



LOS ANGELES UNIFIED SCHOOL DISTRICT

Granada Elementary Community Charter School

March 7, 2013

17170 Tribune Street

Granada Hills, CA 91344

TERM OF CHARTER

JULY 1, 2013 TO JUNE 30, 2018

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Appendices (if applicable)

AFFIRMATIONS AND ASSURANCES:

[Charter School] shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A) . An existing public school that converts to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of the school. EC 47605 (d)(1)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the charter school nor any employee to work at the Charter School.
- In accordance with Education Code Section 48200, if a pupil is expelled or leaves the Charter School without graduation or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

Element 1 – The Educational Program

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

The address of the Charter School is 17170 Tribune Street

The phone number of the Charter School is (818) 363-3188

The contact person for the Charter School is Cynthia van Houten, Principal

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

The grade configuration is Pre-K through 5th grade

The number of students in the first year will be 450

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

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

The operational capacity will be: 527

The instructional calendar will be: Traditional-Single Track
Standard Schedule

8:08 Warning Bell
8:10 School Begins
9:45 Kindergarten recess
10:05 End Kindergarten recess
10:20 Recess
10:40 End of recess
11:45 Kindergarten lunch
12:20 Kindergarten lunch ends
12:15 First lunch begins
12:35 Second lunch begins
12:55 First lunch ends
1:15 Second lunch ends
2:33 End of day

* All Tuesdays will be banked
Tuesdays to provide consistency for
staff and parents.

The bell schedule for the Charter School will be: _____

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

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

2011-2012

RACIAL & ETHNIC Demographics DATA:

AI/Alsk	Asian	Filipino	Pac Isl	Black	Hispanic	White
1.1%	6.5%	4.7%	1.6%	4.7%	53.5%	27.9%

ACHIEVEMENT DATA

API Scores		Points Improved
2011-2012	829	30
2011-2010	799	7
2010-2009	792	2
2009-2008	791	12
2008-2007	783	-12

English Learners: 20%

Reclassified ELs (RFEP): 6%

Students with Disabilities: 19%

Economically disadvantaged: 69%

Identified Gifted: 7%

MISSION AND VISION

Mission Statement:

Within a climate of collaboration and mutual respect, our school community prepares all students to become life-long learners and critical thinkers by fostering:

Higher level thinking, problem solving, and communication skills through the use of researched based practices and differentiated instruction, driven by data analysis.

Character development and respect for diversity

Creativity and the desire to become life-long learners.

Vision Statement

Our vision at Granada Elementary Community Charter School, is to provide an intellectually challenging program that not only meets rigorous academic standards, but helps every child realize his/her potential. Our commitment fosters analytical and critical thinking, independence, positive self-esteem, and creativity. Each child will be supported to pursue a well-rounded education, cultural awareness and know that his/her behavior and wisdom should be a constructive and collaborative asset to make him/her a distinguished leader of the global community. Granada Elementary Community Charter will be a model of excellence in public education through a varied learning program that:

- Infuses music, dance, art, physical fitness, and technology into a standards-based curricular program that provides a rich well-rounded experience for all our students.
- Includes hands-on investigative learning with indoor and outdoor science labs, media labs, and offsite field trips and excursions that promote inquiry-based learning, while allowing examination for student impact in the community.
- Places an emphasis on multidisciplinary, project-based learning that encourages students to make connections between the curriculum and the real world.
- Emphasizes social and community values that foster self-esteem and respect for one other and people of all ethnicities and cultures.
- Creates an academic environment that encourages student accountability, personal reflection, and goal setting.
- Meaningfully involves all stakeholders –parents, students, faculty, administration, and local community partners in the continuous improvement and success of the school.
- Develops and fosters high-level strategies that encourages students and parents to be active partners in learning, mentors teachers to use and share best practices, and promotes educational excellence, collaboration, and innovation.

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

An "educated person" in the 21st century must be a well-rounded individual with the ability to access information and utilize it effectively. He/She must be able to interact with technology and people face to face with confidence. The successful 21st century person must be a life-long learner as the world around them will continue to change quickly. Along with analytical and critical thinking skills, the educated person of the 21st century must demonstrate the ability to think and work independently as well as collaboratively within a multi-cultural group or community. They must exhibit creativity in order to be innovators and to preserve or enhance the beauty of the world around them. A person must have the ability to use his/her behavior and wisdom in a constructive manner that will make him/her a distinguished leader of the community.

HOW LEARNING BEST OCCURS

Learning does not occur in isolation. It is sparked by a passion or aptitude based upon one's experiences and exposure to the world around us. Our community is a small "world" to the elementary child. We try to offer as many real world experiences as possible so students will have a foundation of knowledge as they grow and learn and can make connections to the world they live in or can imagine. Our students work collaboratively with each other and across grade levels. They are supported by and interact with members of the community who share their professional experiences and volunteer their assistance in the classroom and on field trips. Through the arts, our students learn the precision of math through music and dance, the beauty and power of the spoken word through drama, and the vividness of description and vocabulary through visual art and writing. They learn social responsibility by being part of their community and knowing that they are unique with their own special gifts to contribute. Once a passion is ignited, it is our goal to nurture and foster its growth by directing the students' interests toward that particular perspective, while showing them how it fits into the "total picture" of their present and future.

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

Our vision is to provide an intellectually challenging program that not only meets academic standards, but also helps every child realize his/her full potential and their own unique gifts. Each child is fostered and supported to develop analytical and critical

thinking, independence, positive self-esteem, and creativity. Every child is encouraged to develop self-confidence, a well-rounded education, a cultural awareness for his/her community, and to use his/her behavior and wisdom in a constructive manner that will make him/her a distinguished leader of the community. Greater knowledge and experience with success builds competency. Greater competency builds greater confidence. With greater confidence comes greater self-esteem, and with greater self-esteem comes increased motivation, which in turn, over time, becomes more intrinsic than extrinsic, becoming a way of life for the lifelong learner.

DESCRIBE A TYPICAL DAY (Narrative)

On a typical day at Granada Elementary Community Charter school you will see students actively engaged in learning. You might see student athletes from California State University, Northridge, DWP employees, or community members (some for as long as the past 15 years!) reading with our third grade students. You might see the first and third grade "Book Buddies" reading to each other or the third grade "Play Pals" assisting the younger students at lunch and recess. Our English language learners are rotating to different grade level classrooms with students of similar language ability to expand vocabulary through poetry, music, and visual arts. On a typical day, you might also see our fifth grade general education students with the students from our special education classes involved in classroom activities or playing together on a field trip at the park.

On a typical day at Granada Elementary Community Charter School, our Learning Centers are active centers with flexible groups of students rotating in and out for support with specific learning skills. You might see our resource specialist teacher conducting one of her "Social Skills" groups for students with needs in this area, or our Instructional Coach and EL, GATE, "Title 1" Coordinator working with small pull-out groups of students. Our special education students are mainstreaming to general education classrooms as well as receiving smaller group instruction in their regular classrooms. You might see our fourth and fifth graders learning ballroom dancing or our younger students learning the basics of music.

On a typical day, you will see our parent volunteers here every morning making copies and preparing classroom materials for teachers or shelving books in the library. There may be a parent education workshop in the parent center. You might see parents in classrooms helping small groups or chaperoning on field trips. Perhaps after school, you will see the parents assisting non-English speaking parents and their children with homework in a language the parent can understand.

In our kindergarten rooms, you may see chicks hatching. In first grade you may see the life cycles of plants and tadpoles, second grade the metamorphosis of butterflies

and insects, third grade living biographies or the videotaping of an award winning "Video in the Classroom" production. Our fourth graders may be mining for gold with the "Visiting Pioneer Museum" or visiting and making missions, and our fifth graders may be at the Griffith Park Observatory culminating their unit on astronomy or be conducting experiments in class with MAD Science.

We partner extensively with our on-site YMCA child care program with healthy activities focusing on physical fitness and nutrition. Our students participate in intramural sports activities with Youth Services and Woodcraft Rangers programs as well as receive enrichment classes in different areas. We are out in our community and our community is here with us to provide an after school chorus, drum class, Robotics engineering, or LEGO construction class. On a typical day, you will see a community, and Granada Elementary Community Charter coming together to develop and nurture the needs of all students in becoming lifelong learners.

DESCRIPTION OF INSTRUCTIONAL PROGRAM AND CURRICULUM

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

Granada Charter's instructional program is based on the California state standards and Associated Frameworks in language arts, mathematics, science, social studies, visual and performing arts, technology, and physical education. The curriculum will meet all state and LAUSD standards. We believe that powerful learning and addressing the needs of our targeted population are best accomplished through a balanced program, which combines curriculum-centered and student-centered instruction and yet is differentiated to meet the needs of every kind of learner. Systematic direct instruction, guided practice and the application of skills through an expansive reading selection ensures that all students are exposed to district-mandated standards. Subsequently, addressing multiple intelligences through the use of experiential and open-ended questions 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 for their years here at Granada Elementary Community Charter and for years to come.

Teaching Methodologies:

Granada Charter's proposed teaching methodologies are framed around differentiated and experiential, and analytical instruction through thematic units in a cooperative group setting. Supporting these methodologies, Granada teachers will deliver instruction to provide professional development, peer-colleagues, and instructional leaders. All our methodologies will be supported by District or authentic assessments. The teachers of Granada Charter as well as grade level teams will use current research and student

data to drive best teaching methodologies while utilizing rigorous conceptual learning at each grade level. Standard methodologies include:

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

Clear Expectations – Teachers clearly state and explain California State Standards/common core state standards in student-friendly language to ensure that academic goals are attained.

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

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

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

Differentiation- Variety in the instructional program that is geared towards the students' educational needs.

Flexible/Fluid Groupings- Students will be continuously progress-monitored for fluid groups that change based student's progress and achievement.

Guided & Independent Practice – We provide students with enough time and accommodations to be successful in demonstrating their understanding of the concepts and skills being taught while recognizing their unique learning modes.

Professional Development- The Instructional Support Team, Teachers and Support staff will work collaboratively within the problem-solving model to develop a research-based approach to curricular development and improving student achievement.

Small Group Instruction – Teachers create small groups to target students who need additional and supplemental instructional time as well as preview and reteach.

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. Students use Kaplan strategies to explore curriculum using depth and complexity prompts. Teachers can tailor the curriculum to challenge students based on their interests and abilities.

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

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

Adhering to the proposed instructional framework and teaching methodologies ensures that Granada Charter instructors can successfully meet the needs of all students which include these subgroups: GATE, Special Education, and the Socio-economically Disadvantaged.

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

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/common core standards, as applicable, will be addressed with cross grade-level planning so students receive consistent instruction.

How the Curriculum Addresses California Content Standards:

Common Core:

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

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

California Content Standards

All components of Granada Elementary Community Charter's curricular plan adhere to requirements for California public schools and ensures equal access to all students, including academically low achieving students, gifted, low SES and ELL students, students with special needs and reclassified students. All instruction will be standards-based and assessed by the State Standardized-Referenced Test as scheduled by the Department of Education and the Los Angeles Unified School District.
Enrichment for Grades K-5

The following is a description of the enrichment program, how each element is fully integrated into the curriculum, and the evidence of research supports the value of this approach to educating a diverse student population:

- Enrichment programs are fully incorporated into the appropriate grade-level curriculum for all grade levels and meet or exceed the established California content standards. Qualified specialists teach these programs, which include dance, fine arts, music, physical education, drama, and media lab/technology lab, are currently hired through a collaborative process involving the PTA with input from the principal. This collaboration continues each year when the administration, faculty, and PTA schedule instruction in these specific areas into the school day so that every student in our diverse population has the opportunity to participate.
- Our entire school community focuses on a rigorous curriculum that exceeds the state content standards for all core curriculums.
- Students will use the updated programs and current strategies as outlined by Sandra Kaplan's icons to enrich all core curricular areas and meet students' diverse needs.
- Students will show a commitment to connect subjects across the disciplines.
- Students will use strategies to encourage differentiated learning.
- We have career days, science fairs, and art gallery walks that involve many people in our community.
- The physical education program provided to all grades is a supplement to the state standards, which the teachers, psychomotor teachers, and CSUN student instructors implement. This enrichment activity is an important component to providing our students with healthy minds and bodies. This program also enhances the concepts

of team sports and good sportsmanship while incorporating fairness in competition. Besides encouraging an organized and positive program of structured play and cooperative teamwork, Granada focuses on a well-balanced nutritional foundation. With our Network for Healthy California LAUSD, exercise and good-eating habits are modeled and practiced.

- Access to a regular physical education program can enhance all aspects of development, including: academic performance, movement, motor skills, and self-esteem. These benefits can be achieved through a quality physical educational program. For optimum results, programs should be regular, frequent, developmentally appropriate, and success-oriented.
- Field trips for curricular areas are enthusiastically supported.
- Our library is supplied with dozens of enrichment DVDs to supplement and broaden based materials.
- We incorporate a program called “Pillars of Character” that teaches students core lessons and values about compassion, giving back, and making a difference in conjunction with John Wooden’s Pyramid of Success for children.
- Students will utilize all learning modalities (kinesthetic, visual, and auditory) in all disciplines.
- Many activities are offered on our campus throughout the year. Some examples are choral singing, drum lessons, and art enrichment, musical shows, and theme-based video production.
- A Psychomotor Program uses a PTA sponsored trained instructor to teach weekly game and skills lessons.
- During Psychomotor time, grade levels meet to plan curriculum and school-wide enrichment.
- Although we are only required to have 51% of our special needs students in general education setting for 40% or more of the instructional day, we have 100% of our students meeting this goal.
- Granada Elementary Community Charter will seek to continue to provide this additional enrichment programming for all students in the future.

English Language Arts Program

- All grades provide opportunities for advanced students to participate in accelerated reading groups that explore literature extensions where the students read a book and collaboratively create a product that shares the story with the other students in the form of something creative, like a puppet show, short reader’s theatre, movie box, live biographies, and Fairy Tale Wax Museum.
- Students will use Write From The Beginning program to promote advanced written products.
- Students will use thinking maps to organize their writing plans through the use of scaffolding.
- Develop students’ reading, writing, listening, and speaking skills to support academics across disciplines.
- Develop critical reading skills.

- Enhancing reading using literature circles, Core Literature Classics, Treasures, Accelerated Reader, SDAIE strategies, and Kaplan prompts to analyze depth and complexity.
- Students will be able to critique, justify, summarize, and theorize in compositions when writing across disciplines.
- Develop students' grammar, spelling, oral speaking, and active listening skills through direct instruction and vocabulary development as well as integration of language arts embedded across curriculum.
- Apply vocabulary development in written, oral, illustrated, and dramatic format.
- Demonstrate critical thinking skills specific to Bloom's Taxonomy.
- Write across all genres specific to grade-level standards including: narratives, poetry, expository writing, letters, imaginative narratives, folk tales, fairy tales, persuasive essays, and biographies.
- All students have been registered for Study Island and may utilize Language Arts support.

Instructional Math Program

- All grades have access to register their students in math websites, where parents and students can review lessons in the books such as: practice work, enrichment work, practice quizzes, and videos that support understanding and show math used in everyday life.
- All grades use manipulatives, games, and math tools to encourage a deeper understanding of math concepts.
- Teachers will enhance mathematics using the EnVision enrichment materials and website, Marcy Cook, Touch Math, and various websites used during computer lab classes.
- Teachers will focus on developing all students' skills necessary to solve word problems.
- Develop students' mathematic proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes.
- Develop understanding of the concepts of computations, patterns, functions, geometry, statistics, probability, and coordinate graphing.
- Apply math skills to daily problem-solving situations.
- A mathematician Competition is scheduled annually to challenge students' automaticity in computation.

Science Program

- Our school uses an experimentally based FOSS Science program that is well-structured and meaningful.
- We are constantly improving our Science Lab space, so all grades will have a place where we provide optimum hands-on experiences in science.
- The sciences are taught as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade levels, such as the Rock Hound Program, which helps students classify rocks in the Rock Cycle.

- The scientific method is taught and practiced throughout the grades.
- Students are encouraged to understand the need for eco-friendly products and life-changes to improve our local and global community.
- Science fair projects are focused on student-initiated questions.
- Teachers will help students learn and apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness as part of the Healthy Network.
- Constant updating of the school garden and the construction of student run compost bins will support science in several grades and promote eco-friendly behavior.
- Enrichment Programs include Farmers in the classroom, who visit our students and provide hands-on and interactive experiences and dialogue between students to build a cognitive understanding of our Food Cycle.

Social Studies/History Program

- Students will understand their own place in the world through studying communities, cities, states, and countries in terms of geographical settings and periods.
- Through critical thinking skills, students will relate historical events over-time and be able to find parallels and patterns.
- Students will interpret geographical and historical information to draw conclusions.
- Students will understand the cause and effect relationship of historical events.
- Using role-play and interactive units, students will gain first-hand experiences by examining authentic ordinary sources in the Jack Daws Program.
- Will be able to read maps and differentiate states, continents, countries, and cities as well as being able to locate places on a map.
- Multicultural days are observed through many curricular activities, such as re-creating the measurements of the Mayflower near Columbus Day, measuring our changing shadows on important Equinox days, and creating a “California World” of small historical models to be displayed in the library for Open House.
- Have a Pioneer Living Experience Day for upper graders which allows students to simulate the lives of the pioneers and be sensitive to their early hardships and struggles.
- Holiday performances are scheduled.
- We have heritage presentations and international luncheons throughout the grades.
- We have living biographies presented by students, including black History month.

Technology Program

- All classes have been updated with Elmo technology.
- All classes have computers and printers, and most have computer pods containing machines so students can rotate on a daily basis. We are constantly looking to revamp and modernize our current equipment.
- All classes participate in a computer enrichment program in a lab where each student has his/her own computer during a scheduled time.

- Computer Lab

How the Curriculum Addresses the Visual and Performing Arts

- Students are exposed to the arts and learn to think creatively and solve problems by imagining various solutions.
- We have extensive programs that include all students in one or more art disciplines.
- Teachers work collaboratively to promote the four areas of art education: dance, music, theatre, and visual arts.
- We are in our tenth year participating in the arts program so that every teacher has experienced having a master teacher of the four areas of art in multiple week rotations.
- Students will dance a piece together and learn to cooperate while celebrating cultural diversity and multicultural differences.
- Weekly ballroom dancing for our fifth graders will culminate with a dramatic production.
- We have a chorus working toward a biyearly performance, including a Spring Musical.
- We currently have a once-a-week music teacher that services classes in artistic perception, creative expression, aesthetic valuing, recorders, and note recognition. Kodai hand techniques, singing, and music history connect to other art forms and careers.
- There is an afternoon drum program which allow students to learn rhythm and read music.
- Our after school chorus provides opportunities for students who want to perform two-part choral music in regional productions.
- Our teachers incorporate in-class performances that adapt extensions to our literature stories.
- All students are invited to perform in an annual talent show.
- Many yearly assemblies emphasize the arts as a way to instruct such as: CSUN's production company, our No Smoking and Safety assembly, historical recreations of important events by a production company, students performing pieces of Dr. Seuss stories to kick off literature week and the Book Fair, and grade-level productions centered on their literature and social studies curriculum.
- We have several murals completed with student and parent participation.
- Quilting is used throughout the grades to extend areas from math to language arts.
- Publishing and creating individual booklets is used for all curricular areas throughout the grades.
- Three-D book reports and dioramas are displayed in the library and classrooms.
- All of our arts activities are designed to integrated subjects with other core curricular subjects.
- The music curriculum at each grade level supports the language arts, social studies, and science curricula while meeting the California State Music Standards.

- Since music training supports the brain's ability to process sights and sounds, it may help support emergent literacy skills for all students, especially the primary students.

Intervention Program

- The DIBELS system is used to specifically assess students' fluency and knowledge interventions.
- Teachers work daily with at-risk students in small groups throughout the school day.
- Throughout the year, evening classes are given to parent volunteers to more effectively help support the curriculum during pull-out time.
- Credentialed teachers are used to evaluate and support learning with the use of classroom teachers' lessons, monitor, and report progress for any students not already participating in our Resource Program, who are struggling to meet any academic standards.
- We encourage community members and provide time for them to share their expertise with our students.
- Many teachers volunteer to tutor at-risk students after school.
- Targeted CELDT-like activities are given for three to four weeks prior to the CELDT test.
- Language Arts, Math Facts Club, and Math Intervention are offered to students after school.

Parent Communications

- Frequent recorded messages/parent emails are relayed from our principal regarding current events and concerns through Connect-ED.
- A monthly school newsletter goes home with every student.
- The school web-site is updated daily with class and campus information, links, and videos through the School Loop Program.
- Daily homework planners are provided to keep parents apprised of homework requirements.
- Scores for academic tests and math topic and language assessments are sent home on a consistent basis.
- Detailed progress reports are sent home on a tri-annual basis.
- LAUSD unsatisfactory notices are sent to parents prior to every reporting period to notify them of student progress and give an opportunity for parents to provide support at home.
- Open door policy with school administration in the form of "Coffee with the Principal" and walk-in policy to meet with administrators.
- Parents are welcome to donate their time and effort through the Parent Volunteer Program.
- Provide parent involvement workshop opportunities through the Parent Center
- Granada PTA meets on a regular monthly basis to support the school and provide an opportunity for parents for an open dialogue as it relates to school issues.

Kindergarten Enrichment

Language Arts

- A rigorous curriculum that exceeds the state content standards for language arts.
- Students will have a daily journal activity filled with a variety of standards which will be customized to their individual needs.
- Teachers introduce the Writing Process by applying Thinking Maps which leads to writing three opinion pieces with explanations.
- Students will perform oral presentations and learn to speak publicly, with guided support, depending on grade level.
- Spell-a-thon
- Library Time
- Read Across America in recognition of Dr. Seuss in celebration of literacy.

Math/Science

- A rigorous curriculum that exceeds the state content standards for math/science.
- Extending patterns, number of the day, and the calendar to develop number sense
- Use of money as part of morning business
- Advanced place value instruction
- “Zero the Hero” program is used to promote base 10 understanding
- Graphing is used daily – tally, bar, and pictographs used to enrich the understanding of comparisons
- Articulate vocabulary, problem solving, critical thinking, and algebraic concepts.
- Hatching eggs in class while emphasizing math and science concepts.
- Zero the Hero for 100th School Day

Technology

- Study Island
- Smart Board instruction
- Uses on-line math

First Grade Enrichment

Language Arts

- A rigorous curriculum that exceeds the state content standards for language arts.
- Weekly spelling lists will heighten student interest in spelling.
- There will be writing projects that include opinion pieces using the current five-step writing process. These will be exhibited and shared with the school community.
- Differentiated learning is encouraged through creating groups based on strengths.

- The “Habitat” unit project provides students with the opportunity to compare and contrast animals in their natural environments. This ties into language arts and science units.
- Accelerated Reading challenges for advanced students
- Spell-a-thon
- Library Time
- Read Across America in recognition of Dr. Seuss in celebration of literacy

Math/Science

- A rigorous curriculum that exceeds the state content standards for math/science.
- Activities offer kinesthetic components that enrich the concept to 120.
- Visit to Kids’ Space Museum for hands-on explorations in science.
- Students study weather, states of matter, animals and plants
- Students learn about multicultural holidays that include parades and performances.
- Zero the Hero for 100th School Day

Technology/ Parent Communication

- A rigorous curriculum that exceeds the state content standards for technology.
- Teachers and parents collaborate to post homework and supply resources to support student achievement at home.
- Computer Lab
- Study Island
- EnVision math
- Accelerated Reader

Second Grade Enrichment

Language Arts

- A rigorous curriculum that exceeds the state content standards for language arts.
- Students use performing arts to dramatize stories.
- Students use art to illustrate vocabulary and the sequence of story events.
- Students create unique menus and practice etiquette
- Community volunteers practice independent reading with students daily.
- Spell-a-thon
- Library Time
- Read Across America in recognition of Dr. Seuss in celebration of literacy

Math

- A rigorous curriculum that exceeds the state content standards for math.
- Students create models of equivalent fractions and place value.
- Mathematician competition for math facts and problem-solving skills.

Science/Social Studies

- A rigorous curriculum that exceeds the state content standards for science/social studies.
- Students make fossils using plaster-of-paris.
- Students make African rain sticks.
- Students study geology and various rock types.
- Students study oceanography and make life-size models of various sealife.

Technology

- Accelerated Reader
- Computer Lab
- Math websites and games
- Study Island

Third Grade Enrichment

Language Arts

- A rigorous curriculum that exceeds the state content standards for language arts.
- Earth Day walk, including the study of the globe, continents, and oceans.
- Cursive enrichment
- Daily computer lessons from math series publisher: Students are encouraged to continue on-line lessons at home and take quizzes that evaluate learning and produce enrichment work appropriate to lessons.
- We use Dr. Sandra Kaplan's gifted icons to drive our project-based curriculum.
- Write from the Beginning is provided as a program to encourage strong scaffolding in our writing program.
- We make poetry books to express all the genres experienced in our units of curriculum.
- Accelerated reader competitions
- Theme-based movie productions, exclusive to Granada Elementary Charter
- Real-life biographies, exclusive to Granada Elementary Charter.
- Spell-a-thon
- Library Time
- CSUN Readers
- DWP Readers
- Read Across America in recognition of Dr. Seuss in celebration of literacy

Math

- A rigorous curriculum that exceeds the state content standards for math.
- Teachers make web sources available through technology for practice and enrichment using all modalities of learning.

- Hands-on math activities are presented for all topics to encourage all types of learners.
- Individualized math programs are available to students who demonstrate an aptitude towards problem-solving skills.

Science

- A rigorous curriculum that exceeds the state content standards for science.
- All three areas of science are regularly enriched through experiments using the scientific method. Students perform investigations that require inquiry and evaluation.
- Varied field trips and assembly programs enrich the students' understanding of the environment.
- The third grade classes participate in the Granada Garden of Dreams where they grow vegetables, aided by our community staff members.
- In order to fully under the science curriculum, we create hands-on activities.
- Mad Science Instructors bring scientific concepts to real-life with hands-on experiments and investigations.

Social Studies

- A rigorous curriculum that exceeds the state content standards for social studies.
- We journey to the local Chumash Indian Educational Center and see the canyon where our local tribes lived and how they survived on a daily basis. The students play the games, handle authentic artifacts, and connect the theme of adaptation to their grade-level learning of the California Native American tribes.
- Many booklets and hands-on projects are produced. We bring in many local professionals to enrich our students in the history of the local inhabitants.

Technology

- A rigorous curriculum that exceeds the state content standards for technology.
- Accelerated Reader
- Media Production Computer Lab, including keyboarding skills.
- Computer Lab
- Study Island

Parent Communications

- On-going communication with parents through email
- We encourage opportunities for our parents to volunteer in class, help with web-sites, using their expertise, raise money, participate in career days, participate in all school functions, belong to our school governance programs, and committees, and involve themselves in committees such as the PTA.
- All teachers send out a Notice of Academic Concern mid-way between reporting periods.

- Written communication in homework journals, provided by student writing which builds accountability.

Fourth Grade Enrichment

Language Arts

- A rigorous curriculum that exceeds the state content standards for language arts.
- During thematic units, teachers assign project-based learning activities that enrich daily curriculum. For example, during their “working together” unit, students will research how ants work together and will create a project that the students can accomplish together as a group. These projects are assessed both objectively and subjectively through child-generated criteria and rubric charts.
- Weekly and unit comprehension questions are given that foster the ability to interpret facts from the stories and also encourage the use of Bloom’s multiple levels of thinking. For example, students will use critical thinking, making predictions, drawing conclusions, and making inferences.
- “Write from the Beginning” and Thinking Maps are utilized to encourage strong scaffolding in students’ writing processes.
- Students learn to pre-write, draft, revise, edit and publish by experiencing the five step writing process as well as using the Traits of Good Writing.
- All students are given journals in which they respond to daily writing prompts along with a “free write” of their choice. The journals inspire the students to explore their thoughts and ideas, helping to enhance their writing skills.
- Use of analogies to further develop vocabulary and word relationships.
- Use of Reader’s Theatre to develop interest in dramatic presentations.
- Read Classics and participate in Literature Circles
- Living Biography Presentations
- Students present projects and writings orally in front of their peers with poise and with the qualities that make up a good presenter.
- Accelerated Reader with self-monitoring.
- Spell-a-thon
- Library Time
- Read Across America in recognition of Dr. Seuss in celebration of literacy

Math

- A rigorous curriculum that exceeds the state content standards for math.
- Students work in groups to create posters using math vocabulary and concepts that incorporate depth and complexity icons and deeper level thinking.
- Students create models of equivalent fractions and geometrical figures.
- Students participate in topic games and group projects.
- Students participate in the use of technology to reinforce multiplication/division facts.
- Students use manipulatives and problem solving skills to further develop the big idea and concept mastery.

- Students use the four operations to solve multiple-step problems utilizing critical thinking skills.
- Students write equations, analyze data, reason abstractly, and check for reasonableness.
- Students use math journals and study teams to solve problems of the day. The math journal reflects the growth of the students through the school year.

Science

- A rigorous curriculum that exceeds the state content standards for science.
- All areas of science are routinely enriched through experiments using the scientific method. Students perform investigations that require inquiry and evaluations.
- We create many hands-on activities to experience all facets of the units. For example, during the Magnetism and Electricity unit, students create electricity using a battery, wire and light bulb.
- Students create circuits to create the flow of energy.
- Students maintain a journal in which they record observations, investigations, key concepts, and develop vocabulary to be utilized in fifth grade. On the CST Assessment, 40% of the questions relate to science lessons from fourth grade.
- Mad Science instructors bring scientific concepts to real life with hands-on experiments and investigations.

Social Studies

- A rigorous curriculum that exceeds the state content standards for social studies.
- Pioneer Living Experience gives students an opportunity to imagine the actual panning for gold and ways of living in the 1800s.
- Classes travel to a local mission and are encouraged to take photos that will be used in the classroom. They build individual missions using resources from home.
- Rooms are turned into Gold Rush towns where students participate in living history.
- Timelines are developed to show the sequential development from early California to its present state.

Technology

- A rigorous curriculum that exceeds the state content standards for technology.
- Websites provide links to supplemental websites, spelling lists and homework assignments. e.g.: Spellingcity.com, Mathplus.com, enVision.com, classroom. Weekly computer lab visits are available to broaden their research-based investigations ,for example, in the study of the Gold Rush and California state history.
- All classes use Elmo technology, visual realia, and videos/DVDs to differentiate for all learning modalities.
- Compute Lab
- Study Island Computer Instruction through the Beyond the Bell Program.

Intervention

- After school fourth grade math intervention
- Weekly and mid-semester progress reports are sent home or as needed
- After school intervention for both English Language learners and CST preparation.
- Small group, graphic organizers, teacher modeling, collaboration across curriculum with grade level teachers and Special Education teachers.
- Strategic planning based on assessment data.
- Writing intervention on Connect-Ed.

Parent Communication

- On-going communication with parents through emails and conferences
- Weekly assignment sheets with teacher comments

Community Involvement

- Mission field trip
- Junior Achievement
- Six Flags Read to Succeed
- Locks for Love Program
- Caring is Sharing
- Operation Gratitude Candy Split and Letters for the holidays
- Family Night at local restaurants
- McTeacher/Staff Night at McDonald's

Fifth Grade Enrichment & Intervention Activities

Language Arts

- A rigorous curriculum that exceeds the state content standards for language arts.
- During thematic units, teachers assign project-based learning activities that enrich the daily curriculum. For example, During the American West Unit, students research either Native Americans or Pioneers and create a visual representation of their research of five different areas. These projects are assessed both objectively and subjectively through child-generated criteria and rubric charts.
- Weekly and unit comprehension questions are given that foster the ability to interpret facts from the stories and also encourage the use of Bloom's multiple levels of thinking: for example, critical thinking, making predictions, drawing conclusions and making inferences.
- All students are given journals in which they respond to daily writing prompts along with a "free write" of their choice. The journals inspire the students to explore their thoughts and ideas, helping to enhance their writing skills.
- Construct original creative writing, using all genres and modalities

- Accelerated Reader to promote achievement in reading fluency and comprehension through achievement assessments that develop self-esteem.
- Use of analogies to further develop vocabulary and word relationships.
- Read Classics, participate in Literature Circles, and Core Literature Studies
- Greek and Latin root word studies
- Poetry units which are published nationally in A Celebration of Poets
- Develop students' grammar, spelling, oral speaking, and active listening skills through direct instruction and vocabulary development as well as the integration of Language Arts across the curriculum.
- Spell-a-thon: School-wide event that unites community and school in a partnership to promote academic achievement, build self-confidence, as well as fundraising for instructional needs.
- Library Time: weekly visits to the Wonder of Reading Library
- DWP Readers, building community and school partnerships
- Read Across America in recognition of Dr. Seuss in celebration of literacy

Math

- A rigorous curriculum that exceeds the state content standards for math.
- Students work in groups to create posters using math vocabulary and concepts that incorporate depth and complexity icons and deeper level thinking.
- Students create models of equivalent fractions and geometrical figures.
- Students participate in topic games and group projects.
- Students participate in the use of technology to further develop problem solving skills.
- Students use manipulatives and problem solving skills to further develop the big idea and concept mastery.
- Students evaluate, reflect on their own learning, create and solve their own story problems, using critical reasoning.
- Students stitch using coordinates to develop fine motor skills and abstract reasoning.
- We build coordinate-graphing pictures based on their ability to write the equations from given word problems.

Science

- A rigorous curriculum that exceeds the state content standards for science.
- All areas of science are routinely enriched through experiments using the scientific method. Students perform investigations that require inquiry and evaluations.
- We create many hands-on activities to experience all the facts of the units. For example, during the Life Science Unit, students create three dimensional models of the human body, to explore the circulatory, digestive, and respiratory system.
- Students maintain a journal where they record observations, investigations, key concepts, and vocabulary to be utilized for CST testing.
- Teach the science as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade levels to prepare for sixth grade.

- Field trips to Griffith Observatory, the Science Center, and the IMAX to build meaningful experiences that will connect the study of space and earth.
- Students experience hands-on investigations through Mad Science to enhance their learning of all sciences.

Social Studies

- Students participate in local field trips to experience history of the area, for example, William S. Hart Ranch.
- Students engage in colonial day activities to better understand the history of those times during the Pioneer Day Living Experience.
- State Reports and multi-cultural projects are created by each student to have students share their family traditions.
- Interpret geographical and historical information to draw conclusion
- Students will understand their own place in the world by understanding communities, cities, states, and countries.
- Through critical thinking skills, students will relate, over time, historical events and be able to find parallel and patterns.
- We build our own maps using geographical terms, legends, and compass rose.

Technology

- Teachers supply resources such as notebooks for every subject to support students' achievement at home.
- Elmo technology, visual realia, SMART boards and videos/DVD's to differentiate for all learning modalities.
- Weekly visits to the computer lab and the library for interactive study and research.

Intervention

- After school fifth grade math intervention
- Progress reports and weekly assignment sheets are sent home
- After school intervention for both English Language learners and CST preparation.
- Small group, graphic organizers, teacher modeling, collaboration across curriculum with grade level teachers and Special Education teachers.
- Strategic planning based on assessment data.
- "Ticket to Read"
- CSUN Athletes volunteer to read with students

Parent Communication

- On-going communication with parents through e-mail and conferences
- Written communication with parents through use of agenda books.
- Teachers' Websites

- Bi-weekly and quarterly progress reports.
- Weekly “Let’s Stay Connected” phone call from the principal for the weekly calendar
- Monthly newsletter

Community Involvement

- International Food Day
- Nutrition Fair with parent involvement and Healthy Choice classes
- Chefs in the Classroom
- Parent and Volunteer Tea
- Six Flags Read to Succeed
- Caring is Sharing
- Operation Gratitude Candy Split and Letters for the holidays
- Family Night at local restaurants
- McTeacher/Staff Night at McDonalds
- Donor’s Choose website projects
- Cupcake Club (Walking trip through the community to make and sell cupcakes and practice speaking skills)
- Fifth grade buddies with special education classes

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

- Evidence shows that the proposed instructional program will be successful with Granada Charter’s targeted population based upon data relating to our current instructional program and that we maintain a high level of achievement with our student population.
- With a focus on best practices in regards to the instructional program. Granada Charter API shown improvement in their academic goals for the past five years. The API for 2011-2012 was 829.
- Each year, teachers have offered a challenging daily program of standards-based and differentiated instruction to give our students an opportunity to meet and exceed their levels of proficiency.
- Two percent of our English Language Learner population reclassifies by the second grade. Teachers utilize ongoing assessments, collaboration, treasures, and team teaching approaches to ensure our ELL students progress in a solid foundation of reading, writing, listening, and speaking.
- Granada Charter has met and in some cases exceeded district mandates for Special Education, including the Modified Consent Decree. All teachers, with direction from administration, adhere to each individual student’s IEP, as well as conduct SSTs (Student Success Teams) for students who are unsatisfactory in academics, work habits, or behavior. SST meetings recognize the RTI approach, in terms of assisting teachers to implement a hierarchy of intervention strategies with the goal of enabling

struggling students to meet grade-level standards. Granada's 2012 District Validation Review (DVR) score was between 80-100% in all areas. After corrective actions were implemented Granada was in 100% compliance in all areas. This evidence shows that our Special Education teams are meeting the needs of special education students.

We are dedicated to identifying and addressing the needs of our gifted and talented and high-achieving population by incorporating experiential learning and differentiated planning into daily instruction.

An integral part of Granada Elementary Community Charter's instructional program is a dedication to providing enriching experiences throughout the core curriculum. Granada's teaching staff, together with professional experts in science, language arts, math, social studies, the arts, and technology, infuses excitement, motivation, and high interest into the learning experiences of each and every child at school regardless of a child's learning profile. Project-based learning will play an enormous role in the success of the targeted population.

The Textbooks or Other Instructional Resources to be used:

- Treasures
- Core Literature, grade-level appropriate
- EnVision Math plus a wide range of support manipulatives
- Foss Science
- Accelerated Reader
- Marilyn Burns
- Music Series (K-5)
- Mountain Math
- Touch Math
- Bad Wolf Press
- Readers Theater
- Accelerated Reader
- Hands-On Equations
- Second Step
- Math Their Way
- Too Good For Drugs
- Educational DVDs that support instruction
- Singapore Math Listening Centers
- Lessons in Character through Literature
- Character Education
- Scholastic News Magazine
- Scott Foresman

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

Teachers will be recruited in accordance with district policy, procedures, and collective bargaining agreements. Teachers staff will be asked to submit an application in accordance with Personnel Commission and district policies

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

Professional Development will be an on-going component of Granada Charter and 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 current needs and interests that are then forwarded to the School Site Council for formalization of appropriate training and products. Granada Charter's professional development program will be subject to the approval, implementation, and scheduling by the entire staff. In addition, Granada Charter will participate in both site level and district professional development activities.

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

Granada Charter will follow the traditional academic calendar set forth by the Los Angeles Unified School District utilizing block scheduling as follows: 8-11 am language arts instruction, 11-12 math instruction, and last portion of the day for social studies, science, arts, and physical education.

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

Standard Schedule

8:08 Warning Bell
8:10 School Begins
9:45 Kindergarten recess
10:05 End Kindergarten recess
10:20 Recess
10:40 End of recess
11:45 Kindergarten lunch
12:20 Kindergarten lunch ends
12:15 First lunch begins
12:35 Second lunch begins

12:55 First lunch ends

1:15 Second lunch ends

2:33 End of day

* All Tuesdays will be banked Tuesdays to provide consistency for staff and parents

HOW THE INSTRUCTIONAL PROGRAM WILL MEET THE NEEDS OF SUBGROUPS

Transitional Kindergarten (for elementary only):

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

Transitional kindergarten is the first year of a two year kindergarten program. It is the program placement for students who do meet the age eligibility for kindergarten. It is also an option for students who may meet the age eligibility requirement, but are not yet ready to be successful in the regular one year kindergarten program. The TK curriculum is based on the Common Core State Standards and follows the requirements of SB 1381 in providing a modified curriculum that is both age and developmentally appropriate. Emphasis is placed on developing oral language skills and providing integrated experiences in language and literacy, social-emotional development, mathematics, physical development, the arts, science, social studies, and English language development.

English Learners (including reclassification):

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

PRINCIPLE 1

English learners are held to the same high expectations of learning established for all students.

PRINCIPLE 2

English learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students.

PRINCIPLE 3

English learners are taught challenging academic content that enables them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, health, and physical education, consistent with those for all students.

PRINCIPLE 4

English learners receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels.

PRINCIPLE 5

English learners are evaluated with appropriate and valid assessments that are aligned to state and local standards and that take into account the language development stages and cultural backgrounds of the students.

PRINCIPLE 6

The academic success of English learners is a responsibility shared by all educators, the family, and the community.

Granada Elementary Community Charter's goals focus on academic, attendance and attitude impact English Learners by:

- Assisting students to achieve academic proficiency in all dimensions of the English language.
- Attain academic achievement in all subject areas.
- Develop a positive self-image.
- Function effectively and collaboratively in a multicultural society and develop their skills as lifelong learners.

The progress goal for English learner students requires that EL students progress a minimum of one English language development level each year. Our classrooms containing ELL students dedicate an instructional block every day for English Language Development instruction, with a focus on supporting the core content and systematically progress monitoring students to ensure academic progress. Teachers of English Learners participate in professional development opportunities for English Learners to provide scaffolding and access to the core curriculum for English Learners to help students meet academic criteria, as well as reclassification from the ELD program .

Socioeconomically Disadvantaged Students:

Granada Elementary Community Charter will ensure that all students are provided with the necessary tools to succeed academically. The needs of socio-economically disadvantaged students are unique in that their educational needs often overlap other areas of need, possibly attendance issues, or "attitude" or behavior issues. For example, research shows that ensuring students have a healthy breakfast is a positive start to their academic day. Good nutrition may be a priority for some of our socio-economically disadvantaged students before we can even consider focusing on a rigorous academic program. Providing outside services and assistance to families is a

goal of Granada Elementary Community Charter in the form of utilizing district and community resources and referring needs to our Granada PTA/Booster Club to assist any family needs that arise.

Gifted Students:

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

Granada Elementary Community Charter screens students for Gifted/Talented referrals on a regular basis in the early fall after CST results are released and after each grading period. Teachers and the GATE Coordinator screen students not only by their academic achievement but also refer to the list of GATE characteristics. Students who may not necessarily show high academic achievement are referred for intellectual testing for traits that may only exhibit themselves in a verbal situation, for example, these students may participate in the special education program, are English language learners, underachieving students, socio-economically disadvantaged students, or part of an under-represented minority group. Students are referred for all categories including academic achievement, leadership and creative ability, as well as talent in the visual and performing arts. Once a student has been found eligible to participate in the Gifted/Talented programs they are placed in classrooms based on the "cluster-model" of instruction where teachers can differentiate the curriculum. Teachers provide GATE students with lessons and assignments that encourage these students to strengthen their cognitive thinking skills. They are 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 information. Additionally, the students present an outcome, whether verbal, written, arts-based, or technology-based at their appropriate academic level. Students in the GATE program will also participate in after-school programs requiring the use of higher levels on Bloom's Taxonomy that enhance their skill levels. There are programs for all areas of talent including fine art workshops, dance, robotics, etc.

Students Achieving Below Grade Level:

Underachieving students will be provided opportunities to access the core curriculum through the Response to Instruction and Intervention model. Intervention will be comprised of the three-tiered approach, with the first tier provided by the classroom teacher and increasing to a more intensive level at tier 3. Students working at a more intensive level (Tiers 2 and 3) will work with the support staff such as the Intervention teacher, Categorical Program Advisor, TA's, IA's and the Resource Teachers. The RTI2

model includes assessing, progress-monitoring and providing services in a continuing cycle throughout the school year as student needs change in the areas of academics, attendance and attitude. Students striving to meet benchmark standards will participate in intervention during the school day and after school to address their targeted skills where instruction is specific and explicit. Targeted students will receive intervention from teachers, coaches, school staff, and community volunteers in collaboration with their classroom teacher during a blocked intervention schedule, where all instructional support and staff is targeted on a particular grade level for approximately one hour a day, on a daily basis. During this blocked time students are divided across grade level and dispersed amongst staff in various rooms which include grade level classrooms and the Learning Center (s) to develop specific/targeted skills. Our goal is to have each student performing at proficiency or above on all locally designed assessments, District assessments, and state wide standardized testing. Intervention programs are not limited to academic programs. For those students who require intervention for their difficulties due to behavior and/or motivation, there are also opportunities for struggling students to work with staff for social skills learning and/or some of the after-school enrichment programs to build self-esteem in areas of interest such as robotics, cooking, drama or performing arts. These students are able to share their abilities with the student body at performances, exhibitions, assemblies and student generated school fundraisers.

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

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

Resource Specialist teachers and related service providers (e.g. Speech and Language Therapists, Occupational Therapists, Adaptive P.E. and School Psychologist) will provide instruction and support that complies with the times and frequencies contained in each Special Education student's IEP. All accommodations and supports listed in the students' IEP will be provided both in and out of the general education classroom. Special Day class teachers will provide instruction within the special education setting and will ensure that their students mainstream into the general education setting in compliance with each Special Education student's IEP.

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

Granada Elementary Community Charter will follow the academic target guidelines as set forth in our Superintendent's Academic Performance meter. The school will set new goals each year after review of the previous year's achievement and progress for all sub-groups and as a whole school. The school's Single Plan for Student Achievement will be reviewed and updated as necessary to adjust the school goals and focus.

As the district transitions to the Common Core State Standards, our school timeline will necessarily be adjusted. It is our hope that we can implement our technology goals of current, workable, sustainable computers and printers with the capacity to support the current and future requirements of district on-line functions as quickly as funding will allow.

HIGH SCHOOLS ONLY: (describe the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. (Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Include a timeline for WASC accreditation.)

Element 2 – Measurable Student Outcomes

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” Ed. Code § 47605 (b)(5)(B)

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

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

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

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

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

Anticipated Skills and Knowledge Outcomes for Students:

Goal 1: Academics: Students will strive to master the rigorous academic content of the California State Content Standards, and as implemented, the Common Core State Standards, and think critically and reflectively about their academic success accepting personal responsibility for improvement. They will continue to develop their problem solving ability.

Goal 2: Attendance: Students will build the foundation of a responsible work ethic by regular and punctual attendance. We plan to continue to hold parents and students accountable for regular daily attendance. When a problem arises a meeting with the parents will be held to determine reasons for absences and to provide assistance to alleviate the problem. Attendance is reported three times per year on the progress report. However, parents will receive periodic phone calls and letters home if there is excessive tardiness and absences. Incentives for maintaining high attendance rates will be provided (e.g., trophy for the classroom with the highest percentage of attendance).

Goal 3: Attitude: Students will be taught positive social skills along with a sense of responsibility to their peers, home, and community.

Desired Outcomes of Our School's Instructional Program

Language Arts: Through explicit systematic instruction in the reading of a diverse array of classical and contemporary literature, as well as challenging informational texts in a range of subjects, students will build their knowledge, gain insights, explore possibilities, and broaden their perspectives. Students will be able to read, write, listen and speak effectively. Students will be able to incorporate the language of the discipline and give concrete examples when writing and speaking. Furthermore, they will actively read and listen and be able to locate and interpret information. Students will be able to coherently write in a variety of genres, including but not limited to: narrative, persuasive, expository, and response to literature. Students will be able to gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking, as well as through media.

English Language Development: Students will master English language skills to fully access all educational, social, and occupational opportunities of mainstream society. Our goal is that ELD students will progress at least one level on the CELDT per academic year.

Lessons from the Treasures English Language Development Program provide our students with explicit, sequential, linguistically logical, and systematic instruction in the English language arts content. Each lesson includes many opportunities for practice and application of critical reading and language arts skills and strategies.

Mathematics: Students will understand and apply formal logical reasoning, analytic and symbolic processing, arithmetic, and pre-algebra. Students will also create their own real world word problems to gain further understanding of the applications of math. They will use manipulatives to solidify their understanding of concepts (i.e.

multiplication, division, and fractions.) They will also acquire strong number sense to aide in mental math and real life problems.

Science: Students will acquire proficiency in the fundamental concepts and terms of various branches of science, such as physical, life, earth, and ecology. Students will use the scientific method to formulate their hypotheses and perform experiments utilizing Foss kits.

History and Social Studies: Students will demonstrate an understanding of culture, diversity, and worldview, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. They will demonstrate an understanding of the function of government and the origins, history, and rights of various peoples. Grades 4 and 5 will hold elections for Student Council representatives and demonstrate an understanding of leadership and participation in school government.

Technology: Students will gain an understanding of the use of current technology and its real world application, as well as its use as a source for research, through scheduled visits to our computer lab. Grade levels 3, 4 and 5 will also use the Accelerated Reader program in their classrooms (it is available for Grade 2) and all students will have access to "Study Island", a computer based program that supports skills in English language arts.

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 by specialists. Students will be able to participate in the Arts Prototype Program, an annual Art show, a multicultural dance enrichment program with an emphasis on rhythm, beat, and tempo, an afterschool children's choir (with winter and spring performances), an annual program showcasing talent in different genre, and an afterschool drum class. The 4th and 5th graders will have the opportunity to be in a chorus which performs in the winter program, as well as a spring musical.

Physical Education: Students will build a healthy and balanced body and mind through various intramural sport activities/drills that follow the physical education standards. This will be accomplished through dedicated time for psychomotor skills development. For those students facing physical challenges we have an Adaptive P.E. program. Since good nutrition plays such an important role in overall health and well-being, we are members of the Network for a Healthy California LAUSD and receive the Harvest of the Month. Our students will learn about the importance of healthy food choices. To this end, students will participate in our annual programs: Chefs in the Classroom, Farmers in the Classroom, and the Healthy Choices Fair, held at the end of the school year.

Lifelong Learners: Students at Granada Elementary Community Charter will develop lifelong learning skills:

- Leadership, Collaboration and Cooperation: Students will know and be able to demonstrate the adaptive and communication skills appropriate to their level. Students in grades 3-5 will be able to practice leadership skills in student council.
- 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 expectation inherent in the school community.
- Critical Thinking and Problem Solving: Students will learn to be effective problem solvers and will develop critical-thinking skills.
- Self-Discipline: Students will learn to control their behavior at all times and will respect and uphold the values of the community. Selected students with behavior challenges will be attending our social skills classes. When funded by our PTA/Booster Club, our students will also have the opportunity to participate in the on-site counseling program with counselors from the Counseling Center at Phillips Graduate Institute (formerly CALFAM).
- 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 world at large.

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

API Scores		Points Improved
2011-2012	829	30
2011-2010	799	7
2010-2009	792	1
2009-2008	791	12
2008-2007	783	-12

Our students, in grades 2- 5 are tested annually to assess achievement of state content standards using CST, and in the future, the Common Core Standards test. The state's goal is for all students to score proficient or advanced, the top two performance levels. 60% of our students scored at proficient or advanced in ELA on the CST compared to the LAUSD average of 53%. Similarly, 62% of the students scored proficient in math compared to the LAUSD average of 61%. In addition, some of our major subgroups have made significant gains: 48% (up from 47%) of our Students with Disabilities scored proficient or advanced in ELA compared to the LAUSD average of 31%, and 61% (up from 52%) of these students scored proficient or advanced in Math compared to the

LAUSD average of 40%. In addition, 67% (up from 50%) of our English Learners scored Basic or above in ELA, compared to the LAUSD average of 63%.

All of our significant subgroups (Black or African American, Hispanic or Latino, White, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities) met the AYP criteria in ELA in 2011-2012. However, of these subgroups, only the Students with Disabilities met the AYP criteria in Math for 2011-2012. We are steadfast in our desire and efforts to provide these groups with the supports necessary to meet proficiency requirements.

Granada 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 all the significant subgroups. In 2012-2013, the target area for ELA will be (52%) and the target area for math will be (76%). In addition, Granada Community Charter will attempt to maintain a participation rate on the CST that exceeds the minimum requirement of 95%.

-Our goals are to:

- o Increase the percentage of 3rd graders scoring proficient and advanced in ELA from 40% to 62% on the 2012-2013 CSTs.
- o Increase the percentage of all students in grades 2 through 5 scoring proficient and advanced in ELA from 60% to 77% on the 2012-2013 CSTs.
- o Increase the percentage of English Learners making the equivalent of one year growth/one ELD level as indicated by their performance on the California English Language Development Test (CELDT) from 46% to 52%.
- o Decrease the percentage of all students in grades 2-5 scoring "below basic" and "far below basic" in ELA from 10% to 6% on the 2012-2013 CSTs.
- o Increase the percentage of all students in grades 2-5 scoring proficient and advanced in math from 62% to 76% on the 2012-2013 CSTs.
In future years, our goal is to meet or exceed the performance meter goals set by the district (within 3-5%).

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

Granada Elementary Community Charter believes that assessment is ongoing and affords teachers an opportunity to develop 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.

Granada ElementaryCommunity Charter shall determine their development, implementation or use of the periodic assessments according to the needs of its students, within the limits permitted by the Education Code. Granada Elementary may choose to use district assessment or design its own and will determine the timing of such assessments and coordinate with the respective Local District.

Prior to the new school year beginning, each teacher receives a class list of his/her incoming pupils. We analyze their data from the prior year and formulate an instructional agenda based on the perceived 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, the Granada Instructional Support Team (“GIST”), consisting of the principal, coordinator, literacy coach, and resource teacher, examines and discusses data on an ongoing basis throughout the year with teachers, to identify the students requiring Tier I, Tier 2, and Tier 3 intervention under RTI2 and work collaboratively to provide the required intervention in-class, in the Learning Center, and/or with intensive small group instruction provided by the Coordinator and/or Literacy Coach, using materials and routines contained in our Treasures reading program and other research based materials for intervention.

Standardized assessments may include, but are not limited to: CST written in English, CMA (yearly) for special education students who qualify (yearly) , CELDT (yearly), periodic math assessment (three times a year), periodic literacy assessments (three times a year), and district science assessments (fourth and fifth grade, three 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 students are performing in relation to other students who take the same test.

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

Element 3 – Method by Which Student Outcomes will be Measured

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

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

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

LANGUAGE: Writing

Student Outcomes

- Analyze, justify, and posit in compositions. Writing across disciplines
- Defend, critique and illustrate in oral and written formats
- Demonstrate critical thinking skills aligning with upper Bloom’s Taxonomy
- Research projects aligned to thematic teaching in various disciplines
- Creative Writing: stories and poetry
- Thinking like a disciplinarian-emulating masters
- Select and use appropriate thinking maps for independent written product
- Achievement of grade level standards and framework strands

Methods for Assessing

- State mandated tests
- District assessments with flexibility in administration
- Teacher developed assignments, tests, and activities
- Write from the Beginning
- Publisher’s assessments- California Treasures
- Daily/monthly/thematic journaling
- Portfolios
- Presentations and project exhibits
- Debate and speech
- Research projects
- Teacher observation

Language Arts: Reading

Student Outcomes

- Synthesize and evaluate thematic literature tied across disciplines

- Distinguish between fact vs. fiction
- Understand cause and effect and hypothesize based on altered facts
- Develop critical reading skills
- Select and evaluate material while participating in a leveled individualized reading program
- Researching through various references including technology
- Use depth and complexity icons to analyze text
- Achievement of grade level standards and framework strands

Methods for Assessing

- State mandated tests
- District assessments with flexibility in administration
- Teacher developed assignments, tests, and activities
- Publisher’s assessments- California Treasures
- Presentations and project
- Exhibits
- Research projects
- Accelerated Reader
- Teacher observation

MATH

Student Outcomes

- Apply math skills to daily
- problem solving situations
- Recognize relevant information and review process by checking work
- Discern operations necessary to solve word problems
- Connect math to other disciplines such as music, dance, and art
- Use depth and complexity icons to analyze and solve complicated math problems
- Use envision digital learning
- Achievement of grade level standards and framework strands

Methods for Assessing

- State mandated assessments
- Teacher developed assignments, tests, and activities
- Publisher’s assessments envision Math
- District assessments with flexibility in administration
- Hands on manipulatives
- Visual/media based quizzes
- Math Journals

SCIENCE

Student Outcomes

- Hypothesize and develop experiments •Use hands-on experiments to further research and prove/disprove conjectures
- Integrate science and writing by using the Kaplan icons
- “Think like a Disciplinarian” to theorize and view experiments and data as a scientist
- Understand the need for eco-friendly products and life changes to better our local and global community
- Understanding the appropriate use and handling of scientific materials
- Achievement of grade level standards and framework strands

Methods for Assessing

- State mandated assessments
- District assessments with flexibility in administration
- Teacher developed assignments, tests, and activities
- Use hands-on experiments
- Field studies
- FOSS assessments
- Interactive units and simulations
- Living exhibits
- Portfolios/Journals of science units incorporating use of scientific method

History and Social Studies

Student Outcomes

- Understand cause and effect
- Relating over time
- Finding parallels and pattern
- Analyzing different points of vie and ethics
- Using Kaplan prompts to analyze historical information
- Critical thinking skills
- Critical reading skills
- Interpreting information to draw conclusions
- Using role play and interactive units to gain “first hand” experiences
- Using realia, manipulatives, and visuals to increase comprehension
- Achievement of grade level standards and framework strands

Methods for Assessing

- Teacher developed assignments, tests, and activities
- Grade level appropriate field studies connecting to the California state content standards
- Interactive units and simulations
- Portfolios
- Exhibits and presentations
- Debates
- Integration of the arts such as music performances
- Publisher’s assessments

Technology

Student Outcomes

- Use of internet for research
- Communication/Broadcasting
- Portfolio development
- Use of applications such as word processing and spreadsheets
- Use of artistic applications such as Garage Band, iMovie and Photoshop

Methods for Assessing

- Teachers developed assignments, tests, and activities
- Portfolios
- Presentations
- Inquiry-based projects
- Digital portfolios
- Presentations and project exhibits

Health and Physical Education

Student Outcomes

- School wide fitness program
- teach nutrition/exercise to create a culture of life-long, healthy lifestyle choices
- achievement of grade level standards and framework strands

Methods for Assessing

- presidential fitness test
- teacher observation of student participation and progress

Character Building/Social Skills/School Wide Behavior Plan

Student Outcomes

- social skills training using second step
- small group support with the school-site psychologist
- onsite counseling program
- social behavior and norms
- Are reinforced by aides who maintain fair play and game rules on the playground
- Safe behavior is reinforced by student monitors on the playground during recess and lunch periods
- Behavior reflection charts to be completed at time of conflict to create awareness of child's own behavior, reasoning, and consequences
- Achievement of grade level standards and framework strands

Methods for Assessing

- formal and informal observation, discussion, and evaluation of appropriately handled situations on the playground and in the classroom
- behavior reflection charts will be collected

- recorded with teacher, student, principal, and parent knowledge of event(s)
- Teacher created systems of behavior monitoring

Visual and Performing Arts

Student Outcomes

- Challenge students to express themselves in a variety of art forms
- Develop a working vocabulary of the arts
- Inspire teamwork through peer collaboration
- Expose students to performance programs through field trips or school wide assemblies
- Introduce many different modalities of visual arts
- Critique and evaluate various forms of art
- Achievement of grade level standards and framework strands
- Students write about their viewing and creating experiences, using the language of the discipline

Methods for Assessing

- Level of student participation
- Formal and informal assessments such as teacher observation and/or work samples
- Use of art journals and
- portfolios
- Peer evaluation, beginning critique and feedback
- Teacher observation of whether they have attained the grade level standards and framework strands
- Artistic performances will be presented to the entire school community and parents/guardians
- Art galleries will be displayed for the entire school community

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

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

- Standardized Assessments and How Data Will Be Used: California Standards Test (CST), California English Development Test (CELDT), California Modified Assessment (CMA), Dynamic Indicator of Basic Early Literacy Skills (DIBELS), District Quarterly Math Assessments, District Periodic Literacy Assessments, District Science Assessments for grade four and five, Writing Assessment for grade four, and Otis-Lennon School Ability Test (OLSAT) testing all second graders to qualify for gifted identification.

- **Authentic Assessments:** Authentic assessments are ongoing and can better evaluate the child over time and in a variety of settings. Examples of authentic assessments are teacher-developed assignments and activities, homework, anecdotal records, journals, work samples, grade-level and teacher-developed tests, rubrics, criteria charts, short-term and long-term projects, learning contracts, and district provided core literary program
- **Grading Policy:** The Granada Charter grading policy will adhere to the District bulletin (BUL-2332.4) The purpose of this Bulletin is to provide information on the marking practices and procedures for the elementary school.

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

Granada Elementary Community Charter 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 is evaluated continuously by teachers and administration in order to meet each student's educational needs. Data is also used to identify and prioritize professional development priorities as well as provide topics for discussion during grade-level planning.
- District assessments results and authentic assessments are communicated to parents by the teaching staff throughout the school year.
- School-wide data is also shared in a public forum at monthly governance meetings, when it's available, in order to discuss upcoming program development and intervention priorities.
- Data regarding our SEL's is shared at ELAC meetings. Data from CELDT is communicated to parents.
- MYDATA may be available to certificated staff for immediate access to grades, scores and ISIS for attendance. Instantaneous access to this information provides all stakeholders 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.

Element 4 – Governance

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

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

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

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

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

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

LAUSD Charter Policy

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

Grievance Procedure for Parents and Students

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

Responding to Inquiries:

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

If an allegation of waste, fraud, or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

Notifications

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

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

Granada Elementary School is an elementary school grades TK-5 that proposes to be converted to an Affiliated Charter within the Los Angeles Unified School District and to be known as Granada Elementary Community Charter School. As an Affiliated Charter, Granada will follow all established LAUSD policies and guidelines.

In the event that Granada changes from affiliated charter status to independent charter status, Granada 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 Granada changes its status to an independent charter school, Granada shall submit a petition for material revision with articles of incorporation and bylaws for District's approval.

Granada shall maintain the Granada Leadership Council (GLC) 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 GLC will follow Article XXVII of the LAUSD-UTLA CBA, particularly in regards to Local School Leadership Board composition and responsibilities.

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 regulation and the provisions of collective bargaining agreements.

The Granada Leadership Council (GLC) will be governed in its operation and its actions by the charter petition and the Bylaws and Governance Council of GLC, which can be revised subject to district approval.

Subject to LAUSD policies and procedures, and consistent with the LAUSD/UTLA CBA, and California Education Codes, the Council will have authority for aspects of its operation including, but not limited to:

- develop and implement policies related to curriculum,
- develop and implement policies related to personnel (consistent with district policies and procedures and collective bargaining agreements)
- develop and implement policies related to professional development,
- develop and implement policies related to categorical block grant budget and finance
- develop and implement policies related to admissions (consistent with California Education Code)
- develop and implement policies related to site-level scheduling
- develop and implement policies related to community relations
- develop and implement policies related to classroom usage and use of school site (within district policy),
- develop and implement policies related to safety
- develop and implement policies related to discipline
- develop charter revision subject to district approval,
- handle dispute resolution(within district policy),
- appointment of school representative to external organizations, and interactions with LAUSD.
- perform a school evaluation based on measurable goals and terms outlined in this charter
- evaluation of teacher and administrator performance (within District guidelines)
- determine the roles and functions of the teachers, administrators, and classified employees following district guidelines
- determine the need for additional teachers and classified employees including class size reduction teachers or paraprofessionals in an attempt to eliminate split grade classes.
- determine after-school programs' policies and procedures

Granada Leadership Council will abide by LAUSD policies and procedures concerning school governance and will continue to have all school Boards operating effectively in shared decision making, We will continue to fulfill our fiduciary responsibility and effectively lead and manage Granada but the governance obligation and authority lies with District's Board.

Compliance with all Laws relating to Public Agencies in General, all federal Laws and Regulations and State Codes

Granada Elementary Community Charter will comply with the Brown Act.

Members of the Granada Leadership Council, and administrator, managers or employees, and any other committees of the Charter School shall comply with federal and state laws, nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest.

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

Granada's Relationship with District/County

The Granada Leadership Council will work collaboratively with the Local District and District to determine the applicability of District policies and procedures of Granada. Granada will continue its operation as a fiscally affiliated charter school. Granada will work collaboratively with the District to ensure all programs, series and future needs are funded.

Process for Amendments to Charter

Granada reserves the right to amend its charter at any time with LAUSD Board of Education approval. All amendments will require the majority vote of representatives to the Granada Leadership Council. Any material revisions to the charter must be submitted to the LAUSD Board of Education for approval. Granada will consult with the District in making determination as to whether or not a proposed amendment or change to the charter constitutes a material revision.

Articles of Incorporation and Bylaws of Nonprofit Corporation

Since we are applying to convert to an affiliated charter school, we do not need to submit articles of incorporation and bylaws of a nonprofit corporation. We have however submitted the Bylaws of the GLC. (Appendix 1)

Conflicts of Interest

Members of the Leadership Council and School Site Council will perform their duties in an impartial manner, free from bias caused by their own financial interests. They will be guided by public interest (that directly affects the operation of the school), rather than personal interest, when dealing with contracts in an official capacity. Members of the Councils will 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 Council. Council members will either excuse themselves voluntarily or be excused by majority of voting representatives if the 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.

Granada Leadership Council shall comply with LAUSD's policies and regulations regarding ethics and conflicts of interest in the decision making process.

Grievance Procedures for Parents and Students

As a District affiliated charter, Granada Elementary Community Charter, shall comply with the District's Grievance Policy and procedure for the Parents and Students.

Granada will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504), including any investigation of any complaint filed with Granada Elementary Community Charter, alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Granada elementary Community Charter will notify students and employees of the name, office address, and telephone number of the designated employee or employees.

LAUSD Charter Policy

Granada Elementary Community Charter will comply with the District policy related to Charter Schools, including the Affiliated Charter Schools bulletin.

Responding to Inquires

Granada shall promptly respond to all inquires, including but not limited to, inquiries regarding financial records. Granada acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If the District receives an allegation of waste, fraud, or abuse related to the Charter School operations, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or Office of the Inspector General, Investigations Unit.

Notifications

Notification is to be made to the Charter School Division of any notices of workplace hazards, investigation by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Granada.

Frequency of Governing Board Meetings:

The Granada Leadership Council shall meet at least 6 times during the traditional school 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. Additional meetings can be held as needed.

The Process for Selecting Governing Board Members:

Members of the Council shall serve a two-year term. The voting members of the Granada Leadership Council shall include representatives from the school's various constituencies.

Granada Leadership Council will consist of 10 members:

- 5 Staff members to include 1 UTLA Chapter Chair (automatic member) plus 4 Certificated Staff Members from the school (elected by the teachers via consensus or secret ballot).

- In addition to these 5 regular GLC certificated staff members, 2 alternate teacher representatives will also be elected who will assume voting rights in the absence of one regular voting member.

- 5 Members comprised of the following: 1 principal (automatic member) plus 3 elected parent/community representatives, and 1 elected non-certificated (classified) employee representative from the school (elected by consensus or secret ballot).

The elected parent/community representatives may include 1 PTA/Booster Club member, 1 ELAC representative and/or 1-2 parent/community representatives at large.

There shall be up to four alternate parent Council representative designated. The First alternate shall be the eligible person with the most votes as compared to the other alternate(s). All vacant seats shall be filled within one month by a special election called by the Committee Chairpersons.

The School Principal and UTLA chapter chair will be co-chairs of the GLC and will adhere to Article XXVII of the LAUSD-UTLA CBA.

Co-Chairs to the GLC will:

- Facilitate meetings and set the agenda for Granada Leadership Council meetings.
- Together address routine matters not requiring the attention of the full Leadership Council or its committee members.
- Refer/recommend issues to the Granada Leadership Council or its committee members as may be appropriate.
- Gather input or feedback from stakeholder groups as needed.
- Accept input and feedback from grade level chairpersonss to present to the GLC.

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

Meeting schedules will be made available to the public via organized e-mail blasts and Connect-Ed telephone messages no later than the Sunday preceding the scheduled meeting. An agenda of each meeting will be posted publicly at the school site and on

the school website (if applicable) at least 72 hours in advance. Agendas will also be delivered to GLC committee members at least 24 hours in advance of the meetings. All meetings will be held in accordance with the posted agenda. The Granada Leadership Council and standing committees will also comply with all Brown Act requirements. Minutes of meetings will be posted in a public area on the school campus and on the school website (if applicable).

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

Granada Leadership Council (GLC) will be a consensus-oriented site-based decision-making body for Granada Elementary Community Charter under authority of LAUSD Board, and in compliance with District policy as well as state and federal law. It will have the final responsibility for approving the allocation of categorical block grant resources and defining the site-based policies and procedures to achieve the school's program goals, while thus promoting the best educational program possible for all students.

The attainment of consensus among members of the Council shall be a primary goal. In the event that consensus cannot be reached, decisions will be made by majority vote of the body, with the exception of GLC Bylaw changes, which must be decided by a two-thirds majority of the Granada Leadership Council. Alternates may assume voting rights when/if a member is not present and the alternate's vote will count as part of the majority vote. In the event of a tie vote, further discussion and research will take place until there is a majority vote.

Any stakeholder may bring new business before the Granada Leadership Council by bringing the matter to the attention of the principal, the UTLA Chapter Chair, a member of the Leadership Council, or to the relevant committee. All standing committees will have representation from both the parent body and/or classified staff and teaching staff and will be the foundation of policy decision-making at Granada.

School Site Council/Granada Leadership Council

Granada Elementary Community Charter will comply with the requirements of the Education Code and the UTLA/LAUSD Collective Bargaining Agreement and will operate according to state and federal laws and District guidelines pertaining to all Categorical Councils. The English Learner Advisor Council (ELAC) will review and advise the School Site Council in the development and approval of the Single Plan for Student Achievement. In the event that a waiver is required to combine and consolidate

the School Site Council and Granada Leadership Council to operate as one entity, such a waiver will be sought. If there is no waiver, and/or this option is not available, the GLC, as a separate entity, will also review and advise the School Site Council in the development and approval of the Single Plan for Student Achievement.

Role of Committees (Sub-Committees to the GLC)

Committees shall be formed to research issues and obtain input from all affected/interested sub-groups. These committees will ensure participation of all stakeholders, create a more efficient way to handle decision making and provide a more effective way of communication. Committees will present findings to the Granada Leadership Council for a decision,

Committees may include, but are not limited to:

- Curriculum Development and Review
- Response to Instruction and Intervention (RTI2)
- Student Council
- Student Success Team/ Language Appraisal Team (SST/LAT)
- Budget & Finance
- Grant Writing
- Technology
- Behavior Standards and Conduct
- Human Resources and Personnel Selection

The GLC shall not have control over personnel hiring decisions. Granada will have a separate Staff Selection Committee for the selection of administrators (with District involvement per District policy), certificated teaching staff, clerical staff, custodial staff, classified staff, and other non-specified staff.

The Selection Committee will be made up of the principal or designee, and the UTLA Chapter Chair or designee, (as co-Chairs) one parent of a student at Granada Elementary Community Charter, one classified personnel, and one certificated teacher elected by certificated peers.

There will be 1-2 flexible members of the Selection Committee who are temporary to the immediate selection process. These members will be chosen from and by the specific category of employee being interviewed for hire; e.g. if a classified office position is open, then the seventh committee member will be elected by the office staff to serve on the committee to fill that specific open position only. If a certificated teacher position opens, teachers of the grade level where the opening exists will elect the temporary committee member, etc.

The Staff Selection Committee members serve a term of 2 years. As an opening occurs, the Selection Committee's responsibilities are to meet, gather job descriptions, review resumes and eligibility lists, schedule interviews of eligible candidates, generate questions for the interview process, and conduct interviews. After interviewing eligible candidates, the committee meets and discusses candidates to present as their choice for the position. If a consensus cannot be reached, a secret ballot will take place in the group setting. The votes will be counted in the open group setting. Finally, the principal will call the appropriate Human Resources department indicating a job offer be made for the chosen candidate. "Must place" (district employed, unassigned) candidates for employment must comply with the procedures stated above, and will be considered for employment by the Staff Selection Committee.

- Facilities and Safety
- Parent Involvement
- Student Activities, planning, Communication and Community Outreach

Other committees may be formed as the need arises.

These Sub-Committees are advisory and members will be volunteers based upon interest and expertise. Each Committee's chairperson will establish a meeting agenda and submit a summary of all meeting to the Granada Leadership Council Chairpersons and/or Secretary. Committees should elect a chairperson at their first meeting. In the event that no one accepts the chairperson position, the Granada Leadership Council Chair will appoint a chairperson. The Granada Leadership Council, if necessary, will determine committee meeting dates and times.

All committees will comply with the Brown Act.

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

A highly effective collaboration between parents and educators is a primary goal and cornerstone of Granada Elementary Community Charter. Parents are involved in all levels of decision-making at Granada Elementary Community Charter, as evidenced in the Parent Involvement Policy. Their participation allows us to provide an enriched education experience for all children, At least one elected parent representative will serve on each of the school's committees, including but not limited to budget, curriculum, school safety, staff selection, technology, discipline and professional development.

Granada Elementary Community Charter, a California Distinguished School and School for Advanced Studies, will continue to pursue innovation and pioneering ideas that can serve as a model for other schools within all of LAUSD, both in addressing the implementation of innovative curriculum and instructional techniques, and in supporting students who may need supplemental support or challenge to succeed. We do this by providing opportunities for parent involvement including as follows, but not limited to:

- Granada Elementary Community Charter Strong Volunteer Core:
 1. Classroom volunteers: Reading with students, assisting students in small groups or 1:1
 2. Daily parent volunteers who assist with classroom material preparation and copying needs.
 3. Parent volunteers in the school library.
 4. Active PTA/ Booster Club with open membership to all families.
 5. School Advisory Councils, committees, and GLC participation.
 6. Parent Center with Parent Community Representative
 7. Parent Education Workshops
 8. Weekly telephone and e-mail Connect-Ed messages in the home language
 9. Monthly newsletter in English and Spanish
 10. All home communications sent in English and Spanish
 11. Back to School Night, Open House, Winter-Spring-Talent Shows annually
 12. Volunteer parent assistance with major school events; e.g. Healthy Choices Fun Fair, Talent Show, Heritage Feasts, bi-annual Book Fair, culminations, campus beautification days, school carnivals, school fundraisers
 13. Chaperones on class field trips
 14. Annual Volunteer Parent Tea Recognition

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 , Parent/Teacher Surveys, Parent/Teacher conferences twice each year, Granada Elementary Community Charter announces opportunities using email blasts, via its and automated phone calls (ConnectEd). The PTA maintains its own website with school information. Teachers often communicate daily or weekly with parents as they see them and as necessary.

Parent participation is not mandatory, but strongly encouraged. A parent's inability to participate does not impact admission for enrollment; however, it is expected that a parent will provide necessary home-school student support to ensure the success of their child.

Element 5 – Employee Qualifications

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

[Charter School] believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment to the same extent as all LAUSD schools.

Personnel

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

Staff Selection

Principal selection is the purview of the Superintendent.

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

Certificated Personnel

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

Classified Personnel

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

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

Unless the District has assigned all employees in a classification to a specific basis, [Charter School] will have autonomy in assigning positions to specific working basis.

Professional Development

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

Element 6 – Health and Safety

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

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

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

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

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

Insurance:

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

It shall be the District’s responsibility, to monitor the Charter School vendors, contractors, partners or sponsors for compliance with District insurance requirements for third parties. Charter School shall adhere to current District Procurement Manual

policies and procedures prior to accepting any services from vendors, partners or sponsors.

Element 7 – Racial and Ethnic Balance

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

Court-ordered Integration

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

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

Federal Compliance

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

Element 8 – Admission Requirements

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

McKinney-Vento Homeless Assistance Act

The Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

For Affiliated Charters without SAS Programs:

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

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

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

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

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

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

For Affiliated Charters with SAS programs:

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

Granada Charter has a SAS program.

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

For Affiliated Charters with Magnet program:

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

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

Element 9 – Annual Financial Audits

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

Element 10 – Suspensions and Expulsions

As an affiliated charter school of the Los Angeles Unified School District, [Charter School] will follow all discipline procedures established by the District and will comply with Education Code 48900, et. seq. In LAUSD, the Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

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

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

Outcome Data

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

Readmission

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

Special Education Students

In the case of a student who has an IEP, or a student who has a 504 Plan, the Charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973 and the Modified Consent Decree. An IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability? B) Was the misconduct a direct result of the Charter's failure to implement 504?

Gun Free Schools Act

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

Element 11 – Employee Benefits

Employees of the [Charter School] will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD inclusive of, but not limited to, salaries, unemployment benefits, and retirement benefits including organizations such as STRS/PERS, health insurance, life insurance and all other assigned compensation and benefits.

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

Element 12 – Attendance Alternatives

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

Element 13 – Rights of District Employees

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

Element 14 – Mandatory Dispute Resolution

The staff of [Charter School] and LAUSD Board of Education agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and [Charter School], except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14.

Any Dispute between the District and [Charter School] shall be resolved by a collaborative team from the Educational Service Center and the Charter Schools Division in accordance with the procedures set forth below:

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

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

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

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

Element 15 – Exclusive Public School Employer

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

Element 16 – Charter School Closure

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

Revocation

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

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the [Charter School] in writing of the specific violation, and give the [Charter School] a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

Closure Procedures

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

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

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

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

Facilities

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

Requirements for Schools Obtaining Independent Status

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

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

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

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

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

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

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

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

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

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

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

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

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

www.laschools.org/employee/mo/ipm

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