will follow all discipline proceedings established by the District. 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 and services as required by law.

Plainview Academic Charter Academy 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.

Plainview Academic Charter Academy shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

### Standards and Conduct

Plainview Academic Charter Academy embraces the theory of positive discipline. We use problem solving and consequences to help children become successful students and citizens. Parent/child/school cooperation and support is crucial. To this end, the Parent/Student Compact addresses the responsibilities of each signatory to the Compact. (See attached L.A.U.S.D. BUL-2680). In addition, each teacher in every classroom explains standards and expectations for behavior. Students are expected to maintain our school-wide standards of behavior, which are based on our Core Values.

### Core Values

1. Be respectful
2. Be responsible
3. Be safe

In addition to our Core Values students will be reminded to adhere to the following traits of expected behavior:

- Take **responsibility** for yourself and your actions.
- Demonstrate that you are contributing **citizen** of your school community.
- Always treat others with **respect**.
- Show **fairness** to others in class as well as on the playground.
- Show **kindness** to others who need assistance.
- Prove yourself to be **trustworthy** to your peers and school staff.

### Positive Behavior Reinforcements

Students are encouraged to behave appropriately throughout the day. At the beginning of each semester, the administration hosts assemblies for students to discuss

expectations for student behavior. Students are given “Caught Being Good” coupons by school staff when demonstrating the Core Values or any of the traits of expected behavior. Students submit their coupons in lottery form and a drawing is conducted every Friday morning for a chance to meet the Principal and grab a gift from the treasure box.

### **School-Wide Behavior**

Morning recess and lunch recess are times for play, relaxation, and to share time with friends from different classes and grade levels on the playground, in the garden, or in the library. These choices allow for personal development and a wide range of personal choices. All students will be expected to follow the Core Values or any of the traits of expected behavior. However, if there are infractions, there are consequences for the misconduct. Plainview Academic Charter Academy shall follow District Discipline policy and procedures.

1. First offense: Student is given an explanation of the offense and instructed how to participate appropriately.
2. Second offense: Students who need a “cooling off” period will be directed to a specific area by the teacher or supervision aide. The student will remain at the location until the person in authority decides the child is ready to rejoin the class.
3. Third offense: Student is removed from the game or classroom. The student may be given a consequence as a result of their behavior. A parent conference may be required. Any students involved in physical altercations will meet with the principal.

Further behavioral infractions will be handled according to L.A.U.S.D. policies and procedures.

### **B. Administrators Role in Suspension/Expulsion**

If suspension is necessary, the principal shall notify the parent, remind the parent that suspension is a disciplinary action and schedule a parent conference. The principal shall inform the parent that the parent is expected to respond without delay to any request from school officials to attend a conference regarding his or her child’s behavior.

No student shall be penalized for his or her parent’s failure to attend a conference with school officials, i.e., reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent at the school conference (E.C. section 48911).

The principal may suspend a student without affording him/her an informal conference only if an emergency situation exists. The term “emergency situation” means that the principal has determined that the immediate conditions constitute a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended from school without the conference, the designated administrator shall notify both the parent and the student of their right to a conference and of their right to return to school for that purpose. The conference shall be held at the earliest time possible, but no later than two school days after the incident takes place unless the

student waives this right or is physically unable to attend. In the latter instance, the conference shall be held as soon as the student is able to attend.

### **C. Length of Suspension**

Plainview Academic Charter Academy shall follow Districts Discipline policy and procedures, which are also in compliance with federal and state laws.

The length of suspension for students may not exceed a period of five (5) consecutive school days unless under circumstances noted in E.C. 48912.5. A student may not be suspended more than 20 days in a single school year unless the student is transferred to another school or program for adjustment purposes per L.A.U.S.D. Policy: Guidelines for Student Suspension.

### **D. Grounds for Suspension and Expulsion**

A student may be recommended for suspension or expulsion for any of the following reasons, as specified in Education Code Sections 48900 et seq.:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in writing by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases).
- Stole or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases).
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a pupil of his or her own prescription products).
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety

Code.

- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property (includes, but not limited to, electronic files and databases).
- Possessed an imitation firearm.
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug, Soma.
- Engaged in, or attempted to engage in, hazing as defined in Section 32050.
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only).
- Committed sexual harassment (grades 4-5). Section 48900.2 (E.C. 48900et seq.)
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (grades 4-5). Section 48900.3.
- Engaged in harassment, threats, or intimidation directed against school district personnel or pupils (grades 4-5), that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. Section 48900.4.
- Made terroristic threats against school officials, school property or both. Section 48900.7.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. The principal may use discretion to provide alternatives to suspension or expulsion including, but not limited to, counseling and an anger management program.

### **Suspension Appeal Procedures**

Plainview Academic Charter Academy shall follow District Discipline policy and procedures.

The principal is to advise the parents of the appeal procedures when they disagree with the suspension. The appeal may first be made to the school principal (not designee). If the parents wish to appeal the principal's decision, they may appeal to the Local District Operations Administrator or designee. The Local District appeal



conference shall be arranged as soon as possible following the parents' request; during the period of appeal, the suspension remains in effect for the length of time designated.

The results of the appeal may include, but are not limited to:

1. Sustaining the suspension in all respects.
2. Modification of penalties imposed.
3. Rescinding the suspension and expunging the suspension from the student's records.

The parents shall be notified in writing of the appeal decision. Copies of any objections the parents may have to the decision shall be included in the student's discipline records if the parents so request.

Whenever a suspension occurs, the principal is to advise the parents of the appeal procedures when they disagree with the suspension or recommendation. The appeal may first be made to the principal. If the parents wish to appeal the principal's decision, they may appeal to the Local District Operations Administrator or designee. The Local District appeal conference shall be arranged as soon as possible following the parents' request; during the period of appeal, the suspension remains in effect for the length of time designated.

#### **E. Expulsion Procedure**

Plainview Academic Charter Academy shall follow District's Discipline policy and procedures.

Only the Principal of Plainview Academic Charter Academy can recommend that a pupil be expelled.

Whenever a student is accused of an act for which an expulsion may be recommended, the principal will conduct an incident investigation by:

1. Discussing the matter with District officials,
2. Identifying and interviewing witnesses,
3. Securing oral and written statements,
4. Reviewing appropriate student records.

The administrator will also notify law enforcement if certain acts have been committed by the student, including assault with a deadly weapon, possession of narcotics or controlled substances, possession of a weapon at school. The principal will then consult with the Student Discipline Proceedings Unit of L.A.U.S.D. regarding the appropriateness of an expulsion, and additionally consult with his/her administrative supervisor. If expulsion is recommended the Principal will conduct any necessary conferences and forward all information to the Discipline Unit in accordance with District policy.

The L.A.U.S.D. Student Discipline Proceedings Unit is charged with ensuring that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights. A student may be expelled without suspended enforcement and therefore not be allowed to attend any L.A.U.S.D. school or program during the term of expulsion.

## **Outcome Data**

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

## **Rehabilitation Plans**

Pupils who are expelled from the affiliated charter school shall be given a rehabilitation plan upon expulsion as developed by the L.A.U.S.D. Discipline Unit at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

## **Readmission**

Plainview Academic Charter Academy 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. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered. Plainview Academic Charter Academy is responsible for reinstating the student upon the conclusion of the expulsion period whether the student seeks readmission or not.

Therefore, in the event that a student requires expulsion, Plainview Academic Charter Academy will work with L.A.U.S.D. and implement BUL-4655, March 13, 2009 as the guiding practice for expulsion. Plainview Academic Charter Academy will notify the Local District Superintendent of any potential expulsion case and provide the LD Superintendent with a copy of the case file for review. It will be the Local District Superintendent that will review the case and prepare the recommendation to expel the student. Plainview Academic Charter Academy will cooperate fully as indicated above with L.A.U.S.D. in preparing the file for student expulsion and participate and cooperate with the Board decision on the plan for rehabilitation.

## **F. Special Education Students**

In the case of a student who has an I.E.P., or a student who has a 504 Plan, Plainview Academic Charter Academy will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including I.D.E.A. and Section 504 of the Rehabilitation Plan of 1973 and the Modified Consent Decree. An I.E.P. 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**

Plainview Academic Charter Academy shall comply with the federal Gun Free Schools Act.

## **ELEMENT 11: RETIREMENT PROGRAMS**

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

Employees of Plainview Academic Charter Academy will continue to receive compensation and benefits for their services according to the provisions of their collective bargaining agreements of their respective bargaining units with L.A.U.S.D. inclusive of, but not limited to, salaries, unemployment benefits, and retirement benefits including organizations such as S.T.R.S./P.E.R.S., health insurance, life insurance and all other assigned compensation and benefits.

As L.A.U.S.D. employees, administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

As an affiliated charter school, the following staff issues are dealt with per established District policies and procedures:

- Relationship between the teachers and the district/county bargaining unit.
- Process by which salaries, benefits, working conditions and items, e.g., calendars, holidays, vacations and workday and year will be determined.
- Labor procedures, which will be applied to employees (E.E.R.A.).
- Process for resolving complaints/grievances.
- Process for ensuring due process.
- Manner by which, staff members will be covered by S.T.R.S., P.E.R.S., Social Security or Medicare.
- Process for staff recruitment, selections, evaluation, and termination.
- Procedure for processing and monitoring credentials if required.
- As employees of an affiliated charter school within the Los Angeles Unified School District, all Plainview Academic Charter Academy staff members (certificated, classified, and administrative) will continue to be covered by all federal, state, and L.A.U.S.D. employee.
- Employee unions will represent benefits and rights: U.T.L.A., A.A.L.A., Local 99, Teamsters.
- Employees will continue to be covered by S.T.R.S., P.E.R.S., and P.A.R.S.

### **A. Retirement Systems**

#### **S.T.R.S.**

All full-time certificated employees will participate in retirement organizations of the Los Angeles Unified School District.

#### **P.E.R.S.**

Classified employees currently contributing to P.E.R.S. shall continue to contribute to PERS in a manner consistent with applicable state and federal law. Employees contributing to PERS must also contribute to Social Security because P.E.R.S. coordinates retirement benefits with Social Security.

## **B. Social Security**

All employees who must contribute to Social Security according to Federal and State laws will continue in the same manner with employee withholding and L.A.U.S.D. matching at the rates prescribed by law.

## **C. Other Benefits**

As L.A.U.S.D. employees, administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits and pursuant to applicable collective bargaining agreements.

Plainview Academic Charter Academy in accordance with the C.B.A. will adhere to the principles of progressive discipline in resolving issues with employees. In accordance with union contracts, all employees are offered support and guidance regarding job performance. All evaluations and documentation will be completed in a timely manner according to contract provisions.

Before filing a formal grievance, employees are encouraged to make a reasonable attempt to resolve a dispute or complaint by means of an informal conference with the immediate administrator. However, the grievance must be filed within the time limits required under the union contract.

In the case where a grievance is filed, Plainview Academic Charter Academy follows procedures outlined in the L.A.U.S.D./U.T.L.A. Collective Bargaining Agreement, Article V, Section 7.0. Matters regarding employees from other bargaining units (Local 99, Teamsters) will follow the procedures outlined in their contracts.

To ensure due process for all employees, all procedures will be in alignment with the respective contracts of L.A.U.S.D. with U.T.L.A., A.A.L.A., Local 99, and Teamsters.

## **ELEMENT 12: ATTENDANCE ALTERNATIVES**

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

The Plainview Academic Charter Academy is a school of choice. No student is required to attend, and no employee is required to work at the school.

Pupils who chose not to attend Plainview Academic Charter Academy may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.

## **ELEMENT 13: EMPLOYEE RIGHTS**

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

As an affiliated charter school, all administrators, faculty and staff of Plainview Academic Charter Academy will be L.A.U.S.D. employees. All employees will be hired by the District and maintain the same relationships to all bargaining units.

All provisions pertaining to leave and return rights for district union employees will be granted to certificated and classified employees in accordance with applicable collective bargaining agreements.

If, for any reason, Plainview Academic Charter Academy closes or L.A.U.S.D. closes Plainview Academic Charter Academy, all rights of employees are governed by District policy and applicable collective bargaining agreements.

As L.A.U.S.D. employees, Plainview Academic Charter Academy employees are subject to District decisions regarding Reductions in Force (R.I.F.), mandated furloughs, and any other personnel decisions regarding salary, classification and assignment.

## **ELEMENT 14: MANDATORY DISPUTE RESOLUTION**

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

The staff of Plainview Academic Charter Academy and L.A.U.S.D. Board of Education agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Plainview Academic Charter Academy, 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 Plainview Academic Charter Academy shall be resolved 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 delivered, 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: Plainview Academic Charter Academy  
c/o School Director

To Director of Charter Schools: Director of Charter Schools  
Los Angeles Unified School District  
333 South Beaudry Avenue, 25<sup>th</sup> 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 the Local District.



## **ELEMENT 15: EMPLOYER STATUS AND COLLECTIVE BARGAINING**

*“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7, commencing with Section 3540, of division 4 of Title 1 of the Government Code).” Ed. Code 47605 (b)(5)(O)*

The Los Angeles Unified School District is the exclusive public school employer of the employees of the Plainview Academic Charter Academy for the purposes of the Educational Employee Relations Act (E.E.R.A.).

As an affiliated charter school, the Plainview Academic Charter Academy will follow District policy with respect to all existing collective bargaining agreements. Teachers and staff in the Plainview Academic Charter Academy will continue to be employees of the District and members of existing Collective Bargaining Units.

## **ELEMENT 16: PROCEDURES TO BE USED IF THE CHARTER SCHOOL CLOSES**

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

Plainview Academic Charter Academy reverts back to a District traditional school in the event of a closure.

### **A. Revocation**

The District may revoke the charter if Plainview Academic Charter Academy 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 Plainview Academic Charter Academy if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the L.A.U.S.D. Board of Education will notify the Plainview Academic Charter Academy in writing of the specific violation, and give Plainview Academic Charter Academy a reasonable opportunity to cure the violation, unless the L.A.U.S.D. 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.

### **B. Closure Procedures**

The decision by the L.A.U.S.D. 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 any of the following occur: the Charter is revoked or non-renewed by the L.A.U.S.D. Board of Education; Plainview Academic Charter Academy governing council votes to close the school; or the Charter lapses. In the event of such a Closure Action, or as soon as Plainview Academic Charter Academy informs the District of its intent to voluntarily close, the following steps are to be implemented:

1. If the affiliated Charter School’s governing council voluntarily closes the Plainview Academic Charter Academy, the L.A.U.S.D. Board of Education will hold a public meeting officially closing the Charter School. 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 Plainview Academic Charter Academy has closed and the effective date.
3. Upon closure, all of the assets Plainview Academic Charter Academy are transferred to L.A.U.S.D.. A copy of the stamped order of business showing the action taken by the L.A.U.S.D. Board of Education will be included in the notification to the CDE.
4. The L.A.U.S.D. 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. L.A.U.S.D. reserves the right to conduct a close out audit by the L.A.U.S.D. auditor.
6. Written notification to parents/guardians/caregivers of the enrolled students of the Plainview Academic Charter Academy will be issued by L.A.U.S.D. within 72 hours after the determination of a Closure Action and the effective date of closure.
  - a. The process for transferring student records shall be in accordance with LAUSD procedures.

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

### **C. Facilities**

In the event that Plainview Academic Charter Academy changes its status to independent charter school, during the term of this Charter, Plainview Academic Charter Academy shall submit a petition for material revision for District's approval. Plainview Academic Charter Academy shall meet all requirements of an independent charter that occupies L.A.U.S.D. facilities; Plainview Academic Charter Academy shall enter into facilities use agreement with the District and adhere to District guidelines including:

Petitioner: Plainview Academic Charter Academy

Petitioners' Mailing Address: 10819 Plainview Avenue, Tujunga, California 91042.

Proposed Charter School Location: 10819 Plainview Avenue, Tujunga, California 91042

L.A.U.S.D. Attendance Area District 2, Plainview Avenue Elementary School area.

Proposed Charter School will be located within the boundaries of L.A.U.S.D..

### **District-Owned Facilities:**

If Plainview Academic Charter Academy is using L.A.U.S.D. facilities as of the date of the submittal of this charter petition or takes occupancy of L.A.U.S.D. facilities prior to the approval of this charter petition, Plainview Academic Charter Academy shall execute an agreement provided by L.A.U.S.D. for the use of the L.A.U.S.D. facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Plainview Academic Charter Academy will occupy and use any L.A.U.S.D. facilities, Plainview Academic Charter Academy shall execute an agreement provided by L.A.U.S.D. for the use of L.A.U.S.D. facilities prior to occupancy and commencing use.

Plainview Academic Charter Academy agrees that occupancy and use of L.A.U.S.D. facilities shall be in compliance with applicable laws and L.A.U.S.D. policies for the operation and maintenance of L.A.U.S.D. facilities and furnishings and equipment. All L.A.U.S.D. facilities (i.e., schools) will remain subject to those laws applicable to public schools which L.A.U.S.D. observes.

In the event of an emergency, all L.A.U.S.D. facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Plainview Academic Charter Academy from conducting its educational programs. If Plainview Academic Charter Academy will share the use of L.A.U.S.D. facilities with another L.A.U.S.D. user group, Plainview Academic Charter Academy agrees it will participate in and observe all L.A.U.S.D. safety policies (e.g., emergency chain of information, participate in safety drills).

As a condition to the approval of the charter petition, Plainview Academic Charter Academy will enter into a Public School Choice Facilities Use Agreement with the L.A.U.S.D. prior to occupying or using the L.A.U.S.D. facilities.

The use agreements provided by L.A.U.S.D. for L.A.U.S.D. facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use. Plainview Academic Charter Academy will be restricted to using the L.A.U.S.D. 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. L.A.U.S.D. shall have the right to inspect L.A.U.S.D. facilities upon reasonable notice to Plainview Academic Charter Academy.
- Furnishings and Equipment. L.A.U.S.D. shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Plainview Academic Charter Academy for use. Plainview Academic Charter Academy, 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 L.A.U.S.D. facilities by any person or entity other than Charter School shall be administered by L.A.U.S.D.. The parties may agree to an alter-native arrangement in the use agreement.
- Minimum Payments or Charges to be Paid to L.A.U.S.D. Arising From the Facilities.

(i) Pro Rata Share. L.A.U.S.D. shall collect and Plainview Academic Charter

Academy 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, Plainview Academic Charter Academy shall pay any assessment or fee imposed upon or levied on the L.A.U.S.D. facilities that it is occupying or Plainview Academic Charter Academy's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services. In the event L.A.U.S.D. agrees to allow Plainview Academic Charter Academy to perform any of the operation and maintenance services, L.A.U.S.D. shall have the right to inspect the L.A.U.S.D. facilities and the costs incurred in such inspection shall be paid by Plainview Academic Charter Academy.

(i) Co-Location. If Plainview Academic Charter Academy is co-locating or sharing the L.A.U.S.D. facilities with another user, L.A.U.S.D. shall provide the operations and maintenance services for the L.A.U.S.D. facilities and Plainview Academic Charter Academy 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 Plainview Academic Charter Academy is a sole occupant of L.A.U.S.D. facilities, L.A.U.S.D. shall allow the Plainview Academic Charter Academy, at its sole cost and expense, to provide some operations and maintenance services for the L.A.U.S.D. facilities in accordance with applicable laws and L.A.U.S.D.'s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, L.A.U.S.D. shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Plainview Academic Charter Academy shall pay L.A.U.S.D. 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, Plainview Academic Charter Academy shall satisfy those requirements to participate in L.A.U.S.D.'s property insurance or, if Charter School is the sole occupant of L.A.U.S.D. facilities, obtain and maintain separate property insurance for the L.A.U.S.D. facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the L.A.U.S.D. facility IF Charter School is co-locating or sharing the L.A.U.S.D. 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 (A.D.A.). Applicable codes and A.D.A. requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed Charter School facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and A.D.A. requirements.

### **Occupancy of the Site**

The charter petitioner or developer shall provide the District with a final Certificate of Occupancy 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](http://www.laschools.org/employee/mo/ipm).

### **Asbestos Management**

Plainview Academic Charter Academy will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (A.H.E.R.A.), 40CFR part 763. A.H.E.R.A. requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.