



# LOS ANGELES UNIFIED SCHOOL DISTRICT

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## **Darby Avenue Charter**

March 7, 2013

10818 Darby Avenue

Porter Ranch, CA 91326

### **TERM OF CHARTER**

**JULY 1, 2013 TO JUNE 30, 2018**

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## AFFIRMATIONS AND ASSURANCES

Darby Avenue 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 the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. [Ref. Education Code Section 47605(d)(1)]
- 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 10818 Darby Avenue, Porter Ranch, CA 91326

The phone number of the Charter School is 818 360-1824

The contact person for the Charter School is Virginia Ghoniem

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

The grade configuration is TK-5

The number of students in the first year will be 518

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: 561

The instructional calendar will be: Appendix 1-A

The bell schedule for the Charter School will be: Appendix 1-B

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

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

**Students the School Proposes to Serve**

Darby Community School is a conversion of the LAUSD School, Darby Avenue Elementary School. Our school is a suburban school located in the San Fernando Valley. We are located in Porter Ranch. The school opened in 1959.

Currently, our enrollment is 537 students. Our school accepts children who live within our local school boundaries and a limited number of SAS permits on a space-available basis.

Who are the students enrolled at this school?

Percentage of students enrolled:

Gifted and Talented	11%
Gifted Latino	8%
Gifted African American	3%
Students with Disabilities	13%
English Learners	7%
Economically Disadvantaged	33%
Other	36%

Our school is considered to be a high performing school with an API of 903. We consistently exceed the established district Academic Performance Index (API) benchmarks and meet No Child Left Behind (NCLB) requirements as it relates to students each year. Our school currently exceeds LAUSD average scores in both Math and English Language Arts. (Appendix 1-C)

Many private and public school options are available for families that reside within a 3-mile radius of our school. Our focus is to maintain its status as a quality educational option available for our community. Our intent is to preserve our core population, maintain high achievement, and to bring an even broader base of students to strengthen the diversity of the school. We believe that by becoming a more diverse school that embraces children of all ethnic and socioeconomic backgrounds, we will foster a deeper appreciation for the diversity inherent in the Los Angeles area and greater global community.

The school is evaluated using several factors. The percent of students schoolwide scoring proficient or advanced on the California Standards tests in ELA is 77% and 80% scored proficient or advanced on the math California Standards test.

Another way of showing growth and proficiency is by using the Academic Growth Over Time School Level results. In English Language Arts (ELA), the overall academic growth was within the range of predicted growth. However, over a three year span, the ELA results were above the predicted growth. In math, school wide in 2011-12, we scored above the predicted growth and over a three year span the students were far above the predicted growth. In science, our 5<sup>th</sup> grade students did very well. Last year and over a three year span, the students performed far above predicted growth. Our English Learners and Special Education students scored well above the predicted growth in math, according to the Academic Growth Over Time Results. Over a three year period, the English Learners far exceeded expected growth as did our socio-economically disadvantaged students. Darby's Special Education students scored above predicted growth last year and over a three year span they scored far above predicted growth. In science, the 5<sup>th</sup> grade special education students and socio-economically disadvantaged students scored far above predicted growth over a three year span. (Appendix 1-D) According to the performance framework, Darby is classified

as an excelling school. This is a measure of the school's ability to improve performance. Also it is important to note that the Students With Disabilities went up 23.9% in English Language Arts and 14.7% in math.

The matrix displays the demographic information for Darby and the surrounding schools. ( Appendix 1-E)

As noted above, Darby intends to serve a diverse population as noted on the Data Summary Sheet. (Appendix 1-F) Darby is a School for Advanced Studies (SAS). We will provide for the needs of the students who are eligible for advanced studies. We want to encourage these students to be leaders and thinkers. We use the icons of depth and complexity for both the gifted students and the English Learners. We will still provide permits for students who wish to participate in the SAS program. They do not have to be identified gifted to participate. If they satisfy the requirements of the SAS program, then they will attend Darby if there is space.

Darby does not have a new-comer program per se. All English Learners will be tested using the state CELDT test. They will be provided the appropriate English Language Development lessons to assure that they will learn the language and learn the grade level content. Elementary students usually do not drop out of school, but we do have students at risk. We must intervene early so the students will not consider dropping out in high school. If students struggle emotionally, we provide counseling with Interns from the Phillips Institute. When students struggle academically, we provide in-class support, after school intervention, and pull out programs to support the students.

## MISSION AND VISION

### Mission

Our mission is to provide a compassionate, safe, learning environment for all students. The students will receive an enriched education which nurtures a love of learning, a tolerance of others, and an opportunity for students to reach their potential. We will provide the necessary tools and guidance our students need to compete in the 21st century. Our mission is to create innovative college and career ready thinkers in an ever-changing diverse society.

### Vision

Our vision is to become a recognized school of excellence where students, parents, and teachers work collaboratively to prepare for the future. Our goal is to have students achieve their greatest potential and become caring, responsible, contributing, well-educated citizens through our interdisciplinary curriculum.

## WHAT IT MEANS TO BE AN “EDUCATED PERSON” IN THE 21<sup>ST</sup> CENTURY

Being an educated person in the 21st century encompasses a wide variety of abilities, proficiencies, talents, and competencies. First and foremost, the educated person must be able to take responsibility for his own learning and be a lifetime learner. An educated person must seek knowledge through various kinds of media which includes reading a broad scope of material, subject matter, and genres. It is also important that an educated person be well-rounded and versed in science, art, music, literature, and technology. An educated person must possess curiosity regarding the world around him and uses his curiosity and knowledge to better himself and the society.

The educated person must be sensitive, tolerant, and appreciative of other cultures in order to function in a diverse society and be a valued member of the community. He must possess respect for himself and others in all situations and have pride in his efforts, work, and society. The educated person must be able to employ the appropriate social skills for the setting in which he is placed. The educated person must be self-motivated, be able to think on his own, think critically, analyze problems, solve real-life mathematical problems, read and understand documents, be technologically savvy, and communicate competently through writing and oral communication. He must be able to think using complex systems, whether abstractly, concretely, or creatively.

In order to communicate effectively, the educated person needs to be able to hold intelligent conversations based on learned and experienced general knowledge. If the conversations are opinions, the speaker must be able to support his opinions with facts.



He must use the appropriate vocabulary and use the academic language of the subject matter.

## HOW LEARNING BEST OCCURS

Darby believes in providing a safe, nurturing, creative, thought provoking environment in which meaningful and significant learning can best occur. At Darby, students experience direct instruction that engages both the whole group and the small group. Students work collaboratively with peers. They are able to argue and give reasons for their learning. They are able to critique the arguments of other students in a supportive manner. Students are given the opportunity to explore and construct their learning through exploration, particularly in the area of science. Students must be given the opportunity to actively participate and ask questions and teachers must ask rigorous questions that allow for critical thinking, not just spewing out of trivial facts. Technology is a strong tool in learning, but it must be regarded as a tool, not as a replacement for the teacher. Learning best occurs when the teacher has the appropriate curriculum and materials to teach the standards. Learning best occurs when the teacher has outstanding classroom management so students feel it is safe to ask questions. Students need to give and receive respect. This allows for an exchange of ideas and expanded discussion where students can take risks in their learning. Learning best occurs when every classroom has a print rich environment where students have access to a wide variety of reading materials. Learning best occurs when the teacher is well versed in the needs of the students and has used data to drive instruction, not just what comes next in the textbook. Learning best occurs when the teacher models the expectation of the lesson. Learning best occurs when students actively participate in their learning through lessons that follow the order of presentation to mastery. Learning best occurs when there is a partnership between school, teacher, parent, student, and community. Learning best occurs when both the teacher and child are patient. Teachers need to be patient and provide for all the needs of the students through the various teaching modalities and students need to be patient and steadfast in their learning.

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

The instructional program provided at Darby will engage all students to reach their full potential. Students will be active participants in their own learning through an innovative, challenging curriculum. Teachers will present information and learning in ways that are meaningful, appropriately challenging, and culturally relevant. At Darby our students will:

- Engage in experimentation, exploration, and discovery
- Become active members of the community
- Develop skills and attitudes to become lifelong learners
- Have an awareness of a healthy self-concept through physical fitness and making healthy choices
- Develop a lifelong love and commitment for learning
- Have high expectations from teachers and for themselves
- Participate in leadership opportunities which include being a play leader at recess
- Build study skills to help them succeed in middle school
- Have a sense of ownership so they take responsibility for their work
- Be college and career ready
- Actively participate in their learning in order to become self-sufficient
- Reach their own highest potential
- Build positive character traits utilizing the Character Counts pillars of character
- Read to learn
- Develop a strong sense of responsibility for themselves and others
- Feel safe in an organized and structured learning environment
- Develop their own ideas, make choices, and share their opinions
- Continue working on consistent attendance
- Gain a sense of pride in what they have learned
- Show evidence of learning
- Posses a knowledge of critical thinking skills in the areas of depth and complexity
- Develop an understanding of positive social interaction
- Understand that bullying is unacceptable and build a set of skills to deal with bullying situations
- Strengthen their ability to utilize technology in and out of the classroom
- Make connections between their learning and the world around them
- Be provided with the time and tools needed to master the standards
- Be encouraged to excel beyond the state's standards and delve more deeply into the various subject areas
- Have teachers that provide a solid foundation of knowledge
- Have open communication with teachers, parents, administrators, and staff
- Discuss data with teachers in order to create self-monitoring goals
- Create academic contracts with the principal to target areas of needed improvement
- Have teachers that address their individual needs and provide differentiated instruction
- Have administrators and parents who support their efforts and those of the teachers
- Have enthusiastic parents that support the school's efforts to continually improve and meet the needs of their children

## DESCRIBE A TYPICAL DAY

### A Typical Day at Darby

Darby opened over fifty years ago in 1959. In 2012, Darby became a California Distinguished School, and according to LAUSD, it is an excelling school.

Darby uses a banked time schedule which meets the required minute schedule of the State of California. A typical day begins at 7:40 a.m. with students and parents gathering on the yard. When the warning bell rings at 8:05 a.m., students assemble in their designated line area on the yard and are greeted by their teacher. At 8:10 a.m., school begins for grades transitional kindergarten through fifth. Dismissal time on Monday, Wednesday, Thursday, and Friday is at 2:38p.m. On Tuesday, dismissal time is at 1:38p.m. in order to allow for professional development followed by staff meetings. Students receive rigorous, standards-based language arts instruction, ELD instruction, and mathematics instruction during the morning hours. For the remainder of the day, students receive a thorough standards-based program in science, social studies, the arts (theater, dance, visual arts, and music), physical education, technology, and health. On Fridays, students and parents gather on the yard for Friday Morning Greeting. They are greeted by the principal and assistant principal and they hear announcements regarding upcoming events and activities. Each week a different class leads the assembly in the flag salute and presents a song, poem, or skit for the school community.

Parents and visitors volunteering for the day enter through the main office and are greeted by the office staff to sign in and get a visitor's badge. Some may continue to the Parent Center to donate their time to the many ongoing PTA activities, while some will make their way to a classroom and provide assistance to the teachers and students. Classroom visitors see students eagerly engaged in learning. In every classroom students learn through a variety of differentiated instructional methodologies as teachers explicitly define and articulate the state standards that students are expected to meet and exceed. Descriptive criteria, rubrics, and models of work that illustrate these standards are displayed in classrooms. Students participate in evaluating their own work and set up learning goals for themselves. The curriculum encourages students to gain a deep understanding of concepts and maintain a high level of engagement through the learning process.

Darby provides several after school programs for students. Homework Club is offered Monday, Wednesday, and Thursday for an hour after school in the library. Intervention is provided every Tuesday for one hour. Youth Services, operated by Beyond the Bell, provides supervision and organized activities for students on the yard

from dismissal until 6pm. A variety of fee-based afternoon enrichment programs are also offered. These programs extend and enhance learning by providing additional experiences such as: Chess Club, Mad Scientist, karate, Performing Arts workshops, Girl Scouts, and Marathon Kids. In addition, there is a licensed childcare program, Creative Kids, available to parents for a fee that provides before- and after- school care.

## A Typical Day

### Morning Routine Time Block

#### Description, Structure, and Strategies for Morning Routine:

1. CST Released Questions Review
2. Daily Language Review
3. Journaling
4. Homework review
5. Friday Morning Greeting Assembly

#### Integrated Opportunities for Program Enrichment During Morning Routine:

1. Classroom presentation of flag salute to the school
2. Classroom presentation of patriot song, skit or poem
3. Recognition
4. Principal Honor Roll- Math: Basic Facts Language Arts: Memorizing the Sound/Spelling Cards
5. Splash Awards (Character Traits)
6. Caught Being Terrific
7. Darby Reads recognition
8. Science Fair Recognition
9. PTA Reflections Recognition (Art)
10. Student announcements
11. PTA announcements

#### Outcomes of Morning Routine:

1. Recognition of student success and achievement
2. Disseminate information to entire student body, staff, and community
3. Homework-clarify any misunderstandings in homework
4. CST Review--Success on state assessments

5. Greater knowledge of grammar and math strategies for success on the state assessments.

### Language Arts Time Block

#### Description, Structure, and Strategies for Language Arts Block:

1. Standards based instruction with the content enhanced curriculum via the Treasure's program
2. Content includes reading, writing, listening, and speaking
3. Mainstreaming special education students
4. Intervention for at-risk students
5. Universal themes
6. Question Answer Relationship (QAR)

#### Integrated Opportunities for Program Enrichment for Language Arts Block:

1. Flexible grouping
2. Tiered activities
3. Core literature
4. Accelerated Reader
5. Differentiated learning (Workshop)
6. Technology in the classroom and in the computer lab
7. Student led presentations
8. Book reports
9. Oral presentations
10. Projects
11. Darby Reads and Accelerated Reader
12. Reader's Theatre

#### Outcomes of Language Arts Block:

1. Provide an appropriate, flexible, and engaging learning environment
2. Emphasis on effective oral and written communication skills
3. Learning through the use of technology to create student research projects
4. Students learn to read
5. Students read to learn with a strong emphasis on comprehension

#### Recess Time Block:

#### Description, Structure, and Strategies for Recess:

1. Supervised cooperative play
2. Providing a safe environment in the fresh air

#### Integrated Opportunities for Program Enrichment During Recess:

1. Students have an opportunity for leadership through the play leader program
2. Provide an opportunity to incorporate the PE skills they learned
3. Walk the track for Mozart's Marathon
4. Darby Reads reading in the reading garden
5. Accelerated Reader quizzes in the library
6. Reading in the library
7. Classroom tutoring with teacher
8. Peer tutoring to improve basic math facts
9. Social skills group in the learning center

#### Outcomes of Recess:

1. Improving social skills with peers on the playground
2. Unstructured learning activities
3. Improved physical health

#### Language Arts- Writing Time Block:

#### Description, Structure, and Strategies for Language Arts- Writing Block:

1. California Treasures
2. Write From the Beginning
3. Write Time
4. Thinking Maps
5. Thematic unit projects
6. Intervention
7. Teacher created rubrics and criteria charts
8. Color coding for writing

#### Integrated Opportunities for Program Enrichment for Language Arts Writing Block:

1. Writing in the computer lab
2. Writing across the curriculum
3. Writing for a purpose
4. Power point presentations

4. Writing conferences with teacher
5. Writing conferences with peers

Outcomes for the Language Arts Writing Block:

1. 80% of the students score proficient or better on the CST 4<sup>th</sup> grade Writing Assessment
2. Grade level appropriate writing skills
3. Pen pals with grade level peers from other schools
4. Authentic writing projects

Mathematics Time Block

Description, Structure, and Strategies for the Mathematics Instructional Block:

1. Core Content
2. Envision math
3. Meets the needs of all kinds of learners--kinesthetic, visual and auditory
4. Hands-on learning using manipulatives
5. Flexible grouping
6. Intervention (learning center and small groups)
7. Mainstreaming for special day classes-Autism

Integrated Opportunities for Program Enrichment for the Mathematics Instructional Block:

1. Hands on equations
2. Manipulatives
3. Marilyn Burn's strategies
4. Marcy Cook strategies
5. Problem solving strategies
6. Math journals
7. Core-K12 standard specific lessons and assessments
8. Technology--Ten Marks, Pearson Success
9. Principal's Honor Roll for math basic skills automaticity

Outcomes of the Mathematics Instructional Block:

1. Apply effective problem solving skills for real-world problems

2. Develop an understanding of the concepts of computations, patterns, functions, geometry and statistics.
3. 80% of the students will score proficient or better on the Math CST
4. Increase the number of students scoring over 500 and a perfect 600 on the Math CST. 500 and 600 Club

### Lunch Time Block

#### Description, Structure, and Strategies for the Lunch Time Block:

1. Eat a nutritious meal
2. Supervised cooperative play
3. Provide a safe environment

#### Integrated Opportunities for Program Enrichment for Lunch:

1. Understand the difference between a nutritious and non nutritious meal
2. Learn appropriate table manners
3. Use appropriate voice levels at the table
4. Reading for pleasure in the reading garden
5. Opportunities for leadership as a play leader
6. Classroom tutoring with teacher
7. Library--reading and Accelerated Reader
8. Learning Center tutoring
9. Movement on the yard

#### Outcomes of the Lunch Block:

1. Improved physical health because of eating nutritious meals
2. At a healthy weight because eating of nutritious meals
3. Improved social skills at meals
4. Improved social skill development on the yard
5. Improved physical health because of physical activity on the yard
6. Environmental awareness

### Science Time Block

#### Description, Structure, and Strategies for the Science Time Block:



1. Standards Based Curriculum
2. Foss Kits
3. Mainstreaming for SDC class
4. Whole group and small group instruction
5. Hands on experiments

Integrated Opportunities for Program Enrichment for Science:

1. Projects
2. Experiments
3. Science assemblies
4. Field trips
5. Science Fair--testable questions--oral reports
6. Simulation activities

Outcomes of the Science Block:

1. Integration of sciences into real world examples
2. 85% of 5<sup>th</sup> grade students will score proficient or better on the State assessments, CST, CMA, or CAPA
3. 80% of the students in 4<sup>th</sup> and 5<sup>th</sup> grade will score proficient or advanced on the District periodic assessments.

Social Studies Time Block

Description, Structure, and Strategies for the Social Studies Time Block:

1. Standards-based instruction
2. Scott Foresman Social Studies Curriculum
3. Chronological and spatial thinking
4. Map Skills
5. Community and Neighbors
6. American Indian study
7. Study of California
8. US History, American Revolution

Integrated Opportunities for Program Enrichment for Social Studies:

1. Multicultural Awareness
2. Contrasting what happened long ago with what happened yesterday.

3. Biographies of famous people
4. Use of maps and tables
5. Change as a theme
6. Holiday themed activities

Outcomes of Social Studies:

1. Knowledge of world around them
2. Students are encouraged to understand the need for changes to improve our local and global community
3. Learn from past mistakes of humanity

Arts Time Block

Description, Structure, and Strategies for the Arts:

1. Visual Arts
2. Theatre
3. Dance
4. Vocal Music
5. Orchestra

Integrated Opportunities for Program Enrichment for the Arts:

1. PTA Reflections
2. Art Show in the Spring
3. Holiday Program-music, dance, theatre
4. Orchestra Concert

Outcomes for the Arts:

1. Enrichment and self expression through the arts
2. Opportunity for students to see nonacademic strengths and abilities
3. Greater appreciation for the arts and a life-long love of the arts

Physical Education and Health Time Block

Description, Structure, and Strategies for Physical Education and Health:

1. Health Curriculum- McGraw Hill-Health & Wellness
2. Too Good for Drugs- Drug and Alcohol prevention
3. Second Step- mental health and social skills
4. Physical education skills, spatial relationships, physical strength and endurance

Integrated Opportunities for Program Enrichment for Physical Education and Health:

1. PE with coach, learning grade level skills
2. Health and Nutrition week with the YMCA
3. Mozart's Marathon
4. Marathon Kids
5. Understand the relationship between behavior and health
6. Their choices are affected by a variety of influences and must evaluate these influences to protect their health
7. Injury prevention and safety

Outcomes for Physical Education and Health:

1. Healthy lifestyles for all students
2. Critical problem solvers when confronted with health issues
3. Self directed learners to have competence to use basic healthy information
4. Access and analyze health information
5. Apply concepts of physical health and how moving positively affects their bodies
6. 5<sup>th</sup> Grade students achieving the President's Fitness Award

Technology Time Block:

Description, Structure, and Strategies for Technology:

1. Computer Lab
2. iPads
3. Tablets
5. Computers
6. Document Readers
7. Projectors
8. SMART Boards
9. E-Beams

Integrated Opportunities for Program Enrichment for Technology:

1. Computers used for student created projects
2. Power point presentations
3. Accelerated Reader
4. English in a Flash
5. Pearson Success
6. Connect ED--McGraw Hill
7. Students given assignments that they must complete on the computer
8. Standards based questions on the progress monitoring, COREK12 website
9. On-line resources for all academic content areas

#### Outcomes for Technology:

1. Develop computer skills necessary to be proficient in the 21<sup>st</sup> Century
2. Understand that they can learn using the computer as a tool
3. Integration of computer skills across the curriculum
4. Prepare for the Common Core Assessment that will be taken on the computer.

#### Intervention Time Block

##### Description, Structure, and Strategies for Intervention:

1. DIBELS
2. Teacher led small group instruction for at risk students
3. Learning Center
4. Limited Contract teacher working with students scoring basic to bring their scores up to proficient

##### Integrated Opportunities for Program Enrichment for Intervention:

1. Additional focused instruction based on needs of the students
2. Homework Club

#### Outcomes for Intervention:

1. Intervention supports the goal that all students can reach proficiency on the State standards and on the state and district assessments.

#### After School Time Block:

##### Description, Structure, and Strategies for After School:

1. Homework club
2. Youth Services
3. Creative Kids
4. Intervention on Tuesdays

#### Integrated Opportunities for Program Enrichment for After School:

1. Theatre workshops and performances
2. Chess club
3. Mad Science
4. Marathon Kids
5. Karate
6. Youth Intra-mural Sports
7. Talent Show
8. Book Fair
9. Art Show
10. Ice Cream Social for students and parents
11. Back to School
12. Open House

#### Outcomes of the After School Time Block:

1. Offers support and academic reinforcement to all students
2. Students are provided with a rich environment where a broad base of knowledge is taught and valued as an essential component of instructing the total child

#### DESCRIPTION OF INSTRUCTIONAL PROGRAM AND CURRICULUM

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

##### Instructional Framework

Darby's curriculum is based on the California State Standards, Common Core State Standards, and Associated Frameworks in language arts, mathematics, science, social studies, visual and performing arts, technology, and physical education. The curriculum meets all State and LAUSD standards. Darby assures that the school will transition to and implement the Common Core State Standards. The school will develop a plan to address instructional shifts and to provide appropriate high levels of professional development. Darby teachers and staff believe that powerful learning and addressing the needs of its student population are best accomplished through a balanced program, which combines curriculum-centered and student-centered instruction. Systematic direct instruction, guided practice, and the application of skills through an expansive reading selection, ensure that all students are exposed to State and District-mandated

standards. Subsequently, addressing multiple intelligences (Howard Gardner) through the use of experiential and open-ended (Bloom's Taxonomy) inquiry-based learning produces intrinsically motivated and well-balanced learners. We believe that integrating these modalities will help our students to become analytical (Sandra Kaplan) as well as creative thinkers.

### Delineation of The Core Subjects

Darby will follow State and Common Core Standards in the following areas: English Language Arts, English Language Development, mathematics, social studies, health, physical education, the arts, and science. We follow these by using the state adopted programs approved by LAUSD.

### English Language Arts Framework

English Language Arts incorporate the strands of reading, writing, listening, and speaking. The English Language Arts framework for K-3 students is to acquire foundational skills in: (1) fluency and decoding multi-syllabic words; (2) exposure to narrative and expository text, recall sequence, main ideas and supporting details; and (3) write compositions that describe familiar events and experiences by constructing complete, correct sentences. In addition, students must be able to give oral presentations. The English Language Arts framework for grades 4-5 students is to (1) evaluate structural patterns of text; (2) achieve an effective balance between researched information and original ideas; (3) evaluate credibility of a speaker; (4) present evidence/examples to support arguments, and differentiate between fact and opinion; and, (5) identify sequence of activities.

### Mathematics Framework

The mathematics framework focuses on understanding the structure and logic of mathematical concepts. Through interacting with and manipulating materials, students will clarify and demonstrate their understanding of mathematical ideas. Problem solving is an essential element of mathematics. Students must be able to approach problem solving by using strategies that promote reasoning and critical thinking.

### Science Framework

The science framework consists of the three strands which include Life Science, Physical Science, and Earth Science. The scientific method is used to develop and test hypotheses through observing, investigating, and recording to form conclusions based upon results. Validity is based upon repeated testing and evaluating those results.

### History/Social Studies Framework

The history and social studies framework focuses on historical events and people with an awareness of chronological and geographical content, and points-of-view.

## Health Framework

The health framework places an emphasis on developing positive health related attitudes and behaviors. It promotes a life time of healthy bodies and well being.

## Physical Education

The physical education framework focuses on the benefits of regular, physical activities, improves gross motor skills, and builds new skills through developmentally appropriate activities.

## Arts Framework

The arts framework incorporates an appreciation and understanding of the arts through various disciplines. It allows students to express themselves through, dance, theater, visual art, and music.

## Teaching Methodologies:

Darby relies upon research-based programs, which include examination of data, current use of established methodologies, and research published in educational journals. Darby teachers examine California Standards Test (CST) data to ascertain the strengths and weaknesses of the student population (from far below basic to advanced) including all subgroups of student learners (at risk, special needs, socioeconomically disadvantaged, English Learners, Gifted and Talented, subgroups by ethnicity, and those with Section 504 plans). Teachers utilize the LAUSD “My Data” system to examine multiple data sources for their past and current students. Research based practices include, but are not limited to, Specially Designed Academic Instruction in English (SDAIE), critical thinking strategies (Depth and Complexity, Bloom’s Taxonomy), scaffolding techniques (Thinking Maps and Accountable Talk), and differentiation of the curriculum (tiered assignments, compacting, and novelty).

For our student population, including English Learners, SDAIE is a teaching approach intended for teaching academic content (such as social studies, science, or language arts) by carefully designing instruction (content, connections, comprehensibility, and interaction) that allows students to access grade level standards. The instruction is designed so students can access the English language content supported by materials, resources, and carefully planned instruction that provides comprehensible input. SDAIE is a method of teaching students in English in such a manner that they gain skills in both the subject matter, along with developing skills in English.

Darby continues to expand its use of higher-level critical thinking skills through the integration of Bloom’s Taxonomy and Depth and Complexity. Depth and Complexity utilizes icons that students are introduced to and apply across the curriculum. The icons represent big ideas, multiple perspectives, patterns, trends, rules, details, ethics, relate over time, language of the discipline, unanswered questions, and across disciplines. These higher level thinking skills are applied in our classrooms as students discuss

literature, review writing samples, apply mathematical principles, participate in science exploration, understand history's impact, experience the arts and create projects that combine higher level thinking skills with the state standards.

Bloom's Taxonomy complements the acquisition and application of higher level thinking through six levels of questioning, which progress from simple to complex. The levels include knowledge, comprehension, application, synthesis, and evaluation. Students learn the meanings of these words and use them in questioning discussions across the curriculum. As students progress to higher levels of comprehension, they use these words as concrete anchors and bridge the gap to abstract thinking and open-ended questions. Bloom's Taxonomy is a model for differentiating a challenge level of activities based on students' needs. To meet these needs, teachers will use the Bloom's model in developing assignments and activities geared to a challenge level of different students.

To ensure academic success for all students, teachers utilize Thinking Maps as a means of constructing networks of knowledge. With Thinking Maps used as a scaffolding strategy, students are able to construct meaning and organize thinking for writing, categorizing, and understanding conceptual ideas. The use of Thinking Maps provides our students with a common language for the thinking process by utilizing a set of visual tools to help synthesize and connect information. The school wide use of these tools helps students increase retention of knowledge when reading, provides a means for deeper conceptual understanding and the ability to communicate abstract concepts, heightens meta-cognition and self assessment, the transference of thinking processes across disciplines, and enhanced creativity. They provide concrete tools for constructing networks of knowledge.

In addition, Darby teachers utilize Lauren Resnick's Principles of Learning strategies, including Clear Expectations and Accountable Talk, as supplemental scaffolding techniques. Criteria charts are created with student input, and rubrics are tools used to help explicitly define what we expect students to learn. To enhance academic vocabulary, teachers use Accountable Talk strategies to promote appropriate knowledge and rigorous thinking. Accountable Talk uses evidence appropriate to the discipline, and forces students to use academic vocabulary (math vocabulary, data from investigations in science, textual details in literature, and primary resources in history and social studies).

Darby teachers practice, recognize, and emphasize the development of relevant vocabulary and background knowledge as they move into new units of study, progress through them, and reflect beyond them. It is this continuous cycle of planning, teaching, assessing, and reflecting that provides ongoing feedback for teachers to evaluate effectiveness of their teaching and its outcome of student learning. Many teachers use teaching practices that recognize and emphasize sequential teaching that builds on student's prior knowledge, diverse vocabulary, and background knowledge. Each is utilized in all curricular areas in order for students to make the numerous connections necessary to fully comprehend and access the content.



During professional development, Darby teachers and administrators work closely together to identify the specific needs of their student population. They work collaboratively at grade levels and across the grade levels to promote cohesiveness and clear expectations of academic success aligned to the State and newly adopted Common Core State Standards once they are fully implemented by the CDE. Teaching methodologies and instructional strategies are varied according to the standards and student learning objectives, and include, but are not limited to:

- Student centered learning
- Cooperative learning
- Whole group, small group, and individualized instruction
- Think-Pair-Share instruction
- Independent work time, research and independent projects
- Differentiated, small group instruction
- The writing process
- Choral reading, chanting
- Response to Instruction and Intervention (RtI2)
- Use of manipulatives and realia
- Use of e-beams and smart boards
- Hands-on inquiry-based learning
- Depth and Complexity
- Tiered assignments
- Inter-Disciplinary Instruction
- Literature circles
- Technology based teaching/Internet
- Bloom's Taxonomy
- Audio visual opportunities
- Directed instruction
- Thinking Maps
- Supplemental Phonics Game
- Character Counts

Darby teachers and administrators use multiple assessments such as California State released questions, periodic, formative and summative assessments to develop lessons and assess student learning. The data from these assessments are used to guide teaching.

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

Instructional Scope and Sequence Aligned with California Content Standards

All components of the Darby curriculum plan adheres to language arts, math, social studies, health, science, arts, technology, and physical education standards of the frameworks for California public schools. All instruction will be standards based and assessed by the California Standards Tests as scheduled by the Department of

Education and the Los Angeles Unified School District. Darby will follow all California State Standards and Common Core Standards, including the required scope and sequence.

## English Language Arts Curriculum

All Darby students receive instruction in language arts, which incorporates the strands of reading, writing, listening, and speaking. The curriculum is implemented through the use of an array of materials that may include state adopted and staff selected textbooks and resources, and core literature selections that are aligned with the State Framework, State Standards, and Common Core Standards. Students have multiple opportunities to work and learn independently, in pairs, small groups, and as part of the class as a whole. Students make connections, predict, visualize, question, summarize, and evaluate with core literature, or other literary texts, and through a variety of cultural perspectives. Darby recognizes the importance of including Culturally Relevant and Responsive Education for diverse learners. Currently, Darby, utilizes the MacMillan/McGraw-Hill California Treasures K-6 2010 Reading Program as its primary tool for language arts instruction.

The following is a list of activities that some of our grade levels participate in throughout the school year:

- Read Your TV (parents and students agree to turn on closed caption in order to read their TV)
- Book Fair
- Darby Reads (students earn a gold medal for reading a pre-determined amount of books, they then continue to earn Darby Dollars to spend at the Darby Store)
- A family literacy night called “Pajamarama”
- Unit openers at grade levels to introduce the students to thematic units within various subjects
- The use of collaborative writing prompts and publishing of student work.
- Students engage in Pen Pal activities
- Latin-o-thon (5th grade in class competition on root words)
- Read to Succeed volunteers read with at risk students to boost confidence, comprehension, and fluency
- Cross age reading occurs when upper grade students partner with students to build fluency and the joy of reading
- A member of the Screen Actor’s Guild captivates students by reading to each grade level on a yearly basis
- Big IQ Kids for spelling and vocabulary practice online
- Principal Honor Roll- Sound/Spelling Card Memorization

## Mathematics Curriculum

At Darby, students will understand the structure and logic of mathematics. Through interacting and manipulating materials, reading, writing, listening, and speaking,

students will clarify and demonstrate their understanding of mathematical concepts. Problem solving is an essential element of the mathematics program and all students will be instructed on how to approach the steps of problem solving, beginning with identifying the facts, pertinent information, variables, and different ways in which to solve the problem, such as drawing pictures, making diagrams, using manipulatives, or working backwards. Students will be challenged with concept lessons that include meaningful, real world, and complex problems that require the use of higher level thinking skills, and will be encouraged to create or develop their own problems for the class to solve.

Teachers will employ various teaching methodologies beginning with concrete experiences designed to have students make connections with prior learning and build upon that foundation through the use of abstract reasoning and problem solving. The standards will be addressed through the use of a variety of materials and resources that may include state adopted and staff selected text books that are aligned with the State Framework, State Standards, and Common Core Standards. Supplementary materials and manipulatives will be incorporated to extend conceptual, procedural, and reasoning knowledge. Currently, Darby utilizes the Envision Math program from Scott Foresman as the primary tool for mathematics instruction.

The following is a list of activities that different grade levels have participated in throughout the school year:

- Principal's Honor Roll- Basic math facts with automaticity
- 100th Day of School students in grades K and 1 create a 100th day Project
- 10 Marks provides online math practice
- Kidstown Economy where students are rewarded for good behavior, being polite and respectful and completing tasks on time. In the exchange, students are required to master addition and subtraction of money when rewards are "sold" and change is required to complete the payment transaction
- Hands on Equations
- Touch Math

### Science Curriculum

The science curriculum at Darby consists on an emphasis on the three strands which include Life Science, Physical Science, and Earth Science. Students will be instructed using the scientific method to develop hypothesis, to test their hypothesis through observation, investigation, and recording to form conclusions based upon their results. In addition they will test the validity based upon repeated results. The science curriculum will be implemented through the use of various materials which may include state adopted and staff selected textbooks. Furthermore, the science program will be expanded upon and enriched by providing teachers with the discretion and flexibility to incorporate supplementary materials into the curriculum.

Currently, Darby utilizes the Full Option Science Series (FOSS) from Delta Education as its state adopted textbook and as its primary tool for science instruction to

support students in meeting all state standards. Foss Kits are used in kindergarten through fifth grade. Commercial publications and teacher created materials will also be used as additional resources to deepen students' knowledge in understanding the state standards in science.

Science is made more hands-on with these activities that different grade levels participate in throughout the school year:

- Full functioning Science Lab
- Students plant seeds in the class garden where they monitor daily growth and care for the plants by weeding and gardening
- Rockhounds visit and present lecture and realia in connection with Earth Science Standards
- Rockhounds support the study of fossils with a presentation on timelines, fossil samples, and lecture complete with rubbings of fossil samples
- Cabrillo Aquarium visits to provide hands on experiences and lessons to all students
- 5th graders and winners of the science fair visit Jet Propulsion Lab
- Field trips to California Science Center, Underwood Family Farm, Griffith Observatory, and other locations allow students opportunities to learn outside of the classroom
- Science Fair
- Science Night--Families explore water, air and other scientific concepts as a team as they experiment and learn fun ways to understand and make sense of the world around them. Teachers present the lessons and the parent/child team investigates.

#### History/Social Science Curriculum

The history/social science curriculum will be implemented through the use of a variety of materials that may include state adopted and staff selected textbooks. In addition, the program will be expanded and enriched by providing teachers with the flexibility to incorporate supplementary materials to assist every student in meeting and exceeding the content standards.

Currently, Darby utilizes History Social Sciences by Scott-Foresman as the primary tool for instruction in history/social sciences.

History and social sciences are brought to life at Darby through a rich variety of activities across the grade levels:

- Heritage activities where students and classes construct projects and displays reflecting the diverse cultures represented at Darby. Samples of food from around the world as well as music are part of this annual event
- Classroom debates center around young developing citizens
- Community Walks
- Oral presentations on California Missions with models and research projects
- Mock elections during voting time

- Thanksgiving Feast: classes culminate their learning about the Pilgrims and Native Americans with their very own Thanksgiving Feast, dressing up and reenacting the first feast, as well as craft activities such as “beaded” necklaces, dream catchers, and weaving
- Family Trees are created and presented in 2nd Grade. In the upper grades, students bring biographies to life by discovering their ancestry through oral presentations of family heritage
- Students present a biography in first person, dressed in character
- Students simulate the Kidtown Interact Kit by creating an economy system using goods and services
- Constitution Week
- Students learn about major symbols in America by creating a three dimensional abstract project of an assigned symbol which includes an oral presentation
- Friday morning assemblies incorporate social studies through presentation of patriotic songs, poems, and skits

Frequent and varied opportunities are provided for students to learn about the contributions of the various ethnic populations in Los Angeles, California, the United States, and the world. Students at Darby celebrate the commonality of languages, ideas, customs, beliefs, and heritage that exist among all cultures. It enriches their perspectives of the multi-cultural world in which they live.

#### Health/Physical Education Instruction

In both health and physical education instruction, Darby promotes a positive awareness of healthy behaviors. Health is presented through lessons that focus on personal health, safety, drug awareness, growth and development, and good nutritional choices.

The following is a list of activities that different grade levels participate in throughout the school year:

- Red Ribbon Week is taught by encouraging classes to participate in a wide variety of school activities. These are supported through lessons in the classroom to reinforce to say no to drugs and yes to healthy choices. Some of these activities are, but not limited to, placing red ribbons around trees, signing a pledge and making posters.
- Jumprope for heart
- Jog a thon
- PE coach- Friday Physical Education
- Mozart’s Marathon where students walk or run around the school track, keeping record of how many laps they have done until they have completed 26 miles, the length of a marathon. Mozart music is played before school and after school to encourage this activity. Students are recognized for completing the marathon with a foot keychain and recognition during Friday morning assembly
- Marathon Kids are students who are preparing for the LA Marathon by practicing after school for an hour every Tuesday

- An Olympian comes to the school several times a year to promote physical education perseverance and to prepare the children for the physical education test
- Youth Services prepares and takes students to football, basketball, and softball tournaments
- Girl Scout Meetings are held after school to promote strong female roles, working together for themselves, the community, and the world
- Character Counts
- Too Good for Drugs
- Dairy Council provides California schools with a program that educates students about the food pyramid, healthy eating habits, exercise and their effects on the mind and body
- Transitional Kindergarten through 5th grade use the Second Step program to role play and promote open discussions about problem solving, conflict resolution, and empathy

Physical education focuses on instruction that facilitates gross motor skills acquisition. In addition, it allows students to acquire benefits and maintain his or her physical, mental and social well-being.

#### Arts Instruction

Students at Darby are exposed to all disciplines of arts instruction as outlined in the California State Standards. Through active, hands-on experiences, students explore dance, theater, music, and visual arts. Music is presented through weekly lessons by a music teacher. Classroom teachers also provide instruction in music throughout the school day. Students can try out and participate in orchestra starting in 3rd grade. Darby has over 100 instruments available to our students. Theater is taught through connections to literature, science, and social studies. Opportunities are provided in all classes for students to express themselves and demonstrate core curriculum knowledge on the classroom stage. The visual arts are taught and experienced using a variety of programs and tools, which enable Darby teachers to connect the visual arts across the curriculum. Instruction takes place in the classroom and outdoors. Students learn about dance by practicing and performing culturally relevant dances. Darby teachers lead professional development to continue expanding arts education in our school.

The following are some activities that different grade levels have participated in throughout the school year:

- SMART(student math art Friday)
- 5th Grade Dance
- Valentine's Day Dance
- Creative Research Project and Oral Presentation
- Talent Show
- 3rd grade students learn to play recorder
- 5th Grade Musical
- Reflections

- Orchestra for grades 3-5
- Holiday Extravaganza with a cultural zest
- Vocal music instruction is provided one day a week throughout the school and a semester each of theater and/or visual arts

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:

In the introduction to the Common Core State Standards, it states that the learning focus is on results, rather than on the means to get there. It continues to state that teachers are free to teach students with whatever tools and knowledge their professional judgment and experience identifies as most helpful for meeting the goals set out in the Common Core State Standards.

Focus and coherence in instruction and assessment is essential. While the Standards delineate specific expectations in reading, writing, speaking, listening and language, each standard does not need to be a separate focus for instruction and assessment. Several standards can and will be addressed in a single task. For example, when editing their writing, students address Writing Standard 5--Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, as well as Language Standards 1-3 which address conventions of standard English and knowledge of language. When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skills in relation to specific standards in Reading. When discussing what they have read or written, students are also demonstrating their speaking and listening skills. The CCSS anchor standards also provide another source of focus and coherence.

Being a School for Advanced Studies, the CCSS infuses rigor through the requirements that students read increasingly complex texts through the grades.

The standards do not define intervention methods or materials to support students who are well below grade level. Darby will continue to provide intervention for the students who are below grade level via workshop (IWT), limited contract teacher and tutoring using Intervention curriculum.

The 10 Career Readiness Anchor Standards for Reading, Writing, Listening and Speaking will compliment the specific grade level standards that students should be able to do by the end of each grade. The most important anchor standard is that

students will read closely to determine what the text says explicitly and to make logical inferences from it and site specific textual evidence when writing or speaking to support conclusions drawn from the text.

The Mathematical Practices go hand in hand with the Anchor Standards. Focus and coherence are very important. Darby students will be able to critique and give arguments for both language arts and math. Our goal is to create strong thinkers and leaders. The gifted icons of depth and complexity will be outstanding tools to meet the anchor standards and the mathematical practices.

Darby's curriculum 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 meets all state and LAUSD standards. The Charter School assures that the school will transition to and implement the Common Core State Standards. The school will develop a plan to address instructional shifts and professional development. Darby teachers and staff believe that addressing the needs of its student population are best accomplished through a balanced program, which combines curriculum-centered and student-centered instruction. Systematic direct instruction, guided practice, and the application of skills through an expansive reading selection, ensure that all students are exposed to state and District-mandated standards. Subsequently, addressing multiple intelligences (Howard Gardner) through the use of experimental and open-ended (Bloom's Taxonomy) inquiry-based learning, produces intrinsically motivated and well-balanced learners. We believe that integrating these modalities will help our students to become analytical (Sandra Kaplan) as well as creative thinkers.

### Delineation of The Core Subjects

Darby will follow State and Common Core Standards in the following areas: English Language Arts, English Language Development, mathematics, social studies, health, physical education, technology, the arts, and science. We follow these by using the state adopted programs approved by LAUSD.

### English Language Arts Framework

English Language Arts incorporate the strands of reading, writing, listening, and speaking. The English Language Arts framework for K-3 students is to acquire foundational skills in: (1) fluency and decoding multi-syllabic words; (2) exposure to narrative and expository text, recall sequence, main ideas and supporting details; and (3) write compositions that describe familiar events and experiences by constructing complete, correct sentences. In addition, students must be able to give oral presentations. The English Language Arts framework for grades 4-5 students is to (1) evaluate structural patterns of text; (2) achieve an effective balance between researched information and original ideas; (3) evaluate credibility of a speaker; (4) present evidence/examples to support arguments, and differentiate between fact and opinion; and, (5) identify sequence of activities.



## Mathematics Framework

The mathematics framework focuses on understanding the structure and logic of mathematical concepts. Through interacting with and manipulating materials, students will clarify and demonstrate their understanding of mathematical ideas. Problem solving is an essential element of mathematics. Students must be able to approach problem solving using strategies that promote reasoning and critical thinking.

## Science Framework

The science framework consists of the three strands which include Life Science, Physical Science, and Earth Science. The scientific method is used to develop and test hypotheses through observing, investigating, and recording to form conclusions based upon results. Validity is based upon repeated testing and evaluating those results.

## History/Social Studies Framework

The history and social studies framework focuses on historical events and people with an awareness of chronological and geographical content, and points-of-view.

## Health Framework

The health framework places an emphasis on developing positive health related attitudes and behaviors. It promotes a lifetime of healthy bodies and well being.

## Physical Education

The physical education framework focuses on the benefits of regular, physical activities, improves gross motor skills, and builds new skills through developmentally appropriate activities.

## Arts Framework

The arts framework incorporates and appreciation and understanding of the arts through various disciplines. It allows students to express themselves through, dance, theater, visual art, and music.

## Teaching Methodologies

Darby relies upon research-based programs, which include examination of data, current use of established methodologies, and research published in educational journals. Darby teachers examine California Standards Test (CST) data to ascertain the strengths and weaknesses of the student population (from far below basic to advanced) including all subgroups of student learners (at risk, special needs, socioeconomically disadvantaged, English Learners, Gifted and Talented, subgroups by ethnicity, and

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- Hands-on inquiry-based learning
- Depth and Complexity
- Tiered assignments
- Inter-Disciplinary Instruction

- Literature circles
- Technology based teaching/Internet
- Bloom's Taxonomy
- Audio visual opportunities
- Directed instruction
- Thinking Maps
- Supplemental Phonics Game
- Character Counts

Darby teachers and administrators use multiple assessments such as California test released questions, periodic, formative, and summative assessments to develop lessons and assess student learning. The data from these assessments are used to guide teaching.

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:

The CCSS were written with a heavy expectation of rigor. We are a School for Advanced Studies so based on the research stated in the Common Core, we know we must focus on the needs of our high performing students if we expect them to be the thinkers and the leaders of society.

The CCSS states that despite growing reading demands from various sources, K-12 reading texts have actually trended downward in difficulty. Jeanne Chall, (Chall, Conard, and Harris 1977) found a 13 year decrease from 63-75 in the reading difficulty of grades 1-6.

Again, according the CCSS there is evidence to suggest current standards, curriculum, and instruction have not done enough to foster independent reading of complex texts which is crucial for college and career readiness. At this point, students have been asked to read very little expository text (Hoffman, Sabo, Bliss, and Hoy, 1994). Students need sustained exposure to expository text to develop important reading strategies.

The National Center for Educational Statistics reports the need for remedial reading and it appears to be the most serious barrier to degree completion. The percent of proficient readers had actually declined in a statistically significant way from 1992 (15%). Low and declining reading is connected to a general lack of reading.

According to Adams, 2009, "to grow, our students must read lots and more specifically, they must read lots of complex texts, texts that offer them new language, new knowledge and new modes of thinking."

According to the CCSS, while all types of writing, (argument, information/expository, and narrative) are important, the standards put particular emphasis on students' ability

to write sound arguments on substantive topics and issues as this ability is critical to college and career readiness.

Gerald Geof (2003) writes that "argument literacy is fundamental in being educated. K-12 schools should teach the conflicts so that students are adept at understanding and engaging in argument both oral and written."

Listening and speaking are necessary pre-requisites of reading and writing. (Fromkin, Rodman, and Hyames, 2006).

According to the CCSS, acquiring vocabulary is essential to reading. The importance of students acquiring a rich and varied vocabulary cannot be overstated. Research suggests that if students are going to grasp and retain words and comprehend text, they need incremental, repeated exposure in a variety of contexts to the words they are trying to learn. When students make multiple connections between a new word and their own experiences, they develop a nuanced and flexible understanding of the word they are learning. In this way, students learn not only what a word means, but also how to use that word in a variety of contexts, and they can apply appropriate senses of the words meaning in order to understand the word in different contexts (Landauer & Dumais, 1997)

Mathematics:

According to Mathematics Learning in Early Childhood, National Research Council, 2009. "Mathematical experiences in early childhood settings should concentrate on (1) number (which includes whole number, operations and relations) and (2) geometry, spatial relations and measurement, with more mathematics learning time devoted to number than to other topics. Mathematical process goals should be integrated in these content areas.

The Textbooks or Other Instructional Resources to be used:

Darby will use the textbooks adopted by the State and approved by the Los Angeles Unified School District. Darby will also use supplemental materials in order for the students to meet the Common Core State Standards. According to the introduction to the Common Core Standards, the standards leave room for teachers to determine how the topics should be addressed. Based on the needs of the students, Darby will provide enrichment materials in all core areas for students who are high achievers and intervention materials for students who are struggling in the core areas. Teachers will use the Common Core test released questions to prepare students for the Common Core Assessments. Teachers will use materials that will help the students attain the Common Core State Standards.

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

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).

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

Darby will continue to provide professional development every Tuesday during the school year. We will provide professional development on Common Core State Standards, ELD Instruction, Data Analysis, methodology for language arts and math. These professional developments will be presented by the principal, assistant principal, lead teachers and experts from the District. As an affiliated charter school, the charter school will also follow all District ongoing professional development sessions and all other trainings required by the LAUSD.

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):

The School's Academic Calendar and Sample Daily Schedule (Appendix 1-G)  
English Language Arts

The Common Core State Standards for English Language Arts are designed around a common set of College and Career Readiness anchor standards that span all grade levels. In English Language Arts there are four strands: Reading, Writing, Listening and Speaking. Students will receive 2 hours of daily instruction in English Language Arts. Teachers will use the Treasures SRA Language Arts Program. Curriculum components include print/book awareness, phonemic awareness, systematic phonics instruction, reading comprehension strategies, comprehension skills, vocabulary, the writing process, grammar, listening/speaking and viewing, inquiry and research.

English Language Development

English Learners will receive 45 minutes of daily instruction in English Language Development. The English Language Development standards create a pathway to the English Language Arts content standards. English learners will move up at least one ELD level every school year and will attain proficiency in English. Teachers will use the

Treasures ELD component and those who have been trained will also use the ELD practicum lessons. Teachers will use CELDT Data and portfolios to monitor student progress.

## Mathematics

Students will receive one hour of daily instruction in mathematics. Teachers will use the Scott Foresman-Addition Wesley enVision Math Curriculum in transitional kindergarten curriculum through grade five. Students will receive a balanced program of problem solving, reasoning and proof, perseverance, communication, representation and connections. Students will demonstrate their knowledge and conceptual understanding of mathematical concepts and skills by performing simple and complex mathematical problems.

## History/Social Science

Students will receive of instruction in History/Social Science. Teachers will use the McGraw-Hill Social Science curriculum to teach California's History/Social Science Content Standards. Student will use the Inquiry-Based Learning Approach to acquire knowledge and cultural understanding, democratic principles and civic values. Students will explore historical issues, problems, patterns, ideas, and people, drawing on their personal, home, and community experiences. They will identify parallels and patterns in historical concepts along with understanding the cause and effect in historical context. Students will understand that social, economic and geographic differences influence historical events. In addition, they will also develop and exercise leadership roles through their participation in the character counts curriculum, Character Counts! Six Pillars of Character.

## Science

Students in the primary grades (K-3) will receive one hour of science instruction per week, while students in grades 4 and 5 receive three to four hours of science instruction per week. Teachers will utilize the science content standards using the research based Full Option Science System (FOSS) modular curriculum. Foss is designed and aligned with the California State Content Standards for Science. Teachers will utilize Darby's full functioning science lab to conduct investigation and experimentation. Students will receive a solid foundation and acquire basic knowledge, concepts, and skills in the physical, life and earth sciences, as well as learning investigation and experimentation skills through the FOSS curriculum. Darby students in grades 3-5 will participate in the schools science fair. They will also give an oral presentation of their investigation and

experiment in class. Students in grades K-3 are highly encouraged to participate in the science fair as well.

### Visual and Performing Arts

Darby's visual and performing arts curriculum will be aligned with California's Visual and Performing Arts Content Standards and will include dance, music, theater, and visual arts. Teachers will incorporate the visual and performing arts instruction across the content areas. Students in grades K-2 will participate in choral music. Students in 3-5 will have the opportunity to participate in the school's orchestra program. In addition, all Darby students are invited to participate in the annual Talent Show that showcases the learning and talents acquired in our performing arts program.

### Physical Education

Students will participate in 100 minutes of physical education per week as provided by the classroom teachers. Physical education contributes significantly to every student's health and well being. Darby students also receive supplemental weekly physical education instruction provided by a LAUSD Physical Education Coach. It provides opportunities for every student to develop the skills, knowledge and confidence necessary to live a healthy, active lifestyle. Darby also encourages students to participate in Mozart's Marathon and Marathon Kids. This is an exclusive Darby program where students walk or run around the school's track during recess and lunch keeping record of how many laps they have done, eventually accumulating 26 miles.

### Health

Students will receive instruction in health according to California's Health Content Standards. Teachers will provide instruction in health using the Macmillan-McGraw Hill Health and Wellness Curriculum to promote a positive, health oriented school climate by developing and promoting the physical, mental, emotional, and social health of all students. Teachers will integrate the Los Angeles Unified School District's adopted programs, Too Good for Drugs, and Second Step. Students will participate in health awareness activities such as Red Ribbon Week and Jump for Heart. Fifth Grade students will learn about growth and development.

Darby students will receive core instruction in a self contained classroom. Students will typically stay with the same teacher throughout the day. Flexibility in scheduling allows upper grade teachers to departmentalize as needed.



Darby will follow state requirements and the Education Code for the number of instructional days and minutes. The school will follow the LAUSD Board of Education's approved yearly calendar concerning instructional days, pupil free days, recess breaks, holidays, and beginning and ending dates. (See Appendix 1-A)

## 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.

In 2013-14, students who turn 5 after October 1, 2013, will be enrolled in the Transitional Kindergarten Class.

In 2014-15, students who turn 5 after September 1, 2014, will be enrolled in the Transitional Kindergarten class.

At this moment, students in the Transitional Kindergarten class will use the kindergarten curriculum that will be modified to make it more developmentally appropriate. This will provide them an extra year to access their learning.

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.

As a District affiliated charter school, Darby shall comply with all applicable laws (federal and state), policies and procedures set forth in the District's English Learner Master Plan, as it may be changed from time to time, including but not limited to English Learner (EL) identification, parent notification, assessment, progress monitoring, and reclassification.

Darby will administer all required tests including the LAS (if needed) depending on the English Language program. We will also assess students with the California English Language Development test (CELDT). CELDT is a state required test that is to be administered to students who speak another

language other than English as stated on their home language survey when registering to a California school. The test will be given when they initially enroll in school. There will be an annual reassessment until the student is reclassified. There are no exempted students from taking the CELDT test. All students must take the test if they meet the language criteria. Senate Bill 638 (Alpert, Chapter 678/1999) and Senate Bill 80 (2007) require school districts to assess all English Learners (ELs) in K-12 to determine each student's individual English proficiency level in Listening, Speaking, Reading, and Writing. ELs are initially identified by the Home Language Survey. Once identified they are assessed with the CELDT exam. This subgroup is monitored by the yearly CELDT. These students are also monitored three times a year using the ELD portfolio. Students will receive scaffolded instruction with extensive use of realia, visual supports, SDAIE and Thinking Map strategies. The EL Coordinator will provide teachers with additional support for this subgroup. Teachers will use the ELD Curriculum of the Treasure's program. Darby's goals for English Learners are to:

- \* Achieve academic proficiency in English
- \* Attain grade level academic achievement in all subject areas.
- \* Function effectively and harmoniously in a multi-cultural society

We have set a goal of moving students up a minimum of one English language development (ELD) level each year. Our classrooms containing EL students will dedicate 45 minutes of ELD daily for English language instruction with a focus on writing and will systematically monitor and support children's progress. To ensure that our teaching staff has the knowledge and the skill to address the needs of the English learners in core content areas, the principal will monitor their compliance of the District Master Plan program. All teachers were trained on the new Master Plan during the fall semester of the 2012-2013 school year.

Under the State's reclassification criteria established in 2003, ELs must score proficient on the California English Language Development Test (CELDT) which is a overall score of 4 or 5 with a score of 3 or higher in listening, speaking, reading and writing. Students must also score Basic or higher on the California Standards Test (CST) in English Language Arts (ELA). They must also attain a report card mark of a 3 or 4 all domains, reading, writing, speaking, and listening in English Language Arts. In order to help attain these grades, teachers will use the ELD Treasures for teaching ELD and use the workshop ELD component from the ELA Treasures. We will also provide additional scaffolding in order for the students to achieve grade level standards in English. We will reclassify students when they meet the District criteria for reclassification. Once the students are reclassified, we continue to monitor them to

assure that they are progressing as expected. If they need assistance, we provide whatever they need to meet the standards. We have a good reclassification rate, for example, between March 2012 and March 2013, we classified approximately one quarter of our EL students. We reclassified 11 out of 40 students. English Language Learners are monitored weekly using the ELD portfolio by their teachers. At every reporting period the school administrator monitors the progress of the English Learners to assure that students are making adequate progress on the standards and will provide guidance and assistance in areas of need.

#### Socioeconomically Disadvantaged Students:

Darby students are identified socio-economically disadvantaged (SED) via their participation in the free lunch program. The Darby will ensure that all students are provided with the necessary tools to succeed academically. Darby will continue to meet the needs of our SED population by providing academic scaffolding and support in the classroom and after school hours. Darby offers homework club three days a week after school at no cost. Students do their homework with adult support when necessary. Tuesday academic intervention, Language Arts Olympics, also offered at no cost, is provided to students to address specific needs.

In addition our school culture promotes consistent school attendance by ensuring that students have access to appropriate health care and welfare support via the PTA and a community spirited parent population. Our vigorous attention to attendance helps for early intervention and prevention of truancy and non-attendance. Darby will ensure that all students are provided with the necessary tools to succeed academically and socially. Darby will continue to meet the academic needs of our SED population by providing academic scaffolding and support in the classroom and after school through the PTA sponsored Homework Club and the Tuesday Intervention--Language Arts Olympians. Our school values and builds social inclusion and well being to underpin excellence in teaching and learning. We promote consistent school attendance by ensuring that students have access to appropriate health care and welfare support; and developing a rigorous approach and strategies for the early identification and prevention of truancy and non-attendance. The Youth Services program operates an afterschool program which offers academic assistance, enrichment activities and recreational activities in a safe, supervised environment from the release of the school day until 6:00 p.m. each school day. Medical, vision, dental, and mental health services are available through District sponsored programs.

#### 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. If students participate in the Saturday Conservatory of Fine Arts, the Charter School will reimburse on a fee-for-service basis.

Darby is a SAS designated school in which students are placed into homogenous classrooms focused on addressing the diverse needs of the gifted child. All SAS classrooms receive the mandated 16 hours per year of GATE training. Training includes district sponsored GATE conferences and workshops, on-site professional development and grade-level planning focused specifically on differentiating for the needs of gifted learners.

Darby is committed to addressing the needs of Gifted and Talented students. Darby 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. If we determine to use the District's GATE identification process and policy and allow student participation in the Saturday Conservatory of Fine Arts, we will reimburse on a Fee-for-service. Parent meetings are held throughout the school year to disseminate information and address parents concerns and questions.

#### Students Achieving Below Grade Level:

Low performing socio-economic students will be provided intervention during workshop time in the classroom. In addition, teachers will collaborate with the limited contract teacher and paraprofessionals to target specific weaknesses in achievement, so students will be given the opportunity to exhibit their comprehension of the lessons taught. Our goal is to have every student performing at the proficient level and striving for advanced. These students will be identified using multiple measures including, but not limited to, DIBELS, periodic assessments, unit assessments in both language arts and math, and teacher observations. Primary students are assessed using DIBELS to identify specific areas of need in phonics to strengthen their ability to decode, while upper grade students will be referred to intervention based on test scores, classroom performance, and on performance on periodic assessments and unit tests. All under-achieving and below grade level students will be monitored by their classroom teachers using the same measures mentioned above. Teachers will provide intervention strategies and small group instruction during independent work time to students identified through regular assessment. In addition, at risk students will attend after-school intervention classes designed to meet specific academic needs. Instructional aides and/or Teachers Assistants will also provide additional support to identified at-risk

students. Aides will also provide small group instruction to at-risk students during Tuesday's after school intervention classes. When students demonstrate proficiency they they move out of the group.

Students who do not make progress are referred to the SST which also meets weekly. If no progress is made, we will bring together the Student Success Team that includes the parent of the child, classroom teacher, resource specialist, other general education teachers and an administrator to review the current support being provided and to evaluate potential new support to be put into place to create a pyramid of support to implement progress. The RSP teacher also provides strategies for the general education teachers to meet the needs of low achieving students. The school uses the Learning Center to provide intervention for general education students. After school tutoring is provided on Tuesdays under the supervision of the Limited Contract teacher and special education aides.

## **Special Education**

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

## **Conversion Affiliated Charter**

### **1. District Affiliated Charter School's Special Education Responsibilities**

#### **a. General Requirements**

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

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

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

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs ("IEPs") in the format required by the District and will enter accurate assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and

procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review. The District Affiliated Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

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

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

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

#### **b. Transferring Students**

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

#### **c. Assessments**

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

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

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

**d. Alternative Placements**

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

**e. Least Restrictive Environment**

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

**f. Staffing Requirements**

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

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

**g. Student Discipline/Inclusion**

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

Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The current District-wide average percentage of students with disabilities is 10-13%. The District Affiliated Charter School's outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will make available to the District Affiliated Charter School MCD reports indicating range of services and number of students served at individual District Affiliated Charter Schools.

## **2. Procedural Safeguards/Due Process Hearings**

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

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

## **3. Complaints**

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

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

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

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

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



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

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

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

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

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

Schools that are currently on SIS can disregard the above data requests.

The MCD requires all District authorized schools, including District Affiliated Charter Schools to implement the District’s Integrated Student Information System (“ISIS”). ISIS is a suite of applications designed to capture all District student data and includes the Welligent IEP Management Systems, EESIS, SIS and LAUSDMAX.

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

Darby will continue to follow the single track school calendar for the 2013-2014 school year if affiliated charter status is granted before the commencement of the school year. All classroom instruction will be based on the California State Standards. Language Arts and Mathematics instruction will be based on the Common Core Standards adopted by California in 2010. Instruction in all areas will be planned and delivered in a timely manner to ensure that all students have access to the state mandated curriculum. All teachers will continue to meet regularly throughout the year in grade level teams to plan and review data to drive instruction. Instructional materials adopted by the state and the Los Angeles Unified School District will be used to deliver instruction. Categorical Block Grant funds will be used to allow teacher assistance in all grade levels and to give individual instructional support, to increase the integration of technology, to provide professional development and to purchase supplemental materials.

## A Typical Day

### Morning Routine Time Block

#### Description, Structure, and Strategies for Morning Routine:

1. CST Released Questions Review
2. Daily Language Review
3. Journaling
4. Homework review
5. Friday Morning Greeting Assembly

#### Integrated Opportunities for Program Enrichment During Morning Routine:

1. Classroom presentation of flag salute to the school
2. Classroom presentation of patriot song, skit or poem
3. Recognition
4. Principal Honor Roll- Math: Basic Facts Language Arts: Memorizing the Sound/Spelling Cards
5. Splash Awards (Character Traits)
6. Caught Being Terrific
7. Darby Reads recognition
8. Science Fair Recognition
9. PTA Reflections Recognition (Art)
10. Student announcements
11. PTA announcements

#### Outcomes of Morning Routine:

1. Recognition of student success and achievement
2. Disseminate information to entire student body, staff, and community
3. Homework-clarify any misunderstandings in homework

4. CST Review--Success on state assessments
5. Greater knowledge of grammar and math strategies for success on the state assessments.

### Language Arts Time Block

#### Description, Structure, and Strategies for Language Arts Block:

1. Standards based instruction with the content enhanced curriculum via the Treasure's program
2. Content includes reading, writing, listening, and speaking
3. Mainstreaming special education students
4. Intervention for at-risk students
5. Universal themes
6. Question Answer Relationship (QAR)

#### Integrated Opportunities for Program Enrichment for Language Arts Block:

1. Flexible grouping
2. Tiered activities
3. Core literature
4. Accelerated Reader
5. Differentiated learning (Workshop)
6. Technology in the classroom and in the computer lab
7. Student led presentations
8. Book reports
9. Oral presentations
10. Projects
11. Darby Reads and Accelerated Reader
12. Reader's Theatre

#### Outcomes of Language Arts Block:

1. Provide an appropriate, flexible, and engaging learning environment
2. Emphasis on effective oral and written communication skills
3. Learning through the use of technology to create student research projects
4. Students learn to read
5. Students read to learn with a strong emphasis on comprehension

### Recess Time Block:

#### Description, Structure, and Strategies for Recess:

1. Supervised cooperative play
2. Providing a safe environment in the fresh air

### Integrated Opportunities for Program Enrichment During Recess:

1. Students have an opportunity for leadership through the play leader program
2. Provide an opportunity to incorporate the PE skills they learned
3. Walk the track for Mozart's Marathon
4. Darby Reads reading in the reading garden
5. Accelerated Reader quizzes in the library
6. Reading in the library
7. Classroom tutoring with teacher
8. Peer tutoring to improve basic math facts
9. Social skills group in the learning center

### Outcomes of Recess:

1. Improving social skills with peers on the playground
2. Unstructured learning activities
3. Improved physical health

### Language Arts- Writing Time Block:

#### Description, Structure, and Strategies for Language Arts- Writing Block:

1. California Treasures
2. Write From the Beginning
3. Write Time
4. Thinking Maps
5. Thematic unit projects
6. Intervention
7. Teacher created rubrics and criteria charts
8. Color coding for writing

### Integrated Opportunities for Program Enrichment for Language Arts Writing Block:

1. Writing in the computer lab
2. Writing across the curriculum
3. Writing for a purpose
4. Power point presentations
4. Writing conferences with teacher
5. Writing conferences with peers

### Outcomes for the Language Arts Writing Block:

1. 80% of the students score proficient or better on the CST 4th grade Writing Assessment
2. Grade level appropriate writing skills

3. Pen pals with grade level peers from other schools
4. Authentic writing projects

### Mathematics Time Block

Description, Structure, and Strategies for the Mathematics Instructional Block:

1. Core Content
2. Envision math
3. Meets the needs of all kinds of learners--kinesthetic, visual and auditory
4. Hands-on learning using manipulatives
5. Flexible grouping
6. Intervention (learning center and small groups)
7. Mainstreaming for special day classes-Autism

Integrated Opportunities for Program Enrichment for the Mathematics Instructional Block:

1. Hands on equations
2. Manipulatives
3. Marilyn Burn's strategies
4. Marcy Cook strategies
5. Problem solving strategies
6. Math journals
7. Core-K12 standard specific lessons and assessments
8. Technology--Ten Marks, Pearson Success
9. Principal's Honor Roll for math basic skills automaticity

Outcomes of the Mathematics Instructional Block:

1. Apply effective problem solving skills for real-world problems
2. Develop an understanding of the concepts of computations, patterns, functions, geometry and statistics.
3. 80% of the students will score proficient or better on the Math CST
4. Increase the number of students scoring over 500 and a perfect 600 on the Math CST. 500 and 600 Club

### Lunch Time Block

Description, Structure, and Strategies for the Lunch Time Block:

1. Eat a nutritious meal
2. Supervised cooperative play
3. Provide a safe environment

### Integrated Opportunities for Program Enrichment for Lunch:

1. Understand the difference between a nutritious and non nutritious meal
2. Learn appropriate table manners
3. Use appropriate voice levels at the table
4. Reading for pleasure in the reading garden
5. Opportunities for leadership as a play leader
6. Classroom tutoring with teacher
7. Library--reading and Accelerated Reader
8. Learning Center tutoring
9. Movement on the yard

### Outcomes of the Lunch Block:

1. Improved physical health because of eating nutritious meals
2. At a healthy weight because eating of nutritious meals
3. Improved social skills at meals
4. Improved social skill development on the yard
5. Improved physical health because of physical activity on the yard
6. Environmental awareness

### Science Time Block

#### Description, Structure, and Strategies for the Science Time Block:

1. Standards Based Curriculum
2. Foss Kits
3. Mainstreaming for SDC class
4. Whole group and small group instruction
5. Hands on experiments

### Integrated Opportunities for Program Enrichment for Science:

1. Projects
2. Experiments
3. Science assemblies
4. Field trips
5. Science Fair--testable questions--oral reports
6. Simulation activities

### Outcomes of the Science Block:

1. Integration of sciences into real world examples
2. 85% of 5th grade students will score proficient or better on the State assessments, CST, CMA, or CAPA
3. 80% of the students in 4th and 5th grade will score proficient or advanced on the District periodic assessments.

### Social Studies Time Block

#### Description, Structure, and Strategies for the Social Studies Time Block:

1. Standards-based instruction
2. Scott Foresman Social Studies Curriculum
3. Chronological and spatial thinking
4. Map Skills
5. Community and Neighbors
6. American Indian study
7. Study of California
8. US History, American Revolution

#### Integrated Opportunities for Program Enrichment for Social Studies:

1. Multicultural Awareness
2. Contrasting what happened long ago with what happened yesterday.
3. Biographies of famous people
4. Use of maps and tables
5. Change as a theme
6. Holiday themed activities

#### Outcomes of Social Studies:

1. Knowledge of world around them
2. Students are encouraged to understand the need for changes to improve our local and global community
3. Learn from past mistakes of humanity

### Arts Time Block

#### Description, Structure, and Strategies for the Arts:

1. Visual Arts
2. Theatre
3. Dance

4. Vocal Music
5. Orchestra

Integrated Opportunities for Program Enrichment for the Arts:

1. PTA Reflections
2. Art Show in the Spring
3. Holiday Program-music, dance, theatre
4. Orchestra Concert

Outcomes for the Arts:

1. Enrichment and self expression through the arts
2. Opportunity for students to see non academic strengths and abilities
3. Greater appreciation for the arts and a life-long love of the arts

Physical Education and Health Time Block

Description, Structure, and Strategies for Physical Education and Health:

1. Health Curriculum- McGraw Hill- Health & Wellness
2. Too Good for Drugs- Drug and Alcohol prevention
3. Second Step- mental health and social skills
4. Physical education skills, spatial relationships, physical strength and endurance

Integrated Opportunities for Program Enrichment for Physical Education and Health:

1. PE with coach, learning grade level skills
2. Health and Nutrition week with the YMCA
3. Mozart's Marathon
4. Marathon Kids
5. Understand the relationship between behavior and health
6. Their choices are affected by a variety of influences and must evaluate these influences to protect their health
7. Injury prevention and safety

Outcomes for Physical Education and Health:

1. Healthy lifestyles for all students
2. Critical problem solvers when confronted with health issues
3. Self directed learners to have competence to use basic healthy information
4. Access and analyze health information
5. Apply concepts of physical health and how moving positively affects their bodies
6. 5th Grade students achieving the President's Fitness Award



## Technology Time Block:

### Description, Structure, and Strategies for Technology:

1. Computer Lab
2. iPads
3. Tablets
5. Computers
6. Document Readers
7. Projectors
8. SMART Boards
9. E-Beams

### Integrated Opportunities for Program Enrichment for Technology:

1. Computers used for student created projects
2. Power point presentations
3. Accelerated Reader
4. English in a Flash
5. Pearson Success
6. Connect ED--McGraw Hill
7. Students given assignments that they must complete on the computer
8. Standards based questions on the progress monitoring, COREK12 website
9. On-line resources for all academic content areas

### Outcomes for Technology:

1. Develop computer skills necessary to be proficient in the 21st Century
2. Understand that they can learn using the computer as a tool
3. Integration of computer skills across the curriculum
4. Prepare for the Common Core Assessment that will be taken on the computer.

## Intervention Time Block

### Description, Structure, and Strategies for Intervention:

1. DIBELS
2. Teacher led small group instruction for at risk students
3. Learning Center
4. Limited Contract teacher working with Basic students to bring up to proficient

### Integrated Opportunities for Program Enrichment for Intervention:

1. Additional focused instruction based on needs of the students
2. Homework Club

#### Outcomes for Intervention:

1. Intervention supports the goal that all students can reach proficiency on the State standards and on the state and district assessments.

#### After School Time Block:

##### Description, Structure, and Strategies for After School:

1. Homework club
2. Youth Services
3. Creative Kids
4. Intervention on Tuesdays

##### Integrated Opportunities for Program Enrichment for After School:

1. Theatre workshops and performances
2. Chess club
3. Mad Science
4. Marathon Kids
5. Karate
6. Youth Intra-mural Sports
7. Talent Show
8. Book Fair
9. Art Show
10. Ice Cream Social for students and parents
11. Back to School
12. Open House

#### Outcomes of the After School Time Block:

1. Offers support and academic reinforcement to all students
2. Students are provided with a rich environment where a broad base of knowledge is taught and valued as an essential component of instructing the total child

## 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)*

As a District affiliated charter school, the Charter School has opted to test with the District and adhere to District testing calendars and procedures for all District and state mandated assessments. 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:

The Darby curriculum will include an integrated, inquiry based K-5 curriculum aligned with the California Standards and the Common Core State Standards (CCSS) in the areas of language arts, math, science, health and social studies. Access to the core curriculum will be enhanced by including music and performing arts as instructional elements. Our library, computer lab and science lab will be utilized to support differentiated instruction and promote hands-on experiential learning.

Darby works from the premise that clear and accessible standards are an essential part of assuring that the students are learning what they must learn in order to move to the next grade level. Standards serve as a guide for teacher, administrators, parents and students as to the specific knowledge base and skill level that students must master at each grade level.

Standards will be addressed through a rigorous, enriched curriculum that meets and exceeds the thresholds established by the District and the state. The curriculum, should promote higher level thinking skills and creativity necessary to develop scholars ready for 21<sup>st</sup> century problem solving needs.

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.)

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

### LANGUAGE ARTS--READING AND WRITING, SPEAKING AND LISTENING

#### STUDENTS WILL BE ABLE TO:

- 1) Read, write, listen and speak effectively
- 2) Comprehend grade level reading material; be able to find evidence in the text, respond to what is in the text and not completely relying on their background knowledge or lack of, to understand the text. They will demonstrate their comprehension through written and oral language.
- 3) Students will incorporate the language of the discipline in both oral and written communication. Students will use details, big ideas, compare and contrast two different writings or media, be able to write and orally communicate from different perspectives using evidence from the text.
- 4) Students will use learned literacy skills to compose meaningful genre based writing and oral presentations.

#### MEASURABLE STUDENT ACHIEVEMENT TARGETS:

80% of the students will achieve a score of proficient or advanced on the CST, CMA, CAPA and CELDT assessments

75% of students will be proficient on the final District Literacy Periodic Assessment

80% of 4<sup>th</sup> grade students will achieve proficient or advanced on the CST writing assessment.

### MATH

#### STUDENTS WILL BE ABLE TO:

- 1) Understand and apply fundamental ideas and procedures of math.
- 2) Students will be able to argue reasons for their mathematical solutions and procedures. Students will be able to critique the procedures and solutions of other students.
- 3) Students will understand basic math concepts and procedures in arithmetic, algebra, geometry and data analysis.
- 4) Students will be able to create and solve real world word problems to gain deeper knowledge of the applications of math processes.

#### MEASURABLE STUDENT ACHIEVEMENT TARGETS:

80% of students in grades TK-5 will score a 3 or 4 on the LAUSD progress report each grading period.

80% of the students will score proficient or advanced on the CST, CMA and CAPA assessments.

## SCIENCE

### STUDENTS WILL BE ABLE TO:

- 1) Display competency in the science process skills, including observing, classifying, inferring, predicting, measuring and communicating.
- 2) Students will hypothesize and develop experiments utilizing a testable question and the scientific method.
- 3) Students will experiment with hands-on activities using the FOSS science curriculum to further their research and understanding of the scientific method.
- 4) Students will interpret scientific data
- 5) Students will develop an understanding of how the three strands of life science, earth science and physical science are related to our environment.
- 6) Students will be able to understand and use scientific vocabulary and theory.

### MEASURABLE STUDENT ACHIEVEMENT TARGETS:

80% of students in grades TK-5 will score a 3 or 4 on the LAUSD science progress report each grading period.

80% of 5<sup>th</sup> grade students will score proficient or advanced in science on the CST, CMA, or CAPA

98% of all students in grades 3-5 will participate in our school Science Fair

## HISTORY AND SOCIAL SCIENCE

### STUDENTS WILL BE ABLE TO:

1. Students will be able to demonstrate an understanding of the uniqueness of our democracy.
2. Students will be able to recognize and understand the importance of diversity and the contributions of various cultures.
3. Students will be able to understand cause and effect in a historical context over time.
4. Students will be able to identify parallels and patterns in various historical time periods.
5. Students will be able to draw logical conclusions from historical data and be able to defend their conclusions with a persuasive argument.
6. Students will be able to understand how social, economic and geographical difference influence historical events.

## MEASURABLE STUDENT ACHIEVEMENT TARGETS

80% of students in grades TK-5 will achieve a grade of 3 or 4 in social studies on the LAUSD progress report each grading period.

## TECHNOLOGY

### STUDENTS WILL BE ABLE TO:

- 1) Students will be able to understand how to use current technology in academic applications.
- 2) Students will be able to create digital portfolios of their work.
- 3) Students will be able to use digital presentation techniques to support projects in the CORE curriculum, such as power point, digital photos and digital videography.
- 4) Students will be able to demonstrate computer keyboarding skills and computer literacy.

### MEASURABLE STUDENT ACHIEVEMENT TARGETS:

70% of students in grades K-5 will achieve proficiency on a school-developed rubric of computer literacy.

90% of students in grades 4 and 5 will produce research and inquiry projects involving technology.

## VISUAL AND PERFORMING ARTS

### STUDENTS WILL BE ABLE TO:

- 1) Students will be able to develop a knowledge and appreciation for music, visual arts, drama and dance.
- 2) Students will be able to use drama, dance visual arts, and music to provide opportunities for expression of ideas and support multiple learning modalities and intelligences.

### MEASURABLE STUDENT ACHIEVEMENT TARGETS:

80% of students in grades TK-5 will achieve a grade of 3 or 4 in art on the LAUSD progress report each grading period.

## PHYSICAL EDUCATION

### STUDENTS WILL BE ABLE TO:

- 1) Students will be able to meet or exceed state and federal benchmarks for fitness and health.
- 2) Students will be able to execute the physical education grade level skills
- 3) Student will understand the rules for playground games and team sports,
- 4) Students will develop a sense of sportsmanship.

#### MEASURABLE STUDENT ACHIEVEMENT TARGETS:

75% of 5<sup>th</sup> grade students will score proficient or advanced on the state physical education exam.

80% of the students in grades TK-5 will achieve a grade of 3 or 4 in physical education on the LAUSD progress report each grading period.

The California Department of Education (CDE) provides Academic Performance Index (API) reports as a part of the Accountability Progress Reporting (APR) system. The APR system is an integrated approach to reporting results on the federal and state educational accountability requirements. These accountabilities will provide information regarding academic progress for all numerically significant subgroups at Darby. Darby will continue to rely on the California Department of Education to provide API information and how it relates to the results of the California Standards Test (CST).

The Academic Performance Index (API) is provided from the state and each school, school district and the state as a whole gets a score. (Appendix 2-1) The API is one measure in determining Adequate Yearly Progress under No Child Left Behind (NCLB).

Darby students will demonstrate the following through their words and actions:

- 1) The ability of overcome obstacles through observed perseverance.
- 2) Demonstrate their emerging independence by being active responsible participants in their learning.
- 3) Have the courage to accept challenges and risks by trying the unknown through discussions and problem solving strategies.
- 4) Committing to attend school regularly as recorded on their attendance record,
- 5) Choosing to make better choices by learning from their mistakes and gaining wisdom for the future.
- 6) Committing to completing all homework and class assignments as directed.
- 7) Striving for academic excellence by practicing scholarly work habits such as attending to the teacher, participating in discussions, studying the notes taken in class in preparation for assessments, completing quality work and products as measured and observed by teachers and peers.
- 8) Demonstrating citizenship by participating in activities that benefit their classrooms, school, community and the world.

## Student Attendance:

School attendance is of the utmost importance in order for students to make adequate yearly progress. As such, Darby has adopted the attendance goal set in the Performance Meter for All Youth Achieving. This goal is 100% of the students attending school 96% or more of the school year. We will work in increments to attain this goal. Parents and students both are accountable for achieving this goal. Our goal for the 2013-14 school year is to have 75% of the students with 96% or higher attendance. We will follow the District policy and procedures to raise our attendance percentage.

The students we need to target are the following:

Targeted Intensive Group 3-5% of the school.

25+ days are considered Far Below Basic in achieving the attendance goal

These students need intensive intervention, specific and individualized plans, educational alternatives, and parent meetings with the administration. Student Attendance Review Team (SART)

Selected Level (At Risk Students) 10-15% of the school

87-91% in seat (15-22 DAYS = BELOW BASIC)

92-95% in seat (8-14 DAYS = BASIC)

These students and parents will need reminders about the importance of school attendance, systems of identification, student/family support such as a Student Success Team meeting, documentation, and monitoring. Student Attendance Review Team (SART)

Universal Level--75-85% attending 96% of the time--6 absences or less

96%+ = Proficient

100% = Perfect Attendance

Continue to teach the importance of attendance, reinforce good habits, create a positive school climate where students feel safe and want to attend school, communicate goals and attendance plans to parents, students and staff.

We plan to continue to hold parents accountable and students accountable for regular daily attendance. When a problem arises, a meeting with the parents will be held to determine the reasons for absences and to provide assistance to alleviate the problem. Attendance is reported three times a year on the progress report, but parents will be informed about excessive absences and tardiness via phone calls and letters.

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.



Darby students, (TK-5) will be assessed periodically—two to three times a year—using the District created periodic assessments in Language Arts and Math. In addition, 4th and 5th grade students will take the District designed periodic assessments in science three times a year to correspond with the different areas of study—earth science, life science and physical science.

Students in grades TK-3 take the Diagnostic Inventory of Basic Early Literacy Skills (DIBELS) three times of year, the beginning of year, middle of year and end of year.

Teachers also use the California Released Questions to assure that the students are familiar with several kinds of questions. The teachers also give the end of unit/topic tests for language arts, math, science and social studies.

Students will also be assessed on their Science Fair projects and their presentation skills and their ability to explain their methodology and reasons for the outcome of the experiment.

Teachers use the Accelerated Reader quizzes to check for understand and comprehension when a student has completed a book.

The Principal Honor Roll is a weekly assessment of basic math skills for grades TK-5. Students have a timed test of 100 problems. Students receive a certificate and recognition at a school wide assembly.

Principal Honor Roll for the Sound Spelling Cards is a weekly assessment. Students memorize the different spellings associated with the sounds of the letters. The students must be able to reproduce all the spellings associated with the letter.

Also, the outcomes will also be measured by teacher developed assignments and activities, homework, journals, work samples, grade level and teacher developed tests and rubrics and criteria charts.

### **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:

Method for Assessing Attainment of Student Outcomes:

Language Arts: Writing

Student Outcomes:

- 1) Theorize critique and illustrate in oral and written formats across the discipline.
- 2) Exhibit vocabulary development in written and oral forms by consistently using varied language choices to enhance test development
- 3) 80% of students will achieve proficiency or above on the CST, CMA, CAPA, Common Core Assessment, CELDT, and periodic assessments.
- 4) Demonstrate critical thinking skills in all domains of learning.
- 5) Produce inquiry based research projects aligned to grade level standards across the curriculum.
- 6) Incorporate ELD writing standards into creative writing, stories, poems, and essays to increase English language proficiency.

Assessments/Evaluations:

- 1) State assessments: CST, CMA, CAPA, CELDT, Common Core Assessment
- 2) Initial diagnostic formative and summative assessment data from Treasures and DIBELS.
- 3) District periodic assessment
- 4) Teacher developed assignments and activities
- 5) Journals and portfolios
- 6) Presentations and research projects.
- 7) ELD portfolios
- 8) 80% of K-1 students will show proficiency or above on the COREK12 writing assessments.

## Language Arts: Reading

### Student Outcomes:

1. Identify main idea and relevant details in grade level text.
2. Distinguish between various genre of text and understand defining characteristics
3. Understand cause and effect
4. Increase oral reading fluency while maintaining comprehension
5. Develop a lifelong exposure to various genres and styles of literature.
6. Summarize main ideas and draw conclusions from nonfiction text.
7. Know different types of syllables
8. Have phonemic awareness

### Assessments/Evaluations

- 1) 80% of students will achieve proficiency or above on the CST, CMA, CAPA, Common Core Assessments, and CELDT
- 2) DIBELS and District Literacy assessments to monitor progress
- 3) Literature circle
- 4) Inquiry based research projects
- 5) Accelerated Reader Assessments

## Math

### Student Outcomes:

- 1) Kindergarten will write and count to 100
- 2) Grades 1 and 2 will know their addition and subtraction facts with automaticity
- 3) Grades 3-5 will know their multiplication and division facts with automaticity in order to perform operations with multi-digit numbers and decimals.
- 4) Students will understand place value and use place value in all operations
- 5) Students will be able to make sense of problems and persevere in solving them.
- 6) Students will be able to construct arguments for their mathematical reasoning and critique the reasoning of others.
- 7) 3<sup>rd</sup> grade will develop an understanding of fractions, and interpret data.
- 8) 4<sup>th</sup> grade will extend the understanding of fractions through application and will understand and compare decimals.
- 9) 4<sup>th</sup> grade will draw and identify lines and angles and classify shapes by properties of their lines and angles.
- 10) 5<sup>th</sup> grade will be able to interpret numerical expressions and analyze patterns and relationships.
- 11) 5<sup>th</sup> grade will graph points on the coordinate plane to solve real-world and mathematical problems.

## Assessments/Evaluations

90% of the Kindergarten students will count and write to 100, based on the Principal Honor Roll quiz

90% of second grade students will know their addition and subtraction facts with automaticity, based on the Principal Honor Roll quiz.

90% of students in grades 3-5 will know their multiplication and division facts with automaticity, based on the Principal Honor Roll quiz.

80% of the students will achieve proficiency or above on the state assessments, CST, CMA, CAPA, and Common Core Assessment

80% of the students will score proficient or higher on the district math periodic assessments

## Science

### Student Outcomes:

1. Display competency in science process skills, including observing, classifying, inferring, predicting measuring and communicating.
2. Hypothesize and develop experiments utilizing the scientific method.
3. Utilize hands-on experiments and activities in FOSS science to further their research using the scientific method.
4. Interpret scientific data
5. Develop an understanding of how life science, earth science and physical science are related in our environment
6. Understand and be able to use scientific vocabulary and theory

### Assessments/Evaluation

1. District periodic assessments
2. 85 % of the 5<sup>th</sup> grade students will score proficient or advanced on the state science assessment.
3. Teacher developed assignments, tests and activities
4. Science experiments and journals
5. Science Fair Experiments--mandated in grades 3-5, based on grade level standards
6. Opportunity for students in grades K-2 to participate in the school Science Fair.
7. Science Fair presentations
8. FOSS science assessments

## Social Studies

## Student Outcomes

1. Understand cause and effect in historical context over time,
2. Identify parallels and patterns in various historical time periods
3. Draw logical conclusions from historical data and be able to defend conclusions with persuasive arguments
4. Understand how social, economic and geographical differences influence historical events

## Assessments/Evaluation

1. Teacher developed assignments, tests and activities
2. Field trips to historically significant CA sites
3. Presentations and research projects
4. Note taking techniques, journaling, outlines, expository writing and oral discussions

## Technology

### Student Outcomes:

1. Appropriate use of the internet for research.
2. Use of digital presentation techniques to support projects and learning in core subject areas. Use of PowerPoint, digital photos, and videography.
3. Computer literacy application and keyboarding skills.

### Assessments/Evaluations:

1. Teacher developed assignments, tests and activities
2. Portfolio-digital and hard copy
3. Research and inquiry projects
4. Multi-media presentations and exhibits.

## Visual and Performing Arts

### Student Outcomes:

1. Incorporate drama, music and art into Core instruction to promote deeper understanding in content areas.
2. Use drama, dance and music to provide opportunities for expression of ideas and support multiple learning modalities and intelligences.
3. Incorporate dance into physical education so students will use dance as a form of exercise.
4. Ability to read music in orchestra will help in conceptual and abstract learning in math

#### Assessment/Evaluations:

1. Teacher developed projects and assignments to support and enhance the instructional content.
2. School wide concerts and performances
3. Classroom oral presentations.
4. CST math assessments,
5. Math periodic assessments

#### Physical Education

#### Student Outcomes:

1. All grade levels are working towards meeting state and federal benchmarks for fitness and health
2. Students understand the rules and requirements for playground games
3. Students participate in the Mozart's walking/running Marathon and complete the 182 laps to receive a certificate.

#### Assessments/Evaluations:

1. Teacher evaluation of fitness levels with assistance from coach.
2. State Required 5<sup>th</sup> grade physical fitness test
3. Participation in Mozart's Marathon, completing a 26 mile walk (182 laps)

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:

Student progress will be measured by:

Authentic Assessments: Authentic Assessments aligned with the grade level state standards are ongoing and can better evaluate the child over time in a variety of settings. Examples of authentic assessments include: 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.

Standardized Assessments: California Standards Tests (CST), California English Language Development Test (CELDT), Common Core State Standards Test (to be fully implemented by 2014-2015), DIBELS, California Treasures Assessments, District Periodic Literacy Assessment, District Periodic Math Assessments, Grade 4 CST Writing Assessment, Grades 4 and 5 District Science Assessments, OLSAT (grade 2), District assessments will be given to students at their appropriate grade level.

State Mandate Testing: (LAUSD Specific Language) The Charter School agrees to comply with and adhere to state requirements for participation and administration of all

state mandated tests. As a district affiliated charter school, Darby will test with the District and adhere to District testing calendars and procedures for all state mandated assessments. (Pursuant to ED. Code 60602.5)

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

How data will be used:

Darby 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 include:

- Data from State, District and authentic assessments is communicated to parents throughout the school year. Information may be communicated through conferences, report cards, interim 5 week progress reports or formal testing analysis reports.
- Data from formative, summative, and progress monitoring assessments is evaluated continuously by teachers and administrators in order to meet each student's educational needs. Using this data during weekly grade level meeting helps to identify students in need of intervention.
- To identify students to participate in the Language Arts Olympics and afternoon intervention class that focuses on helping students achieve grade level standards in Language Arts.
- Data is used to identify and prioritize professional development needs as well as to provide topics for discussion during grade level planning.
- School wide data is shared in a public forum at monthly governance (School Site Council) meetings to assist in establishing student priorities. Progress monitoring data informs teacher discussion regarding class intervention, need for SST's, possible Tier II Intervention, Learning Lab, and the need for pre-teaching or re-teaching of certain concepts.

Identification of Grading Policy:

Individual classroom teachers shall be primarily accountable for assessing their students' achievements with regards to standards-based grade level work and mastery of students' achievement with regards to standards-based grade level work and mastery of grade level content standards. Students will be graded using the LAUSD scoring guides from Transitional Kindergarten through 5th grade, using the 4 point scoring rubric that is aligned with state standards. Darby will use a district approved report card with the 4 point scale with "4" point scale with 4 for advances, "3" for benchmark, "2" for partially proficient and "1" for not proficient. Parents will be informed of student achievement with progress reports five weeks before each report card. Report cards will be distributed three times a year. Formal parent conferences will be held once a year and as needed throughout the year to support academic progress, social well being, and student responsibilities. Parents will learn about grade level and teacher expectation during the scheduled Back-to School Night at the beginning of the

academic year. Parents will be informed by phone calls, e-mails and informal conferences when a child needs more support.

The LAUSD District initiative for all students to be proficient in English Language Arts and Math by 8th grade is the impetus for the vertical articulation between 5th grade and Middle School. These articulation meetings are planned and scheduled with Nobel MS and Patrick Henry MS. Areas of need are identified from student scores on in house tests, CST's, Common Core State Standards tests and periodic assessments. Successes will be measured by having at least 75% of our matriculating students entering middle school proficient in Language Arts and Mathematics.

Assessment data is used to guide instruction and professional development on an ongoing basis. Teachers and administrators are directly involved in identifying and aligning curriculum, instructional materials, interventions, periodic and formative assessments with the goal of meeting and exceeding the California and National Standards. As part of this process, Darby will consider new texts and program adoptions of LAUSD, along with its own preferences, to identify how best to meet the unique and changing needs of students. This will include participating in District trainings and in-services and the use of District instructional guides, and periodic assessments as determined by Darby. The Local District Superintendent in cooperation with Darby's teachers and administration will decide the degree, extent, and nature of implementation of new District adoptions and periodic assessments in meeting the needs of our students.

English Learners are given the CELDT test on an annual basis and are monitored using the LAUSD portfolio. Students are expected to increase fluency by one level per year. CELDT data is analyzed each year as part of the data review. Darby is committed to improving outcomes for students historically at-risk and developing ways to decrease the achievement gap among these populations. Teachers with EL students will use a state adopted EL program for 45 minutes per day to deliver a high quality, rigorous EL program for qualifying students. Our school technology is being upgraded to include Language Development Programs and translation software to assist EL students with target vocabulary and language skills. In keeping with LAUSD policy, EL students in fifth grade will be given the Diagnostic Placement Inventory for appropriate placement in middle school.



## **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 Darby Avenue Charter School (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 Darby Avenue 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.

Darby Avenue Charter School will comply with the Brown Act and other laws governing public meetings.

Members of Darby Avenue 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**

Darby Avenue 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, Darby Avenue 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:

In the absence of agreed upon waivers, Darby Avenue Charter will have a Local School Leadership Council, per Article XXVII of the Collective Bargaining Agreement, and a School Site Council.

Darby Leadership Council responsibilities include, but are not limited to:

- discretionary funds/grants management
- curriculum/instruction
- personnel selection pursuant to District policies and procedures and collective bargaining agreements
- scheduling of school events
- implementation of student admissions and/or enrollment policies in accordance with the District policy and Charter Schools Act
- community relations

All attempts will be made to gain consensus, the preferred method of decision-making. In the event that consensus cannot be reached, school will seek guidance from the UTLA Collective Bargaining Agreement document. Decisions that impact LAUSD personnel issues will be dealt with according to the Collective Bargaining Agreements between LAUSD and the respective bargaining unit.

Darby Leadership Council shall follow article XXVII of the LAUSD/UTLA CBA Contract of Shared Decision Making and School Based Management. Darby Leadership Council will consist of 12 members based on the size of the school: 6 Certificated Staff Members, comprised of 1 UTLA Chapter Chair, 5 elected Teachers. The parent/community side will have: 4 elected parent representatives with 1 principal

and 1 classified staff member. Council members will be elected for yearly terms with no term limit. The District reserves the right to appoint a non-voting single representative to the Charter School Council.

A vacancy in any office is filled at the earliest opportunity by a special election of the council, for the remaining portion of the term of office. The Darby Leadership Council and committees shall comply with the Brown Act and meet at least 6 times per year. All meetings are open to the public and members of the school community in accordance with the Brown Act. Notifications of Leadership Council meetings shall be posted at least 72 hours in advance. In addition, an agenda for each meeting will be written and posted at least 72 hours prior to the meeting. Each year, the Leadership Council will vote for a Chair, a Vice-chairperson, and a secretary at the first meeting. Minutes of each meeting shall be taken and available for review on the bulletin board in the main office and at the next meeting. Every person has a right to inspect and copy these public records.

The work of the Darby Leadership Council shall be accomplished through the activities, reports, and recommendations of its various advisory committees. Issues arising before the Leadership Council will be referred to the appropriate committee for consideration and its recommendations shall be presented to the Leadership Council for final approval. Each committee shall be chaired by a teacher, Assistant Principal, or Principal and a parent representative will serve as an advisor. All committees must have both parent and teacher representation. All committee meetings will be open to the public and meeting notices posted 72 hours before the scheduled meeting date. Everyone interested will be encouraged to attend. Involvement in the governing council and the various committees will provide for direct parent and teacher involvement regarding the ongoing process of reviewing and revising the school's educational program to meet the unique and changing needs of our students. Any parent or legal guardian of a child enrolled at Darby can nominate themselves as a candidate to sit on a committee for an open position then each candidate is invited to speak to the governing council to present their qualifications before the council selects one candidate. The Leadership Council will then elect the candidate into the open position through a quorum vote.

Staff members are elected by their peers to sit on committees during a staff meeting. It is noted that each committee is chaired by a teacher, principal, or assistant principal that will be selected by the committee. The Assistant Principal is the automatic chairperson of the Student Success Team. The Principal is the automatic chairperson of Budget/Finance Committee since the principal has the responsibility to the district for the budget and finance of the school. The Principal is the chairperson of the Personnel Selection Committee as the principal is the responsible person from the district in heading personnel. Committees meet at least five times per year, but when circumstances arise, it is expected that committee members to address any pressing needs.

The budget plan for the financial operation is consistent with the requirements of any school district budget and is designed to identify the costs associated with the operation

of an affiliated charter school serving a population of students from transitional kindergarten through fifth grades.

Darby's budget will flow from the LAUSD and be allocated to Darby. Budget decisions will also be made by taking into account the priorities of the school by getting input from both certificated, classified, and parents. Prior to creating budgets for the upcoming fiscal year, a survey developed by the Budget Committee, will be discussed with the teachers, classified, and parents to determine their goals with respect to the school's educational program. The results of the survey will provide input to the Budget/Finance Committee in determining how the budget for the upcoming year might be allocated. The results of the budget surveys and options developed by the Finance/Budget Committee will be presented to the staff at a staff meeting with a minimum of 24 hours notice, prior to the presentation to the Darby Leadership Council. Parents of English learners who serve on the ELAC will be instrumental in giving input into budgetary decisions for the categorical funding. The ELAC will provide a recommendation to the Darby Leadership Council. Parents who serve on the Darby Leadership Council will make all budgetary decisions regarding categorical funding in collaboration with the Darby staff.

In the event that the charter needs to be amended, the Darby Leadership Council will need a resolution raised and obtain a quorum vote for approval of the amendment in order for the amendment to move forward for submission to the Innovation and Charter Division for approval from the LAUSD Board within the legal timeline.

#### Frequency of Local School Leadership Council Meetings:

The Darby Leadership Council and committees shall comply with the Brown Act and meet at least 6 times per year. All meetings are open to the public and members of the school community in accordance with the Brown Act. Notifications of Leadership Council meetings shall be posted at least 72 hours in advance. In addition, an agenda for each meeting will be written and posted at least 72 hours prior to the meeting.

Each year, the Leadership Council will vote for a Chair, a Vice-chairperson, and a secretary at the first meeting. Minutes of each meeting shall be taken and available for review on the bulletin board in the main office and at the next meeting. Every person has a right to inspect and copy these public records.

The work of the Darby Leadership Council shall be accomplished through the activities, reports, and recommendations of its various advisory committees. Issues arising before the Leadership Council will be referred to the appropriate committee for consideration and its recommendations shall be presented to the Leadership Council for final approval.

## The Process for Selecting Local School Leadership Members:

The twelve Local School Leadership Council members will be elected by the group they represent. The 6 teachers will be elected by the teachers, the one classified person will be elected by classified personnel and 4 parents will be elected by parents. The principal of Darby is an obligatory person on the governing board. Individuals who are interested in running for the positions must be present at the meeting in which they are elected. There will be no limit on the number of years that the individuals can serve on the Council. There will be at least a two week time period between the announcement of the elections and the Council elections.

## The Manner of Posting Meeting Notices, Distributing Agendas and Recording Local School Leadership Council Actions:

Meeting notices will be posted on the marquee 72 hours in advance of the meeting. All stakeholders will receive a Connect Ed call at least 72 hours in advance of the meeting. All stakeholders will also receive an email at least 72 hours in advance of the meeting in order to give all stakeholders ample opportunity to make arrangements to attend the meeting.

Agendas will be posted in the office and parent center 72 hours in advance of the meeting. All board members will receive a copy of the agenda via email at least 72 hours in advance of the meeting.

The Leadership Council actions will be recorded by a council member who will be elected by the Council. The actions taken by the board will be recorded, posted in the office and parent center and placed in a file in the parent center and in another file in the office. The actions will also be sent to the stakeholders via email and/or sent home with students.

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

### Relationship of Darby to Los Angeles Unified School District

LAUSD Board of Education  
Educational Service Center North  
Darby Leadership Council  
ELAC Councils  
Committees

Organizational Chart--see Appendix 4-A

### Darby Leadership Council

- 1 Principal
  - 1 Classified Staff Member
  - 2 Parents or Legal Guardians
  - 1 UTLA Chairperson, Teacher
  - 3 Certificated Teachers
- 
- Advisory Committees for the Darby Leadership Council

### 1. Curriculum/Instruction Committee

- Core Academics
- Technology
- Arts
- Professional Development
- Assessments

### Chair Principal

#### Membership

- 2 Teachers
- 1 Parent

### 2. Personnel Selection Committee for both:

- Certificated
- Classified

### Chair Principal

#### Membership

- 1 UTLA Chapter Chair
- 1 Teacher at grade level of opening if possible
- 1 Classified
- 1 Parent

Classified Position will include SAA

### 3. District Advisory Committees/Councils

- District Advisory Committees/Councils as needed
- English Language Advisory Council, ELAC

Chair Parent of English Learners (1)

Members: Parents of English Learners (4)

- Principal
- EL Coordinator
- 2 Teachers

### 4. Finance/Budget (Oversee categorical block grant)

Chair Principal

Members                   SAA  
                                  2 Teachers  
                                  1 Parent or Legal Guardian

5. Safety Committee

Chair                    1 Teacher  
Members                1 Teacher  
                                  1 Classified  
                                  1 Parent

6. Student Success Team Committee

Chair-                   Assistant Principal  
Members                Resource Specialist  
                                  Special Education Teacher  
                                  2 General Education Teachers  
                                  Parent of Child

7. Science/Technology Committee

Chair                    1 Teacher  
Members                3 Teachers  
                                  1 Classified  
                                  1 Parent

8. Testing Committee

Chair                    Principal  
Member                 Teacher

9. GATE/SAS Committee

Chair                    1 Teacher  
Members                1 Teacher  
                                  1 Parent

10. Textbook Committee

Chair                    1 Teacher  
Members                1 Teacher  
                                  2 Classified  
                                  1 Parent

11. Scheduling & Facilities Committee

Chair                    1 Teacher  
Member                 1 Teacher  
                                  1 Parent

12. Holiday Programs/School Events Committee/Yearbook

Chair                    1 Teacher

Members            1 Teacher  
                         1 Classified  
                         1 Parent

13. Culmination Committee

Chair                5<sup>th</sup> Grade Teacher  
Members            2 Teachers  
                         1 Classified  
                         2 Parents

14. Social Committee

Chair                1 Teacher  
Members            4 Teachers  
                         2 Classified  
                         1 Parent

15. HEP Committee

Chair  
Members            2 Teachers  
                         1 Parent

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

Parents will be informed of all meetings via email, phone messages, posting of agendas and the newsletter. Parents will be warmly welcomed to each meeting. Parents will be an integral part of each committee. Decisions will be made by consensus and parents will be part of the consensus. The Parent Center is a place where parents can meet, volunteer, and help prepare items for the classroom. The PTA is an integral part of Darby and parents are encouraged to participate. Parents are encouraged and welcomed to volunteer in the classroom.

Grievance Procedure for Parents and Students

As a District affiliated charter, Darby shall comply with the District's Grievance policy and procedure for parents and students.

Responding to Inquiries:

- Darby shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records. Darby 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 Darby's operations is received by the District, Darby 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 Innovation and Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Darby.

## **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). As a District affiliated charter school, Certificated Human Resources will process all employment and assignments and monitor credentials on an annual basis.

**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 have 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.

No, 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.

Yes, this applies to Darby. The School has an 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.

No, this does not apply to Darby.

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**

Affiliated charter school will follow Board District Policy relative to the annual audit.



## **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.



- 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 of 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](http://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.