

LOCKHURST DRIVE ELEMENTARY



A School for Advanced Studies

**AFFILIATED CHARTER SCHOOL
APPLICATION**

MARCH 2012

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INTRODUCTION

Reflections and Aspirations

Lockhurst is located in the north-western corridor of the San Fernando Valley. It is one of six elementary schools, one middle school and one senior high school known as the El Camino High School Complex. It is part of one of the few complexes in the Los Angeles Unified School District that holds a monthly cabinet meeting to provide cross-articulation information and planning that align resources to benefit students in our complex.

Lockhurst consistently exceeds and outperforms the Los Angeles Unified School District, as well as the State of California, in API scores. However, our teachers, parents and community at large are embracing the Charter process as a mobilizing factor to re-organize our energies and resources to promote even greater student achievement for all students in the upcoming years.

Lockhurst shall continue to use district assessment data to design strategic interventions for students. Additionally, however, we will also implement a more inclusive mechanism to expose all students to all content, including gifted content. We will provide focused scaffolds, interventions, and enrichment to accommodate the individual learning needs of all students.

Students at Lockhurst Drive Elementary will demonstrate their knowledge and skills through a variety of assessments, including but not limited to teacher created performance assessments and diagnostic assessments. Students will be expected to demonstrate proficiency on District periodic assessments in Reading, Mathematics, Writing and Science and state assessments including the CST. However, students will also be expected to demonstrate knowledge or content skill in authentic demonstrations or presentations. Lockhurst Drive holds high expectations for all students in a rigorous, meaningful program. Not only do Lockhurst Drive teachers have high expectations for students, but they have high expectations for themselves. Many Lockhurst teachers spend weekends and vacations attending conferences to enable them to acquire best practices in a variety of applications.

Teachers at Lockhurst Drive continually strive to improve academic achievement in meaningful, authentic ways that reach the individual child. Using diagnostic and summative data, as well as data from periodic assessments, teachers identify students who are potentially at risk

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and through collaboration and planning, strategies are developed to provide meaningful learning opportunities. Thirty-three percent of our prekindergarten through fifth grade students receive Special Education services, many in the moderate to severe disability range. The other sixty-seven percent are typical students including students who are identified as Gifted or High-Achieving students. The unique challenge of Lockhurst Drive Elementary School is to address the needs of all of these students in a comprehensive manner while addressing the state and national standards. Lockhurst Drive expects and encourages students to take responsibility and accountability as active participants in their own learning.

Lockhurst Drive will continue to implement a schedule that supports flexible planning and professional development in order to make the best use of teacher, staff, and community expertise. Attendance requirements including length of day and school year are aligned to LAUSD policy. Currently, Tuesdays are set aside for professional development, as per LAUSD requirements. Lockhurst Drive will seek to provide additional creative options for teachers to participate in meaningful, authentic professional development to most effectively reach each individual student, regardless of ability.

Lockhurst Drive's administrative staff and teachers have a strong, collaborative relationship with the school's parent community. Parents are strong partners and supporters of the instructional program at Lockhurst. Together all stakeholders work to ensure that the common vision of Lockhurst Drive is nurtured and protected.

Endorsements

The Lockhurst Drive Leadership Council/Site Council has asked teachers, parents, staff, administrators and interested community members to be co-petitioners for the school's charter petition for conversion to affiliated charter. These stakeholders have requested that the Board of Education for the Los Angeles Unified School District grant Lockhurst Drive Elementary School status as a charter school for the years 2012-2018 pursuant to the Charter Schools Act. The Lockhurst Drive Leadership Council/Site Council and its co-petitioners have authorized the lead petitioners listed below to negotiate any amendments to the charter renewal document necessary to secure the approval of the Board of Education of the Los Angeles Unified School District. The lead petitioners are:

- o Aleta Johnson, Principal
- o Marne Langlois, Teacher
- o Tina Choi, Teacher
- o Orapin Chang, Teacher
- o Susan Goble, Teacher
- o Ryan Anderson, Teacher
- o Karen Cagan, Teacher
- o Laura Gross, Teacher

The Charter Agreement/Contract

Lockhurst Drive shall become an affiliated charter with the Los Angeles Unified School District under the terms of this charter. If, at any point, during the term of this charter, Lockhurst Drive elects to operate as a nonprofit public benefit corporation, or to become an independent charter school, then Lockhurst Drive shall prepare and submit a new charter proposal to the Los Angeles Unified School District. While operating as an affiliated charter with the Los Angeles Unified School District, Lockhurst Drive shall continue to be covered under the self insurance and property coverage program of the LAUSD as provided to all other schools in the Los Angeles Unified School District.

This Charter School shall incorporate all revisions to the Charter Schools Act that may be enacted by the California State Legislature during the life of this charter.

Lockhurst Drive will continue to be affiliated with the Los Angeles Unified School District and receive funding through the Categorical Block Grant Model which will be administered by LAUSD. As an affiliated charter, Lockhurst Drive will refer to the ICSD business unit for purchasing specific services. While choosing not to separate from the District and to continue the use of LAUSD teachers, Lockhurst Drive will participate in District level professional development and school site level professional development as per Board recommendation and the LAUSD Policy on Charter School authorizing of the reciprocal sharing of professional development and best practices.

Aligned with the culture of being an affiliated charter school within LAUSD, Lockhurst Drive will continue to look towards adopting LAUSD curriculum materials and LAUSD will continue to allocate to Lockhurst Drive all the necessary financial resources for adopting curriculum materials only to the extent that similar allocation is to regular schools. Lockhurst Drive shall have site control of the categorical block grant in order to address the spirit and the mission of the charter.

The responsibility of categorical block grant shall fall upon the Lockhurst Drive Leadership Council/Site Council and the control of the categorical block grant funds must address class size reduction, technology, professional development, enrichment opportunities, character education, intervention opportunities, supervision and safety in order to meet our goals and the needs of our students.

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It is understood that Lockhurst Drive will undergo at least a yearly Charter Oversight Review from the Los Angeles Unified School District as part of the charter contract with the District. Oversight also includes monitoring of the Charter School's progress and attainment of measurable pupil outcomes, as well as adherence with all applicable laws and regulations, court orders, and the terms of the charter, and financial reporting requirements. Lockhurst Drive will also expect that oversight shall include a review of the school's performance in the areas of academic achievement, governance, organizational management, finance, and the attainment of applicable benchmarks as well as a review of adherence with applicable law, regulations, and the terms of the charter. It is also understood that the District will identify the school's strengths, underdeveloped areas, develop specific goals to facilitate year-to-year oversight, and review the school's self study process to facilitate school improvement. It is also understood that the Los Angeles Unified School District's Policy on Charter School Authorizing is subject to change upon Board approval and with input from Charter School leaders. At any time, the LAUSD Innovation and Charter School's Division can visit or call the school inquiry on matters, policies or situations that may arise.

If granted, the term of this initial 5 year charter begins on August 14, 2012 and expires on June 30, 2018. To request a renewal of this charter petition beyond June 2018, Lockhurst Drive Elementary School will submit a new petition to the District for approval by January 31, 2018.

Affirmations and Assurances

Lockhurst Drive accepts and understands obligations to comply with specific sections of the Education Code Sections 47611(STRS) and all laws establishing minimum age for public school attendance.

Lockhurst Drive shall:

- o Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- o Not charge tuition.
- o Not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- o Admit all pupils who wish to attend the school. EC 47605(d)(2)(A) –
- o 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

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the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)

- o Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- o Not require any child to attend the Charter School nor any employee to work at the Charter School.
- o 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.
- o 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 Student Integration Services (collectively the Court-ordered Integration Program). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan to achieve and maintain the LAUSD's ethnic balance goal which is within a 70:30 or 30:70 ratio.

ELEMENT 1: DESCRIPTION OF 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. This shall include descriptions of the instructional framework, instructional approaches, addressing state standards and efforts to ensure equity for all student populations.” Ed. Code § 47605 (b)(5)(A)

School Information

School name:	Lockhurst Drive Charter Elementary School
Address:	6170 Lockhurst Drive Woodland Hills, California 91367
Telephone number:	818.888.5280
Contact person:	Aleta Johnson, Principal
Term:	August 2012 to June 2018
Grade configuration:	Preschool –fifth grade
Number of students in the first year:	330
Grade level(s) of the students the first year:	Pre-kindergarten – Grade 5
Opening date:	August 14, 2012
Admission Requirements:	Lockhurst will follow standard district policy and guidelines on admission. <i>See also Element 8 Admission Requirements.</i>

The operational capacity will be jointly determined by charter and district based on availability of classrooms.
The instructional calendar will be in accordance to the district calendar set forth for the calendar year.

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The bell schedule for the Charter School will be:

Regular Days

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal
Kindergarten	8:00	10:00	10:20	11:45	12:25	2:22
Grades 1-2	8:00	10:00	10:20	12:00	12:40	2:22
Grades 3-5	8:00	10:00	10:20	12:20	1:00	2:22

Professional Development Banked Days

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal
Kindergarten	8:00	10:00	10:20	11:45	12:25	1:22
Grades 1-2	8:00	10:00	10:20	12:00	12:40	1:22
Grades 3-5	8:00	10:00	10:20	12:20	1:00	1:22

Minimum Days

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal
Kindergarten	8:00	10:00	10:30	--	--	12:42
Grades 1-2	8:00	10:00	10:30	--	--	12:42
Grades 3-5	8:00	10:00	10:30	--	--	12:42

Fri 9/2/11	CA Admissions Day - B time only
Mon 9/5/11	Labor Day
Thrus 9/29/11	Unassigned non-work Day
Fri 11/11/11	Veterans Day
Thurs 11/24/11	Thanksgiving Day
Friday 11/25/11	Holiday
12/19/11-1/6/12	Winter Recess
Mon 1/16/12	Martin Luther King Day
Mon 2/6/12	Second Semester Begins
Mon 2/20/12	President's Day
Fri 3/30/12	Cesar E. Chavez Day (unassigned)
4/2/12-4/6/12	Spring Recess
Mon 5/28/12	Memorial Day

If space is available, traveling students will have the option to attend. As Lockhurst is a School for Advanced Studies, non-resident students who meet the district identification criteria for gifted or high achieving will be permitted to enroll as space allows.

School Vision and Mission

Mission

Lockhurst Drive Elementary School will provide an educational environment that promotes and develops academic excellence empowering students to become productive and responsible citizens of the world.

Vision

Lockhurst Drive Elementary School will be an exciting, effective learning environment where teachers, staff, and parents are facilitators, and students are self-directed learners.

Belief

Our belief is that all children can learn, and our goal is to identify and build on their cognitive and emotional strengths to assist students to achieve their full learning potential.

Identification of Those We Are Educating

Lockhurst Drive Elementary School acknowledges that we have a mandate to educate every student regardless of his means or ability who enrolls at our elementary school site. We recognize that all students have unique and individual educational needs. We are therefore committed to educating all children in a proactive manner in which we provide both enrichment and remedial instruction as appropriate for each child. We align and adjust our programs to our students' needs and collaboratively map a course to maximize individual student potential.

Lockhurst shall not discriminate against any student on the basis of race, ethnicity, national origin, religion, sex, gender, actual or perceived sexual orientation, or disability. The school's rigorous standards-based educational program based on California Standards shall serve students of all abilities ranging from those who require some level of remedial attention, those students requiring special education services, or to those identified as gifted and talented.

Our students can be identified as pre-kindergarten through fifth grade students. About 33% of our PK - 5 student population presents with special needs and have Individualized Education Programs. Since this percentage includes several preschool classes and classes for student with moderate to severe disabilities that are not in a grade where they might participate in some form of standardized testing, the net testing

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population of student with special education services equals 26%. About 74% of our student population represents typically developing students with a customary range of abilities, strengths, and instructional needs. Last year Lockhurst became a School for Advanced Studies, which allowed us to give greater emphasis to our students at both ends of the cognitive spectrum.

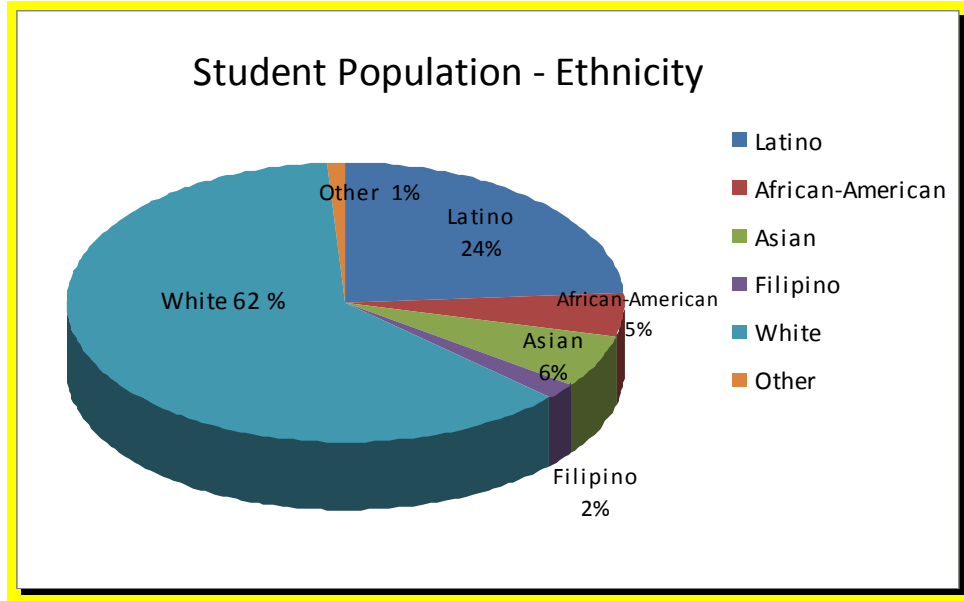
This is an extremely unique feature of Lockhurst Drive Elementary School. We are a non-special education campus that serves an exceptional range of educational needs. Many of the students with special needs are placed in self-contained special day classrooms with mainstreaming opportunities, while others are instructed in general education classrooms with their typical peers. These students receive special education related support services by designated service specialists.

Another segment of our special education population are students who choose to be instructed in a general education setting in an inclusion model. Lockhurst has an Inclusion Specialist who is on our campus four days a week to facilitate the inclusion process.

“Inclusive programs are those in which students, regardless of the severity of their disability, receive appropriate specialized instruction and related services within an age appropriate general education classroom in the school that they would attend if they did not have a disability. National Association of School Psychologists, (NASP) believes that carefully designed inclusive programs individualized to meet the needs of students with disabilities represent a viable and legitimate option on the special education continuum that must be examined for any student who requires special education.” (National Association of School Psychologists, 2007)

To further demonstrate the instruction and racial diversity of our student population, the following statistics describe some 12% of our student body as being identified gifted or talented. Approximately 8% are English Language Learners. 25% are Socio-economically disadvantaged. Our racial diversity can be described as 62% white, 24% Hispanic, 6% Asian, 5% African-American, 2% Filipino, and 1% American Indian or Alaska Native.

Figure 1.0



Lockhurst students consistently outperform API overall achievement compared to their grade level peers across the state of California.

Figure 1.1

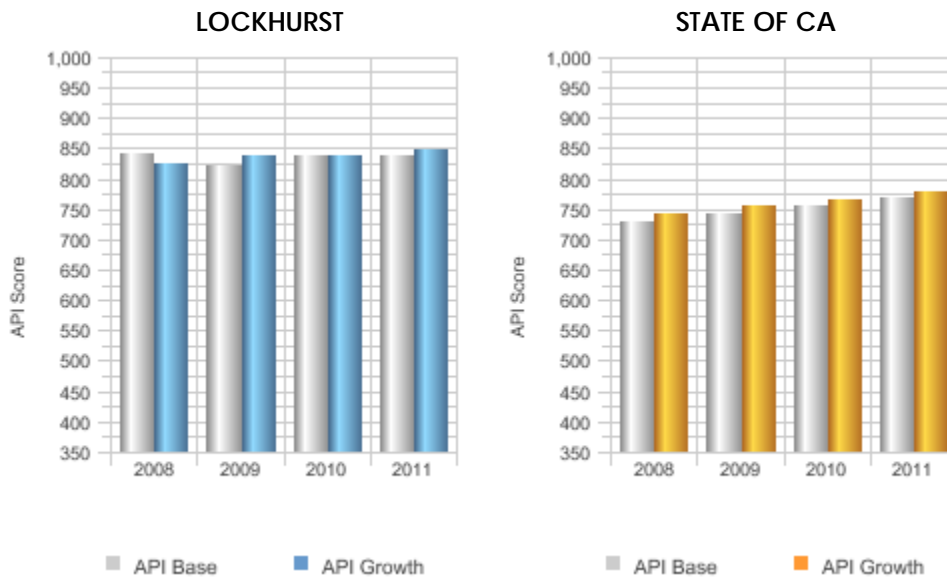
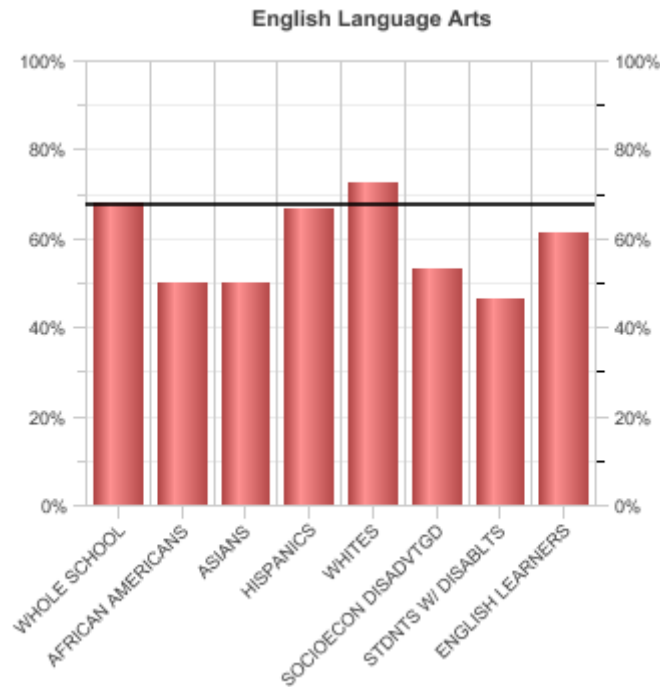


Figure 1.2



Group	2010-2011	
	% P & A	AMO Target
WHOLE SCHOOL	68.10%	67.60%
AFRICAN AMERICANS	50.00%	67.60%
ASIANS	50.00%	67.60%
HISPANICS	66.70%	67.60%
WHITES	72.30%	67.60%
SOCIOECON DISADVTGD	53.10%	67.60%
STDNTS W/ DISABLTS	46.30%	67.60%
ENGLISH LEARNERS	61.30%	67.60%

Lockhurst students are moving towards meeting the annual measurable objective of 67.6% proficient or advanced in English Language Arts. Students will continue to receive tiered support to meet this objective. Ongoing observation of test data drives our curriculum allowing us to identify and address student weaknesses.

Figure 1.3

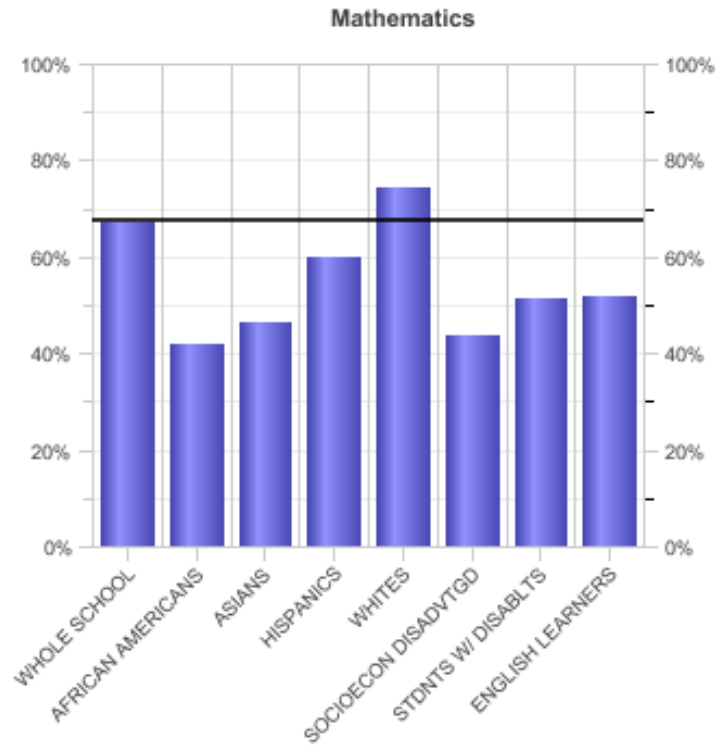


Figure 1.4

Group	2010-2011	
	% P & A	AMO Target
WHOLE SCHOOL	67.20%	68.50%
AFRICAN AMERICANS	41.70%	68.50%
ASIANS	46.20%	68.50%
HISPANICS	60.00%	68.50%
WHITES	74.20%	68.50%
SOCIOECON DISADVTGD	43.80%	68.50%
STDNTS W/ DISABLTS	51.50%	68.50%
ENGLISH LEARNERS	51.60%	68.50%

Lockhurst students are moving towards meeting the annual measurable objective of 67.6% proficient or advanced in Mathematics. Students will continue to receive tiered support to meet this objective.

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Demographic/Academic Achievement of Surrounding Schools Figure 1.5

LAUSD Schools	# of Students	Multi-Track School?	Program Improvement?	Met Schoolwide Growth Target?	Met All Subgroup Growth Targets?	API Score	API State Ranking	Similar Schools Rank	% of Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of ELL Students	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3
Welby Way	614	No	No	Yes	Yes	954	10	2	17%	6%	6%	White 63%	Asian 11%	Hispanic 16%
Pomelo	439	No	No	Yes	No	893	9	3	10%	19%	4%	White 75%	Asian 5%	Hispanic 10%
Haynes	278	No	No	Yes	Yes	910	9	7	30%	16%	12%	White 68%	Hispanic 25%	Asian 5%
Lockhurst	248	No	No	Yes	No	849	7	4	26%	27%	12%	White 62%	Hispanic 24%	Asian 5%
Woodlake	387	No	No	Yes	No	859	7	2	21%	13%	13%	White 67%	Hispanic 19%	Asian 6%
Calabash	212	No	No	Yes	Yes	879	8	2	14%	13%	15%	White 67%	Hispanic 18%	Asian 2%
Charter Schools	# of Students	Multi-Track School?	Program Improvement?	Met Schoolwide Growth Target?	Met All Subgroup Growth Targets?	API Score	API State Ranking	Similar Schools Rank	% of Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of ELL Students	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3
Ivy Academia	900	No	No	Yes	No	846	7	7	16%	6%	5%	White 38%	Hispanic 32%	Asian 6%

An Educated Person in the 21st Century

Lockhurst Drive Elementary Schools believes that an educated person of the 21st century is flexible, creative, and complex with a continuous thirst for knowledge. These individuals are self-confident and self-motivated lifelong learners that are active participants in their community. An educated person of the 21st century is prepared for a multicultural world that is globally interconnected. Being a part of the ever-changing and fast-paced information age, an educated person is technologically savvy, curious, and productive. To be effective in the 21st century, students must be able to exhibit a range of functional and critical thinking skills related to information, media, and technology. This requires knowledge and expertise that is mastered through problem solving, communication, and collaboration. One needs the ability to both collaborate and make individual contributions with global awareness in order to work and contribute to the modern world.

The Instructional Program

The objective of the Lockhurst educational program is to fully develop our student's intellectual and emotional competencies. Students at Lockhurst will take responsibility for their own learning. They will be able to gain valuable information and insights from concrete experiences in order to develop positive problem solving and critical thinking skills. Students will make more efficient and meaningful choices to expand inter- and intra-personal relationships. Lockhurst students will reason, question and inquire. They will apply the scientific method of investigation. Our students will be intellectually flexible and able to think about complex systems whether abstractly or creatively.

Learning Environments

Learning best occurs in an environment that is unbiased and that reinforces effort and provides individual recognition. (Manzano, Pickering, Pollack 2008). All effective instructional models must enhance and engage the cognitive abilities of the students in its charge but at Lockhurst there is also the belief that instruction must positively impact student's beliefs and attitudes about what is possible or what might be achieved. It is through the integration of these efforts that learning is optimized and relevant for most students. Students are encouraged to track their effort versus achievement on a variety of instructional tasks to identify the relationship that often occurs between those factors.

Figure 1.6

Effort and Achievement Rubrics			
Scale: 4 = excellent, 3 = good, 2 = needs improvement, 1 = unacceptable			
A: Effort Rubric		Achievement Rubric	
4	I worked on the task until it was completed. I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident. I viewed difficulties that arose as opportunities to strengthen my understanding.	4	I exceeded the objectives of the task or lesson.
3	I worked on the task until it was completed. I pushed myself to continue working on the task even when difficulties arose or a solution was not immediately evident.	3	I met the objectives of the task or lesson.
2	I put some effort into the task but I stopped working when difficulties arose	2	I met a few of the objectives of the task or lesson, but did not meet others.
1	I put very little effort into the task.	1	I did not meet the objectives of the task or lesson.
What did you learn from this experience?			

Providing recognition as a method to embrace how students learn best may often be confused with the terms, “praise” or “reward.” Although both praise and reward do have some impact on student achievement. Research indicates that reward is most effective when it is contingent on the attainment of some standard of performance. (Manzano, Pickering, Pollack 2008). Recognition is best accomplished when personalized to students, for example rewarding personal best as opposed to only recognizing outstanding performance. This gives all students an equal opportunity to demonstrate task diligence independent of performance score. Lockhurst teachers employ the strategy of Pause, Prompt and Praise. When students are engaged in a cognitively demanding task and are experiencing difficulty, the teacher may ask the student(s) to stop or “pause”. During that brief interruption, the teacher and student(s) may have a brief discussion about the specific difficulty. As a “prompt”, the teacher may provide a specific suggestion for improving student performance. If the student performance improves as a result of the

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implementation of the suggestion or because the student has a renewed concentration on the problem's resolution then "praise" is given. At Lockhurst, we acknowledge that recognition for the attainment of personal goals enhances achievement and enriches motivation.

Our goal for our instructional program is for every child to meet or exceed the standards for his/her grade level. That is, however, only part of the picture. We want to guide students to be balanced in their academic, social, and emotional growth. Despite the many schools that focus academically on a specific curriculum, at Lockhurst our goal is to teach every discipline well and to recognize that each contributes to building a well rounded and informed child. For example our social science curriculum helps every child to have a solid understanding of social systems and his/her place in the world, but that's only the beginning of the journey. Students must understand the interconnectivity of human systems and the mechanisms developed to explain and govern them. In this context, we want every child to be a voracious reader, and to appreciate and practice the craft of writing. We want each child to delve into the mysteries of science and tackle challenging mathematics problems just for the sheer joy of discovery. We want every student to embrace the performing arts as a means of self-expression, both as an audience and a participant. Recognizing that learning is a social activity, we provide opportunities to solve problems and create projects together. Through special school events such as field trips, Welcome Back Family Picnic, Back to School Night, Monthly PTSA sponsored Spirit Nights, Book Fairs, Chess Club, Creative Kids, Cub Reporters, Fifth Grade Field Day, Halloween Parade, Jump Rope for Heart, Cross Curricular Assemblies, LEAP Drama Performances, Movie Night, 100 Day Can Food Drive, Open House, Science Fair, Read Across America, Spring School Carnival, Spelling Bee, Spirit Nights, Spring Sings, Student Council, Talent Show, and Walk a Thon, each student and their family finds their place in the Lockhurst community based on the interests of the family or of the student. As students participate in service learning and community service, each child learns that they can make a difference in their world. This year two fifth graders upon hearing of the difficulties faced by families in the Midwest after recent tornadoes have written a petition to the school administrator requesting permission to organize a fund raising effort to support the families. Their petition will be presented to the School Site Council for determination of how the students might participate in this community service project. It is certainly evident at our Lockhurst community that each student brings special interests and abilities to the classroom and to the school, and our responsibility as a faculty and a supporting staff is to nurture each child, honor their background, and help them tackle their challenges and thrive.

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“A Typical Day at Lockhurst Drive Elementary School”

For over fifty years, Lockhurst Drive Elementary School opened its doors to the children of this small and cloistered community. As the years have passed, former students have grown up and enrolled their own children as Lockhurst students. Others have returned to Lockhurst in a variety of roles including as employees and volunteers. During the course of our fifty years of existence, Lockhurst has not been immune to the passing of time. Time has touched the face of Lockhurst and changed who we are and how we engage in the business of education. Although geographically, we are still tucked away from the main streets and are often only known by the community we serve, we have become an ethnically, linguistically, culturally, and socio-economically diverse school community. We can no longer predict the background or history of our prospective students. Our students come to us from all over the globe. Time has taught us to welcome all families enthusiastically and to identify that today the common thread uniting us must increasingly be the welfare of all children.

With those changes come adjustments, for instance, recently we are beginning to observe an increase in the number of students who need to be dropped off very early in the morning because of having two working parents with early start work days. Lockhurst is in discussion with ‘Before School’ care programs that may provide child care in the morning at our site. Other students begin arriving at 7:30 to enjoy a school breakfast while the majority arrives at 7:45 -7:50 to line up with their classmates and begin animated conversations about their prospective day. The chatter continues until the teachers arrive on the playground and the bell rings to announce that it’s time to go inside and start our day.

Each grade level shares a common daily schedule which allows common activities and collaboration. Excited children move from their homerooms to the computer lab where they design PowerPoint presentations on weather patterns, Excel spreadsheets that compare data about the differences in the classification of animals, and utilize the website Make Beliefs Comix to make comic strips that involve the manipulation of figures and develops the use of dialogue. They enjoy robust and rich vocabulary instruction while engaged in explorations that go beyond direct explanation of the meaning of words and their uses to frequent and varied opportunities for students to think about and use words. This contributes to spirited classroom discussions about both words and text which enhances student’s comprehension and language production. The students troop out to recess where they gather balls from the ball room and have free play in grade level assigned areas of choice. Some choose kickball, volleyball, apparatus, or sensory play areas while others enjoy quiet activities on the grass. Behavior assistants accompany the

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many students with special needs who are fully included but require behavior support to access the curriculum and to successfully engage socially with their typical peers. The assistants coordinate the organization of games that include their supported students for rich recreational activities.

After recess, the students return to their classrooms for math instruction that may involve constructing a dimensional model to compare the common attributes of solid objects, (e.g., position, size, shape, roundness, number of vertices) or to use the results of probability experiments to predict future events (e.g., use a line plot to predict the temperature forecast for the next day). Some students will go to the auditorium for a Theater lesson where they might explore the technique of improvisation and the use of the movement and dialogue to convey setting and meaning. Other students may go to the playground with their teacher for a physical education lesson with coaches from the YMCA. Others will participate in a music lesson with a music teacher, singing folksongs and other choral arrangements and learning to play the recorder. During each instructional day, classes take turns visiting our model library where teachers read selections from acclaimed children's literature and students check out books to take back to their classrooms to enjoy. Some students work in small groups with an intervention teacher in a Learning Lab and other practice their reading fluency skill with volunteers from the Rolling Readers program. Students with IEPs may be assisted in academic areas by the Resource Specialist Teacher. Other students read to a BARK dog, a trained therapy dog that children read to without fear of a judgmental response. The BARK team arrives at the school site with a suitcase with books of different reading levels and a blanket for the dog and child to sit on. The children love to read to the BARK dog, who sits patiently at the side of the student, while hearing the many stories. The students gain increases in both their reading skills and reading self-confidence.

The students will go to lunch (lower school kinder – second grade) from 12:00 – 12:40 and upper school (third – fifth grade) at 12:20 – 1:00. Some students participate in lunch-time enrichment programs such as Lego's Robotics Engineering, Mock trial, Public Speaking and Debate or The Chess Club. All students return to their classrooms after lunch for Social Studies, Science, and Health. Social Studies are grouped in grade level units but the entire school participates in some common themes such as "*The Westward Movement*" where all students spend Friday afternoons in school-alike investigations and events. They may take part in a Pioneer Day, wearing costumes and working with docents from local museums to recreate a day in the life of a pioneer settlement. Students are engaged and curious. They make real life connections from their own ever-broadening experiences to the world around them. They share their

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learning with grade level students from other schools and the community through the internet, collections and displays of artifacts and realia, school wide and through classroom presentations, and documenting their knowledge on the school's website.

Visitors to our school will want to enroll their own children and others will sadly lament that they weren't born more recently so that they too could have enjoyed such a wonderful elementary school experience.

Lockhurst relies upon research based programs which include examination of data, current use of established methodologies, and research published in educational journals. Prior to the beginning of the instructional year, Lockhurst examines 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). Research based practices are applied, which include but are not limited to Specially Designed Academic Instruction in English (SDAIE), critical thinking strategies (Depth and Complexity, Bloom's Taxonomy, Think a Disciplinarian), scaffolding techniques (Thinking Maps, Accountable Talk, and clear expectations), and differentiation of curriculum (tiered assignments, compacting, and novelty).¹

For our English Learners, SDAIE is a teaching approach intended for teaching various academic content (such as social studies, science or literature) by carefully designing instruction (content, connections, comprehensibility, and interaction) that allows students to access the grade level standards. The instruction is carefully prepared so the student can access the English language content supported by material in their primary language and carefully planned instruction that strives for comprehensible input. SDAIE is a method of teaching students in English in such a manner that they gain skills in both the subject material and in using English.

"Specially designed academic instruction in the content areas of the curriculum in the second language adds substantially to the knowledge and vocabulary that students need as a base for comprehension as they read and think in any language (Krashen, 1985). California now uses the terms ELD (English language

¹ The Alliance for Excellent Education New Teacher Center at the University California Santa Cruz (December 2005) identifies these practices, as well as the following, to promote student success: vocabulary and language development, guided interaction, metacognition and authentic assessments, explicit instruction, meaning based content, modeling, use of graphic organizers, and visuals.

development) and SDAIE (specially designed academic instruction in English) to replace ESL (English as a second language) and sheltered instruction. This change has been implemented to more clearly differentiate the teaching of language through content (ELD) from the teaching of content through language that second language students can understand (SDAIE). In both cases, the theoretical model indicates that language and content can be developed together if teachers use the needed techniques to make the input comprehensible (Freeman, & Freeman, 1995)...When limited-English proficient students have intermediate English proficiency, they should be provided full access to the entire curriculum through the careful application of comprehensible language strategies in specially designed academic instruction in English (SDAIE).”²

Lockhurst continues to expand its use of higher level critical thinking skills through the integration of Depth and Complexity and Bloom’s Taxonomy. Depth and Complexity utilizes icons that students are introduced to and apply across the curriculum from kindergarten through 5th grade. The icons represent big ideas, multiple perspectives, patterns, trends, rules, details, ethics, relate over time, language of the discipline, unanswered questions, and across disciplines.³ These higher level thinking skills are applied in our classrooms as students discuss literature, apply mathematical principles, review writing samples, participate in science exploration, relive history, experience the arts, and create assigned projects that combine state standards with these higher level skills. Students are taught to judge with criteria, prove with evidence, determine the relevance, distinguish cause and effect, and note the ambiguity.

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, analysis, synthesis, and application. Students learn the meanings of the words, use them in questioning discussions across the curriculum, and even in developing some test questions for the entire class. As students progress to the higher levels of comprehension, they use the words as concrete anchors and bridge the gap to abstract thinking and open ended questions.⁴ Bloom’s Taxonomy is a model for

² Genzuk, Michael. *Specially Designed Academic Instruction In English (SDAIE) For Language Minority Students*. Los Angeles, CA: Rossier School of Education, University of Southern California

³ Depth & Complexity Icons, OERI, Javits Curriculum Project T.W.O., Kaplan, S. & Gould, B.

⁴ Bloom, Benjamin S., *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co Inc., 1956. Print

differentiating the challenge level of activities based on students' needs. To meet student needs, teachers will use the Bloom's model in developing assignments and activities geared to the challenge level of different students. "Students learn and produce with greater ease when they're using an area of strength" (Heacox, 70). Additionally, "asking students to work in ways in which they're less able helps them strengthen those intelligences and widen their learning repertoire" (Heacox, 70). "The more variety you offer students in the ways you ask them to learn and show what they have learned, the greater the likelihood of reaching more students" (Heacox, 70).⁵

To ensure success for all students, all teachers utilize Thinking Maps as a means of constructing networks of knowledge. With Thinking Maps used as a scaffolding strategy, "Learners construct knowledge as they build cognitive maps for organizing and interpreting new information. Effective teachers help students make such maps by drawing connections among different concepts and between new ideas and learners' prior experience" (Linda Darling-Hammond, *The Right to Learn*). 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 schoolwide use of these tools helps students increase retention of knowledge when reading, provides a means for deeper conceptual understanding, enables greater understanding and the ability to communicate abstract concepts, heighten metacognition and self-assessment, the transference of thinking processes across disciplines, and enhanced creativity and perspective taking. They provide concrete tools for constructing networks of knowledge.⁶

Additionally, teachers utilize Lauren Resnick's Principle of Learning strategies, including clear expectations and Accountable Talk, as supplemental scaffolding strategies. Criteria charts are created with student input and rubrics are used to help define explicitly what we expect students to learn. "With visible accomplishment targets to aim toward at each stage of learning, students can participate in evaluating their own work and setting goals for their own effort" (Lauren Resnick, *Principles of Learning*). 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 the students to use academic language (math

⁵ Heacox, Diane. *Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3-12*. Minneapolis, MN: Free Spirit Pub., 2002. Print.

⁶ Hyerle, David. *Visual Tools for Constructing Knowledge*. Alexandria, VA: Association for Supervision and Curriculum Development, 1996. Print.

vocabulary, data from investigations in science, textual details in literature, and primary resources in history).

According to Julia L. Roberts, Ed. D. and Tracy Inman, "When differentiated learning experiences are provided, all students win. Winning means that each student is learning at appropriately challenging levels and all students are making continuous progress. When this happens, motivation to learn is high, and disciplinary problems are few."⁷ Tiered assignments are differentiated learning activities that are developed based on diagnosis of students' needs. It offers certain assignments to certain groups of students in order to "provide a better instructional match between students and their individual needs" (Heacox, 91). There are six ways to tier assignments: challenge, complexity, resources, outcome, process, product. Compacting curriculum is when the teacher examines a subject area and identifies "content or skills that could be accelerated, eliminated, or preassessed" (Heacox, 137). Teachers can replace standard course assignments with an accelerated interest-based project. The purpose is to eliminate repetition of already mastered skills and/or knowledge, increase challenge level, and to give time for investigating the topic beyond regular instruction. The idea is to motivate advanced learners based on their interests.

The research published by E.D. Hirsch in Beyond Comprehension focuses on the importance of providing the explicit specific background and knowledge required in every subject area to help students fully grasp and understand the concepts being taught. Teachers at Lockhurst practice, recognize and emphasize the development of systematic 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 provide ongoing feedback for teachers to evaluate the effectiveness of their teaching and its impact on learning. Hirsch's research validates that best teaching practices recognize and emphasize systematic teaching of the diverse vocabulary and background knowledge required in each curricular area in order for students to make the numerous connections necessary to fully comprehend and access the content.

During professional development at the school site, teachers work closely together to identify the specific needs of their student population and work collaboratively at grade levels and across grade levels to promote cohesiveness and clear expectations of academic success aligned to the

⁷ Roberts, Julia L., and Tracy F. Inman. *Strategies for Differentiating Instruction: Best Practices for the Classroom*. Waco, TX: Prufrock, 2007. Print.

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state and newly adopted national standards once they are implemented by the CDE. In addition to shared professional development with LAUSD, teachers advance their knowledge through college and university coursework, seminars, and workshops. Kathleen Cotton identifies "The Schooling Practices That Matter Most" in The Association for Supervision and Curriculum Development (2000). Teaching methodologies and instructional strategies are varied according to the standards and student learning objectives, and include, but are not limited to:

- o whole group, small group, and individualized instruction
- o pair-share instruction
- o student centered learning
- o cooperative learning
- o independent work time, research and independent projects
- o the writing process
- o choral reading, chanting
- o team teaching
- o use of manipulatives and realia
- o hands-on inquiry-based learning
- o Depth and Complexity
- o tiered assignments
- o compacting
- o literature circles
- o technology based teaching/Internet
- o Bloom's Taxonomy
- o audio visual opportunities
- o directed instruction
- o thinking maps

Lockhurst teachers and administrators have direct involvement in reviewing, identifying, selecting, and aligning curriculum, materials, instructional activities, interventions, and periodic, formative, and summative assessments that provide multiple pathways for students to meet and exceed the California Content and National Standards across the curriculum. Lockhurst currently uses the California State Standards for Science, Social Studies, Health, and Visual and Fine Arts as the primary source for developing lessons and addressing student learning. National Standards may be used once implemented by the CDE. Students will be tested and graded upon these standards. Lockhurst will continue to identify highly qualified teachers according to NCLB guidelines to implement instructional strategies. Lockhurst will provide professional development to teachers to refine instructional best practices.

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Currently Lockhurst utilizes the same textbooks as other typical LAUSD schools. Lockhurst will determine the degree, extent, and nature of implementation of District programs and adoptions in meeting the unique needs of the student population. Lockhurst does reserve the right to modify and adapt these programs, as well as to adopt different materials, if determined to better meet the needs of the students, as identified by the teachers and administration of Lockhurst. Lockhurst will use only State of California adopted textbook materials as the primary source for instruction. The instructional program will in totality meet the needs of the students by providing a rigorous, standards-based program.

Students will be prepared for the California Standards Test in the spring of each year, as well as the National Exam already in the process of being developed. Results of these tests are analyzed by teachers and administrators to identify the strengths and weaknesses of our students in language arts (listening, speaking, reading, writing), and mathematics. Additionally, teachers of fourth and fifth grade students examine science test data. With this specific student information, teachers collaborate at grade levels to share results, plan instruction, design follow-up, and reflection, and review teaching strategies utilizing all additional curricular textbook resources to promote student growth in meeting and exceeding the standards. Lockhurst has an established record of maintaining high scores and shares the commitment of other LAUSD schools to work toward District goals of improved student achievement. Lockhurst will continue to strive to reach LAUSD adopted benchmarks on the California Standards Test and the future National Standards Test for all subgroups of students.

The highest performing school systems in the world prepare their students to apply rigorous academic content knowledge to real life situations. The end goal is to foster each student's ability to create innovative solutions to complex problems and to bring higher levels of economic prosperity and social cohesion. As a result, these students are better able to lead more productive and prosperous adult lives. Every California student deserves these same opportunities.

In 2010, California adopted the Common Core Standards (CCS) in English language arts and Mathematics, which provide an opportunity for the state to align curriculum across pre-kindergarten through grade 12 to ensure that students are prepared to compete in a global economy. In our increasingly complex society, students need to use knowledge in flexible ways, develop complex reasoning and problem solving skills, and abilities to collaborate and communicate in multiple forms.

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Implementing CCS will require our education system to do things substantially differently from preschool through higher education. The new standards require a more integrated approach to delivering content instruction. The CCS in English language arts are written to include the development of critical reading, writing, speaking, and listening skills in history, science, mathematics, and the arts, as well as in English class. The standards in mathematics are written to include the use of mathematical skills and concepts in fields like science, technology, and engineering. These standards emphasize the ways in which students should use literacy and numeracy skills across the curriculum and in life, engaging in real life applications, analyzing issues, and using knowledge to solve complex problems.

The Common Core State Standards for English–Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects also define what it means to be a literate person in the 21st century. Students who master the standards will be fluent readers, critical thinkers, informative writers, effective speakers, and engaged listeners. They will use technology as a source of information and a means of communication.

The standards are divided into four strands: reading (Reading Literature–RL, Reading Informational Text–RI, Foundational Skills–RF), writing (W), speaking and listening (SL), and language (L). The standards are organized by grade level for kindergarten through grade eight and by grade span for high school. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade specific standards and retain or further develop skills and understandings mastered in preceding grades

The foundational skills standards for kindergarten through grade five foster students’ understanding and knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English language. Phonological awareness, phonics and word recognition, and fluency are the focus of these standards.

THE COMMON CORE STATE STANDARDS: HIGHLIGHTS

Balance reading literature with reading informational text

At each grade level (K-8) and grade span (9-12), the reading standards emphasize both literature and informational texts. Literature encompasses a broad range of cultures, periods, and genres (e.g., stories, folktales, fantasy, realistic fiction, drama, poetry). Informational texts include biographies and autobiographies; writings about history, social sciences, science, and the arts; technical texts (e.g., directions, maps, charts); and digital sources. The following standards illustrate the balance between literature and informational texts.

- Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels or fantasy stories) in terms of their approaches to similar themes and topics. (Grade 6, RL 9.)
- Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography of the same person). (Grade 6, RI 9.)
- Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (Grades 9-10, RL 6.)

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- Determine an author's point of view or purpose in text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (Grades 11-12, RI 6.)

Balance narrative writing with informational, expository writing

Beginning in kindergarten, with children drawing, dictating, and writing, and continuing through high school, students write in different genres, building mastery in a range of skills and applications. Students write for different purposes and use technology to produce and publish their writing. The standards below exemplify the varied genres in which students write.

- Write opinion pieces in which they introduce the topic or name of a book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (Grade 1, W 1.)

➤ Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (Grade 1, W 2.)

➤ Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide sense of closure. (Grade 1 W 3.)

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➤ Write arguments to support claims with clear reasons and relevant evidence. (Grade 7, W 1.)

➤ Write informative/explanatory texts to examine a topic or convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Grade 7, W 2.)

➤ Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Grade 7, W 3.)

Focus on critical analysis of both fiction and non-fiction

Students analyze text for the author’s perspective and purpose, compare and contrast texts, and evaluate evidence used to support the thesis of the text. They use these skills in their own writing and speaking. The standards below are examples of how students apply analysis skills.

➤ Distinguish their own point of view from that of the narrator or those of the characters. (Grade 3, RL 6.)

➤ Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (Grade 6, RI 8.)

➤ Develop claim(s) and counterclaim(s) fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. (Grades 11-12, W 1.b.)

Emphasize vocabulary acquisition across the four strands of English–language arts

Vocabulary acquisition and practice are threaded throughout the four strands, reflecting current research on how students best learn new words. Students practice using new vocabulary in their writing and collaborative conversations about grade-level topics and text. The standards below represent vocabulary standards found in each strand.

- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (Grade 2, SL 1.)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Grade 5, L 5.)
- Use precise language and domain-specific vocabulary to inform about or explain the topic. (Grade 7, W 2.d.)
- Determine the meaning of word and phrase as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.) (Grades 9-10, RL 4.)

Foster oral communication, collaboration, and listening skills

Students learn to express ideas, work together, and listen carefully to integrate and evaluate information. Skills are not learned in isolation, but in connection with reading and analyzing grade-level texts and topics. Technology is used to gather and present information. The standards below convey the range of speaking and listening standards.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information about the topic to explore ideas under discussion. (Grade 3, SL 1.)
- Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and consequences (e.g., consequently and therefore), and provides a concluding statement related to the speaker’s position. (Grade 5, SL 4.a.)

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- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (Grade 8, SL 1.b)
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Grades 9-10 and 11-12, SL 5.)

The Common Core State Standards (CCSS) define what students should understand and be able to do in the study of mathematics. Students who master the CCSS for mathematics will be prepared for college-level courses and possess the skills necessary for success in today's workforce.

The CCSS include a focused and coherent set of standards that provide students the opportunity to achieve proficiency in key topics that are introduced in early grades and built upon in successive years. By focusing on central concepts necessary for the study of more advanced mathematics in later years, students gain greater depth of understanding.

The kindergarten through grade eight standards are grouped by grade level and are organized into domains that vary slightly by grade. Rigor is also infused through the requirement that students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades. The high school standards are organized into conceptual categories. High school mathematics courses should be developed using standards from those categories. One such course that can be offered in eighth grade or in high school, Algebra I, is included in the CCSS. In addition, the CCSS include standards for advanced courses including Calculus and Advanced Placement Probability and Statistics; standards that are intended to prepare students for such advanced coursework in high school are highlighted with a plus (+) symbol. The standards also contain integrated *Standards for Mathematical Practice* that describe a set of skills and processes that all students should develop as part of their study of mathematics.

THE COMMON CORE STATE STANDARDS FOR MATHEMATICS HIGHLIGHTS

Focus on arithmetic and fluency with whole numbers at early grades

The kindergarten through grade five standards provide students with a solid foundation in whole numbers arithmetic (addition, subtraction, multiplication and division), fractions, and decimals. Mastery of these skills prepares students for learning more advanced concepts and procedures in later grades. The CCSS provide students with time to master topics by developing procedural fluency as well as conceptual understanding. Students who achieve fluency with essential math facts involving whole numbers will be better able to focus on more complex skills and algorithms. A representative sample of standards includes:

- **K.OA.2** – Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- **2.NBT.7** – Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- **3.OA.7** – Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g. knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of grade 3, know from memory all products of two one-digit numbers.
- **4.NBT.6** – Find whole number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Fluency with fractions and decimals

Student mastery of conceptual and procedural knowledge about fractions is essential to success in algebra. In grade three, students begin to develop an understanding of fractions as numbers and represent fractions on a number line diagram. Addition and subtraction of fractions are introduced in grade four and multiplication and division in grade five. The standards for grades six and seven extend work with fractions and

develop concepts such as rational numbers and proportional relationships. A representative sample of standards includes:

- **3.NF.2.a** – Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
- **4.NF.3.d** – Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
- **5.NF.2** – Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g. by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.*

5.NBT.7 – Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship

- between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
- **7.NS.2.c** – Apply properties of operations as strategies to multiply and divide rational numbers.
- **7.RP.3** – Use proportional relationships to solve multi-step ratio and percent problems. *Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.*

Algebra readiness by grade eight and established grade eight standards

The CCSS are consistent with the goal that all students succeed in Algebra 1. Students who master the content and skills through grade seven will be well-prepared for algebra in grade eight. Recognizing that all students must continue their study of mathematics, the CCSS moves students forward with grade eight standards that prepare them for higher math, include Algebra 1.

Real world applications using modeling

Throughout the standards, students apply the mathematics they have learned to solve problems that arise in everyday life, society, and the workplace. The *Standards for Mathematical Practice* emphasize this skill and provide specific suggestions for modeling real-world situations using mathematics. The high school standards include modeling standards throughout the other conceptual categories; these standards are identified with a star (★) symbol. A representative sample of standards includes:

- **3.MD.8** – Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
- **F-IF.5** – Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*★
- **G-MG** – Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).★
- **S-MD.5.b** – Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident

FRAMEWORK FOR INSTRUCTIONAL DESIGN

Set Goals

Lockhurst teachers design instruction based on the state standards and the needs and interests of the students. We set goals that are developmentally appropriate for the students, and goals that will bridge the student connections from prior knowledge to new understanding. We keep in mind the affective and social goals that we set for our children and design opportunities for effective cooperative learning and the development of positive interpersonal relationships. We design lessons that foster all kinds of communication, questioning, dialogue, and role-playing.

Use State Standards

Lockhurst teachers and administrators strive to provide a rich framework for the standards so that the content comes alive and is meaningful for students in their everyday lives. We have direct involvement in reviewing, identifying, selecting, and aligning curriculum, materials, instructional activities, interventions, and periodic, formative, and summative assessments that provide multiple pathways for students to meet and exceed the California Content and National Standards across the curriculum. Lockhurst currently uses the California State Standards for Science, Social Studies, Health, and Visual and Fine Arts as the primary source for developing lessons and addressing student learning. National Standards may be used once implemented by the CDE (<http://www.cde.ca.gov/ci/cc/>). Students will be tested and graded upon these standards.

Know Learners

Teachers at Lockhurst design and differentiate curriculum to meet the needs of all learners. There are multiple entry points, extensions, and reteaching opportunities. We design and differentiate curriculum that teaches to the high achieving students while supporting the students at and below grade level by providing explicit instruction, scaffolding, and a variety of instructional strategies that will allow them to access the curriculum successfully.

We design curriculum based on the students' prior learning. We ask students to access prior information so that we know their bases for understanding. We assess students to gauge their abilities in skill areas such as reading, writing, listening, and speaking.

Create Learner Outcomes

We identify clear learner outcomes by noting what is to be assessed, under what circumstances the learning should be demonstrated and what the criteria is for learning to be achieved successfully. We focus on the learning of big ideas and processes that can be applied to various investigations. For example, we teach children how to describe an object by focusing on the qualities of an object such as texture, color, size, and shape. So this skill of describing can be applied to many objects and in many situations. We focus on a big idea such as survival, so that children can apply this notion to many areas of science and social science, from animal adaptation to the Jamestown Colony.

Develop Instructional Strategies and Materials

Lockhurst teachers employ instructional strategies that help all learners access curriculum. English Language Learners and low achieving students benefit from hands-on instruction, the use of manipulatives, songs and chants, realia, field study, cooperative group work, partner work, and multi-media presentations. We provide direct instruction and immediate feedback for particular lessons, ensuring that students grasp the concept or skill before moving forward.

We provide on-going assessment, both formal and observational, and fine-tune pacing and content based on these results. Again, we ask students to recall prior knowledge and draw relationships to what is being learned. Learning must have some sort of personal meaning.

We use social science as the base of our curriculum and a constructivist approach to teaching. These elements clearly assist children in creating both meaning and connections with their learning.

We allow students to access curriculum based on different learning styles by providing, visual, audio, and kinesthetic input. Total Physical Response (TPR) is particularly important for English Language Learners. We decide how portions of the lesson should be best delivered-should students observe, read a text, interview, view a multimedia clip, or receive directed instruction from the teacher. We decide how technology should be best integrated into each lesson.

We use a variety of instructional materials from textbooks to primary sources to Internet sources. Visual support for ideas is very important for low achieving students and English Language Learners. We keep in mind varied skill abilities and gather resources that include varied reading levels.

We teach children to read and think with a critical eye and we teach perspective of learning resources. We teach children where resources come from, the frame of mind of the author, and the author's purpose. We challenge them to be alert to biases, stereotyping, and prejudice in published resources and in the world around them. In addition to this, we teach encourage them to examine multiple perspectives and then create their own.

Implement Instruction

Teachers at Lockhurst create a learning environment that is inclusive and risk free. This is important for low achieving students and English Language Learners. They must feel valued as learners and their attempts at learning and their progress are validated. We value the process of learning rather than the product. We recognize mutual respect is key to creating this environment and we are committed to this goal.

We believe in accountable talk so that children can build conceptual understanding, often with the help of other students through discussion. We question children to get a picture of their misconceptions as well as their understandings.

We provide clear modeling and guided and independent practice to ensure that students develop the skills and outcomes we desire. We give consistent feedback to students about their performance.

We scaffold instruction to support the students who need extra help, particularly low achieving students and English Language Learners.

Assess Learners

At Lockhurst, we assess students in a variety of ways and stress authentic, real-world application of knowledge. We use assessments to adapt teaching strategies and learning activities to help our students become successful. Instruction is driven by the results of assessments to best individualize instruction in the classrooms in order to align with the standards. We strive to move students to proficient and above levels in all academic areas. We assess affective goals as well, such as cooperative behavior and communication.

Teacher and Student Reflection

Teachers and students reflect on the learning process. They self reflect and teachers reflect together during Family meeting about all elements of instructional design. Teachers revise instruction based on reflection and dialogue. Student reflection leads them to develop their own rubrics for assignments and guides them in leading conferences with teacher and parents. Teachers model reflection in the classroom so that the community is reminded that we are all learning and growing.

English Language Arts Curriculum

All Lockhurst 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 National Standards. Students will have multiple opportunities to work and learn independently, in pairs or small groups, and as part of a larger group. These can include but are not limited to literature circles, SRA, Write from the Beginning, and Daily Oral Language activities. Students will make connections, predict, visualize, question, summarize, and evaluate with core or other literary texts and through a variety of cultural perspectives. They will demonstrate critical thinking skills by generating unanswered questions, stating the big idea, and looking at stories from multiple perspectives (Sandra Kaplan, 2011). Lockhurst recognizes the importance of including Culturally Relevant and Responsive Education for diverse learners. Currently, Lockhurst utilizes the Treasures Program as its primary tool for language arts instruction. This program is enhanced with direct instruction in active listening and vocabulary development as well as language arts embedded across the curriculum. We strive to provide a minimum of 2 hours daily to languages arts instruction.

Mathematics Curriculum

At Lockhurst, all students will understand the structure and logic of mathematics. Through interacting with 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 how to approach the steps of problem solving, beginning with identifying the facts, pertinent information, variables and the different ways in which to solve the problem, such as drawing pictures, making diagrams, sets, using manipulatives, or working backwards. Students will be challenged with 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

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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 textbooks that are aligned with the State Framework, State Standards, and National Standards. Supplementary materials and manipulatives will be incorporated to extend conceptual, procedural, and reasoning knowledge. Currently, Lockhurst utilizes the Envision mathematics program from Scott Foresman as the primary tool for mathematics instruction. We strive to provide a minimum of 1 hour daily to mathematics instruction.

Science Curriculum

The science curriculum at Lockhurst consists of concentration on the three strands of Life Science, Physical Science and Earth Science. Students will be instructed using the scientific method to develop hypotheses, to test their hypotheses through observation, investigation, and recording to form conclusions based upon their results. In addition they will test validity based upon repeated results. The science curriculum will be implemented through the use of various materials that 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 the flexibility to incorporate supplementary materials into the curriculum.

Currently, Lockhurst utilizes the Full Option Science Series (FOSS) from Delta Education and its state adopted textbook as the primary tool for science instruction to support students in meeting all state standards. FOSS kits are used in kindergarten through fifth grade. Commercial publications and teacher created materials will also be used as additional resources to deepen students' knowledge in understanding the state standards in science. We strive to provide a minimum of 2 hours a week to science instruction.

History/Social Science Curriculum

The echoes of history and social science are brought to life at Lockhurst through a rich tapestry of activities across the grade levels. The excitement is experienced by fifth grade students at Colonial Day, where students trace paths of immigration that led to the establishment of the colonies, and later to citizenship. Fourth grade students experience the "rush" of those who came to California in search of gold during Gold Rush Day. Native Americans are brought to life in the third grade Native American Exhibit, and through the creation of explorer dolls which

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familiarize the students with those who made earlier journeys to our land. Second grade students bring biographies to life and find the joy in discovering and understanding their ancestry during Heritage Day. Dressed as community helpers, first grade students celebrate and honor those who help in the local community. Nothing can compare to the wonder of kindergarten students as they celebrate Pilgrim Day and use natural resources in their activities as they relive long ago in today's world. Activities and lessons throughout Lockhurst integrate technology, language arts, and the visual and performing arts. In addition to grade level specific academic exploration, the entire school body comes together on Friday for school wide discovery of common historical themes. These shared experiences provide a cohesive bond for our students and families as we jointly participate in a revealing of American and World history. 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 Lockhurst celebrate the commonality of languages, ideas, customs, beliefs and heritage that exist among all cultures, and it enriches their perspectives of the multicultural world in which they live.

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 and visual arts, dance, and theatre into the curriculum to assist every student in meeting and exceeding the content standards.

Currently Lockhurst utilizes the Scott-Foresman Social Studies adopted series for the state of California as the primary tools for instruction for history/social sciences. We strive to provide a minimum of 2 hours a week to history/social sciences instruction.

Arts Instruction

Students at Lockhurst are exposed to all disciplines of arts instruction as outlined in the California State Standards. Through active, hands-on experiences, students explore dance, theatre, music, and the visual arts. Music is presented through weekly music lessons by a music teacher or as in-class instruction. Class sets of instruments that currently are used are recorders and a wide-ranging variety of recorded music for listening appreciation. Theatre is taught through connections to literature, science, and social studies. Opportunities are provided in all classes for

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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 Lockhurst teachers to connect the visual arts across the curriculum. Instruction takes place in the classroom and outdoors. Students learn about dance by learning and performing historically relevant dances and next year will again participate in ballroom dancing. We strive to provide a minimum of 1 hour a week to arts instruction.

English Language Learners

Figure 1.7

Reclassification Rates Over Three-Years

** Results are not available by SLC*

School Year	# EL	# Reclassified	% Reclassified
2008-2009	36	3	8.30%
2009-2010	30	1	3.30%
2010-2011	36	6	16.70%

Lockhurst currently follows the LAUSD Master Plan for the Education of English Language Learners as a guide to provide opportunities for non-English speaking students to become proficient in English. Based on their response to the Home Language Survey at the time of enrollment, parents are informed that their child's English proficiency will be assessed using the

CELDT to determine identification and eligibility for EL services. Due to the small number of ELL students at our school, ELL students receive supplemental instruction, intervention, and assistance in their regular education classrooms. Teachers use the "Into English" program as well as other supplementary materials. Additionally, teachers have been trained in effective classroom practices (such as SADAIE and sheltered English) for meeting the needs of ELL students and receive ongoing professional development to further knowledge of current research and strategies.

The goal is to help English learners achieve academic proficiency in the English language, master academic standards in all areas of the curriculum, and to develop self-esteem and a positive self-concept.

Figure 1.8

Prior Yr CELDT Level	Number in Proficiency Level Prior Year	Percent in Proficiency Level	Number Meeting Growth Target	Percent Meeting Growth Target
BEGINNING	48	15.40%	37	77.10%
EARLY INTERMEDIATE	68	21.80%	52	76.50%
INTERMEDIATE	164	52.60%	77	47.00%
EARLY ADV/ADVANCED: NOT ENGLISH PROFICIENT	17	5.40%	4	23.50%
EARLY ADV/ADVANCED: ENGLISH PROFICIENT	15	4.80%	12	80.00%
Total	312	100.00%	182	58.30%

Progress is monitored by a yearly CELDT examination, and teachers use the LAUSD ELD portfolio folders to monitor students' progress for each reporting period. Parents are notified of both the students' progress towards ELD standards as well as progress towards ELA standards. When the child progresses through the 5 levels of ELD, and scores an overall average of 4 or 5 with no sub-area below 3 and scores Basic on the CST ELA portion, the child is ready for reclassification. On the 2010-2011 CST, 61.3% of ELL students scored proficient or advanced on the English Language Arts portion, as compared with 12% of ELL students District-wide. Similarly, in Mathematics, 51.6% of ELL learners scored in the proficient or advanced category, while 23% of ELLs in LAUSD scored proficient or above.

Socioeconomically Disadvantaged Students

With 17% (approximately 134) of students identified as socioeconomically disadvantaged (SED), Lockhurst strongly supports this at risk population. Students are identified through the free and reduced meal program.

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Lockhurst supports socioeconomically disadvantaged students and families through:

- o in-school intervention classes with directed and focused second instruction
- o after school intervention
- o direct instruction of social skills in the classroom
- o arts instruction and weekly music instruction
- o El Camino High School Tutoring program to provide no-cost academic support after school
- o Mentor Program to provide additional teacher support throughout the year
- o Identification of community resources to fit needs of students and their families

Low Achieving Students

Lockhurst is committed to maximizing the learning potential for low achieving students. High expectations are held for all of our students, and students who are identified as low achieving receive all of the additional scaffolding, resources, and strategies at our disposal to address the particular, individual needs of low achieving students, while maintaining high standards. Lockhurst firmly believes that all students are capable of succeeding. This is realized by providing multiple opportunities and pathways for low achieving students to access the curriculum, make it comprehensible, and improve their potential for achievement. At the beginning of the school year, the principal identifies low achieving students and alerts the respective teachers of those students in order to closely monitor their progress and improvement. This information is used to help teachers to plan teaching methodologies, collaborate with colleagues to support student learning, and to target instruction to provide maximum opportunities for learning and growth. A portfolio is created for each student to monitor progress toward achieving grade level standards. Throughout the year, the principal is actively involved through communication and classroom visits to help monitor and assist the progress of the low achieving students. The goal is to have students transition from low achieving status into the proficient level of achievement on the CST.

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To reach this goal, students receive specific, concentrated instruction in their identified areas of need. Teachers address the needs of low achieving students with the use of quality first teaching and the three tiered approach to RtI². This approach includes Tier 1: Core Curriculum and Instruction, Tier 2: Strategic or Supplemental Instruction and Intervention, and Tier 3: Intensive Instruction and Intervention. Strategies may include individual, pair, and small group instruction, pre-teaching and re-teaching of curricular content, repetition, and additional time and practice to grasp concepts. These instructional strategies, along with the reflective model, are implemented with high intensity, duration and frequency as needed. Lockhurst's Learning Center is staffed by an intervention teacher who works directly with classroom teachers to provide in-class support and intervention outside of the classroom. Additionally, low achieving students receive support from a weekly afterschool tutoring program. Student Success Team (SST) meetings are held with the classroom teacher, parents, the resource teacher and an administrator. Together the team gathers information, identifies needs, and creates a plan to help the student access the curriculum successfully in the classroom.

Gifted and Talented Students

At Lockhurst, many students demonstrate higher level thinking skills and the ability to achieve beyond grade level standards, as is evidenced by the fact that 25% of our student population is identified as gifted and talented. Students are identified through second grade OLSAT testing, two consecutive years of CST scores in the advanced range, and in fourth and fifth grade, qualification in a single subject. Additionally, students who demonstrate advanced abilities are referred by the classroom teacher to the gifted coordinator for intellectual testing. When GATE testing is completed at the school site, processing will be completed by LAUSD GATE office. Students who meet the high achievement criteria and the single subject criteria will be identified by the gifted coordinator.

Students who demonstrate high achievement but who do not qualify for official identification will be offered the same opportunities as identified GATE students. Differentiated instruction, which meets or exceeds state and national guidelines, occurs school-wide. Teachers receive extensive professional development in the use of Depth and Complexity icons, Bloom's Taxonomy, Thinking Maps, Critical and Creative Thinking Skills, and current research-based developments in educating the gifted and talented student.

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Lockhurst emphasizes higher-level thinking skills by providing students with many opportunities to study the core curriculum with increased depth, complexity and novelty. Classroom differentiation allows for individualized extensions of the curriculum, creative problem solving activities, and acceleration and compacting of the curriculum when appropriate. Students are encouraged to demonstrate their learning in creative and innovative ways which reflect the 21st century learner. Technology is used to help extend the curriculum with classroom computers and a computer lab. Additional higher-level learning opportunities include independent and small group projects and investigations, and independent subject groups, wherein students work with challenging and above grade level materials. Student progress in the GATE program is assessed on an annual basis using LAUSD assessment tools. In 2010-2011, 100% of Lockhurst GATE students scored in the proficient or advanced range on the English Language Arts section of the CST and 92% achieved the proficient and advanced levels in Mathematics.

Special Education

The District shall continue to serve the needs of special education students enrolled in the 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.

Conversion Affiliated Charter

1. Charter School Special Education Responsibilities

a. General Requirements

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

The 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 Charter School.

The Charter School will adhere to the requirements of the *Chanda Smith* Modified Consent Decree and court orders imposed upon the

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

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

The 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 Charter School will participate in internal validation review (DVR).

The Charter School is responsible for the management of its, personnel, programs and services. The 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 Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the Charter School.

b. Transferring Students

For students transferring to the Charter School from District schools or District affiliated charter schools, the Charter School will provide those related services required by the students' IEPs immediately upon the students' enrollment.

For students transferring to the Charter School from other school districts, the Charter School shall provide related services required

by the students' IEPs upon the students' enrollment regardless of the type of service provider (school, NPA or private). IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with state and federal law.

c. Assessments

The referral process shall include Student Success Team (SST) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI²) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent's request for assessment, the 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 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 Charter School concludes that there are suspected disabilities, the school must develop an assessment plan for each student with suspected disabilities within the 15 day timeline. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The 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

In the event that the Charter School is unable to provide an appropriate placement or services for a student with special needs,

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

e. Least Restrictive Environment

The 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 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 Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

f. Staffing Requirements

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

g. Student Discipline/Inclusion

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

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 Charter School's outreach efforts should be geared toward aligning with the District-wide average. The 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 provide the Charter with MCD reports indicating range of services and number of students served at individual Charter Schools.

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to the Charter Schools including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance Complaints. The 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 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 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. The Charter Schools will contribute their fair share of SELPA-wide unfunded special education costs from their general purpose block grant monies.

5. District Responsibilities Relating to Charter School Special Education Program

As long as 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 Charter School staff.

Modified Consent Decree Requirements

All 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 eighteen statically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

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As part of fulfilling the District's obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District's current Student Information Systems ("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:

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

The District is currently in the process of developing an Integrated Student Information System ("ISIS") as required by the MCD. Although most charter schools are not currently utilizing the District's current SIS, the MCD requires all charter schools to implement the use of ISIS once it is developed.

Implementation Plan

Lockhurst follows the traditional track school calendar. All classroom instruction will be based on California State Standards. Language Arts and Mathematics instruction will conform to the National Standards (California Core State Standards, CCSS) adopted by California in August, 2010. Instruction in all areas will be planned and delivered in a timely manner to ensure all students access to the required curriculum. All teachers will meet regularly throughout the year in grade level teams to plan study units. 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 provide teacher assistance in all grade levels to provide individual student attention, to increase the integration of technology, to provide professional development, and to purchase supplemental curricular materials. **Professional Development**

Professional Development at the school site is the responsibility of the school principal. District initiatives are at the core of the District professional development. This includes, but is not limited to State or Federal mandates, Response to Instruction and Intervention, English Language Learners, Mathematics, and English Language Arts Instruction. It is the principal's job to deliver, document and submit completion of the mandated District and state professional development. Welby Way will draw upon professional experts, LAUSD personnel, as well as our own teaching staff's expertise. Professional development will focus on the areas of technology, innovation, character education, response to intervention, English Language Learners, Differentiation Strategies, and Special Education.

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)

Academic Performance Index/Adequate Yearly Progress/CST scores

As a LAUSD neighborhood school with affiliated charter status, Lockhurst’s achievement will be measured in the same manner as any typical elementary school that is part of LAUSD using CST as a measure to determine growth and achievement. District Periodic Assessments will be used to evaluate student learning in both English Language Arts and in Mathematics on a periodic schedule to coincide with district-wide protocols. Grade level and school designed innovative assessment tools will also be used to measure student outcomes.

The California Department of Education provides API reports as part of the Accountability Progress Reporting (APR) system. The APR system provides an integrated approach to reporting results for the state and federal accountability requirements and includes information about Lockhurst and numerically significant subgroups. Lockhurst Elementary School relies on the state of California to provide API information for this charter implementation.

Annual Percentage Index (API): A comparison of Lockhurst, Los Angeles Unified and the State of California. The API is used in meeting state requirements and as one of the federal AYP (Adequate Yearly Progress) requirements under NCLB.

The academic achievement outcomes to be measured by Lockhurst will focus on students’ development of basic skills and conceptual understanding of the four core content areas of English/Language Arts, Mathematics, Science and Social Studies (in addition to ESL for qualifying students). Outcomes will include knowledge acquisition, problem solving, and reasoning skills in each of the core content areas. The measurable outcomes in all academic areas will be aligned with the California State Standards. Lockhurst will strive to meet the AYP goals, set forth by the state, for all subgroups, which is 74% proficiency by the year 2013-2014.

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The students of Lockhurst will continue to be assessed through teacher observation, portfolios, work samples, homework assignments, checklists, rubrics/criteria charts, and teacher-created tests. Review of district periodic assessment results will allow teachers to focus on small group instruction for students with similar needs in language arts and mathematics. These assessments/notes will continue to be kept on file both in the office and by the teacher to track student achievement and growth. As mandated by NCLB, assessments are used to identify students not meeting benchmarks.

In an effort to have all students become successful, the principal will compile an ongoing record to track students at risk, or scoring Basic, Below Basic, or Far Below Basic. The list will assist teachers in team planning during grade level meetings. Intervention will help support student learning and appropriate teaching methodologies will be utilized. It is the goal of the instructional program to have students score in the proficient or advanced range on the CST and teachers will apply best practices to ensure each child's success.

In accordance with LAUSD policy, all EL students will be held to the high expectations of completing one ELD level per year and advancing one level per year on the CELDT. EL students will be identified through the use of the LAUSD home language survey, teacher observation, and CELDT test. Students not identified EO or IFEP, will take the CELDT annually and need to move through the LAUSD EL portfolio levels 1-5. The goal of Lockhurst School is to increase the percent of English Learners scoring early advanced and advanced on the CELDT by 5% as well as to increase the EL proficient or advanced status in ELA on the CST by 2% annually.

Responsibility, perseverance and initiative are the lifelong values and ethics that are an integral part of the educational experience at Lockhurst. The ultimate goal is to cultivate students who are lifelong learners and contributing members of society.

Students culminating from Lockhurst will demonstrate the following through their words and actions:

- o the ability to overcome obstacles through observed perseverance
- o emerging independence by being active and responsible participants in their learning
- o the courage to accept challenges and risk trying the unknown through discussion and problem solving strategies
- o attend school regularly as recorded in attendance records
- o make better choices by learning from their mistakes and gaining wisdom for the future
- o

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- o complete homework and class assignments as directed, and recorded in progress reports
- o strive for academic excellence by practicing scholarly work habits such as attending, participating, studying, and completing quality work and products as measured and observed by their teachers, and themselves
- o demonstrate citizenship by participating in activities that benefit their classrooms, schools, communities, and beyond

Student Attendance

School attendance is extremely important for students to make adequate yearly progress. As such, Lockhurst will adopt the attendance goal set forth in the LAUSD Performance Meter for All Youth Achieving in attendance, which is 100%. Parents and students are accountable for ensuring student attendance. Attendance rates at Lockhurst are in the 70% range. We will follow the District policy and procedures to raise our attendance percentage. Our RTI for attendance is as follows:

- o Targeted/Intensive Group - 3 to 5% of the school
 - 25+ days – FBB
 - intensive interventions, specific and individualized plans, educational alternatives/options, case-manager/mentor support
- o Selected Level (At Risk) - 10-15% of the school
 - 87-91% in-seat (15-22 days) = Below Basic
 - 92-95% in seat (8-14 days) = Basic
 - re-teach attendance, systems of identification, student/family supports (SST), documentation and monitoring, Student Attendance Review Team (SART)
- o Universal Level - 75-85% attending 96% of the time (7 absences or less)
 - 96%+ = Proficient
 - 100% = Perfect Attendance
 - teach importance of attendance, reinforce good habits, positive school climate, communicate goals, attendance plans

We plan to continue and hold parents and students accountable for regular daily on time attendance. When a problem arises, a meeting with the parents will be held to determine reasons for absences and to provide assistance to alleviate the problem. Attendance is reported three times per year on the progress report, but parents will be informed about excessive tardies and absences monthly. Phone calls and letters will be mailed home on a periodic basis as needed.

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)

Goals of the Program for the Next Five Years

- Increase the percentage of students scoring proficient or advanced on the CST in Mathematics by 5% prior to the end of the renewal
- Reduce the percent of students scoring below basic and far below basic on the CST in ELA and Math by 5%
- Increase the percent of English Learners scoring early advanced and advanced on the CELDT by 5%
- Decrease the achievement gap between white students and African American and Hispanic students by 10% by the end of the charter petition
- Adjust the ratio of computer technology from 2:1 to 1:1 in 3rd, 4th and 5th grades
- Have at least 75% of our students in grades K – 5 score a “3” or “4” on the LAUSD rubric in the core curriculum areas in each grading period

Student outcomes are measured through ongoing diagnostic, formative and summative data (CST, CORE K12, MyData, and District adopted texts and assessments in social studies and science). Teachers begin each year by assessing the skills the students have at the beginning of the year. These inventory tests are a combination of teacher created materials, LAUSD adopted materials, and commercially available materials related to specific units of study or skill development, such as Marilyn Burns and Marcia Tate publications. The results are evaluated by the classroom teachers during grade level meetings and are analyzed with emphasis on the grade level standards and performance on the CST. A course of action and response is identified as a way to map the curriculum units to meet the identified needs of the students and monitor their progress throughout the school year during professional development meetings, both at grade level and school wide. This information will be used in addition to performance on additional teacher created tests, commercially available tests, publisher tests, portfolio assessments, rubrics, projects and IEP goals to determine student progress three times per year on the progress report. This process for conducting student assessments is pursuant to ED§60602.5.

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Students will be graded using the LAUSD scoring guides for kindergarten through 5th grade, using the 4 point scale. Lockhurst will use a District approved report card. Parents will be informed of student achievement with progress reports five weeks before each report card. Reports cards will be distributed three times a year. Formal parent conferences will be held once a year and as needed to support academic progress, social well being and student responsibilities. Parents will learn about grade level and teacher expectations during the scheduled Back to School Night at the beginning of the academic year. Parents will be informed by emails, phone calls and informal conferences when a child needs more support.

In an effort to have all students become successful, the principal will compile a longitudinal study of students at risk, scoring Basic, Below Basic, or Far Below Basic on the CST. Additionally, data from the Language Performance Assessments and Quarterly Math Assessments from each grade level will be evaluated. This study will be used to determine at risk students targeted for intervention. It will be used by teachers at grade level meetings to help support student learning, to apply appropriate teaching methodologies, and to be a guide in monitoring progress. It is the goal of the instructional program to have all students score well enough on the CST to be removed from the intervention list.

The LAUSD District initiative for all students to be proficient in English Language Arts and Math by the 8th grade is the impetus for the vertical articulation between 5th grade and the Middle School. These articulation meetings are planned and scheduled with Hale Charter Academy. Areas of need are identified from student scores on in-house tests, CSTs, and periodic assessments, and then a course of action is planned by the coordinating council team. Success will be measured by having at least 75% of our matriculating students entering the Middle School proficient in English Language Arts and Mathematics.

Language Arts periodic assessments are used to assess student progress in English Language Arts. These benchmark assessments are used at specific intervals to monitor student achievement. District materials, additional teacher-created and commercially published unit tests are used to assess student achievement and to inform instructional practice at the completion of individual units. Results of these assessments, possible interventions and re-teaching topics are discussed at grade level meetings.

Assessment data is used to inform instruction and professional development on an ongoing basis. Teachers and administrators are directly involved in identifying and aligning curriculum, instructional

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materials, interventions, and periodic and formative assessments with the goal of meeting and exceeding the California and National Standards. As part of this process, Lockhurst 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 Lockhurst. The Local District Superintendent in cooperation with Lockhurst'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.

ESL students 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. Lockhurst is committed to improving outcomes for students historically at risk and developing ways to decrease the achievement gap among these populations. Teachers at Lockhurst will use a State Adopted ESL program for at least 40 minutes per day to deliver a high quality, rigorous ESL program for qualifying students. In keeping with LAUSD policy, ESL students in the fifth grade will be given the Diagnostic Placement Inventory for appropriate placement in Middle School.

Students at Lockhurst will demonstrate their knowledge and skills through an array of assessments; including but not limited to teacher created and commercially available performance assessments, diagnostic assessments, formative and summative assessments. Students will take assessments at the beginning of units, as well as at the end of units according to the specific teacher timetable and area of study. CST assessments will be taken at the same time as other LAUSD schools. Lockhurst follows District required testing calendars and procedures through the use of all state mandated assessments. CELDT tests will be taken by students with a language other than English on the Home Language Survey as well as teacher observation.

Testing

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

ELEMENT 4 – GOVERNANCE

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

The Charter School is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over Lockhurst. There shall be agreement between the charter school and the District as a sponsoring agency detailing operational funding levels. Governance at the school site level shall be in accordance with the provisions of this petition and will be consistent with all applicable state, federal laws and regulations and the provisions of collective bargaining agreements. Any governance model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and 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 Lockhurst changes from affiliated charter status to independent charter status, Lockhurst and/or its non-profit corporation will be a separate legal entity and will be solely responsible for the debts and obligations of the Charter School. If Lockhurst changes its status to an independent charter school, Lockhurst shall submit a petition for material revision with articles of incorporation and bylaws for District’s approval.

Lockhurst Charter Elementary School will operate as an affiliated charter school within the Los Angeles Unified School District. The Los Angeles Unified School Board is the governing body for Lockhurst. The school site governance structure is the Lockhurst Leadership Council where decisions are made that involve various aspects of the school within the authority of the Local District Superintendent and LAUSD Board of Education. The Lockhurst Leadership Council’s actions and decisions shall be bound by the decisions of the Local District Superintendent, Los Angeles Unified School Board, LAUSD policies and procedures and State laws applicable to charter schools. The District reserves the right to appoint a non-voting single representative to the Charter School governing council.

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

- o categorical block grant budget
- o curriculum/instruction
- o personnel selection pursuant to District policies and procedures

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- o scheduling of school events
- o determination of site level calendar
- o implementation of student admissions and/or enrollment policies in accordance with the District policy
- o student conduct
- o community relations
- o categorical block grant management
- o school operations

All attempts will be made to gain consensus, the preferred method of decision-making. In the event that consensus cannot be reached, decisions can be reached by a quorum. Any decision made cannot impact LAUSD personnel including; salaries, health benefits and job security. LAUSD personnel issues will be dealt with according to the Collective Bargaining Agreements between LAUSD and the respective bargaining unit.

This Leadership Council, also known as our School Site Council, shall consist of 10 members: Principal, 1 classified representative, 4 teachers (including the teacher union chapter chair), and 4 parent/guardian representatives. Council members are elected for 2 year terms. The District reserves the right to appoint a non-voting single representative to the Charter School governing council. The Lockhurst Leadership Council operates under its bylaws and may from time to time revisit the policies and procedures and amend its bylaws accordingly.

Members of the 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. Lockhurst will participate in any and all audits and inspection of records as would any other typical LAUSD elementary school. 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 Lockhurst Leadership Council and committees shall comply with the Brown Act and meet at least 8 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 published in the school newsletter, on the website or on the school marquis at least 72 hours to one week in advance. In addition, an agenda for each meeting will be written in the school newsletter or posted online at least 72 hours to one week prior to the meeting. Each

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year, the Leadership Council will vote for a chairman, a secretary, and a parliamentarian. Minutes of each meeting shall be taken and available for review online upon approval. Every person has a right to inspect and copy these public records.

Lockhurst recognizes that the Principal is the school leader. In the event that the Lockhurst Leadership Council should take a vote of non-confidence in the school Principal, selected from an LAUSD provided list, the LAUSD will work with the Leadership Council to change the principal in accordance with the appropriate collective bargaining agreement and District policy.

The work of the Lockhurst 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 and a parent representative will serve as an advisor. All committees must have both parent and teacher representation. The principal shall be a member of each committee. All committee meetings will be open to the public and meeting notices advertised one week prior. 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 of a child enrolled at Lockhurst can nominate themselves as a candidate to sit on a committee for the at large 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 position of parent at large through a quorum vote.

Staff members are elected by their peers to sit on committees during a staff meeting. The representatives must be confirmed by the Leadership Council with a quorum vote. It is noted that each committee is headed by a Leadership Council teacher that will be selected and ratified by the Leadership Council at the first meeting of the new school year. Committees meet at least four times per year, but when circumstances arise, it is expected that committee members meet to address any pressing need.

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

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costs associated with the operation of an affiliated charter school serving a population of students Kindergarten through fifth grades. The Charter School will open with grades K-5 and remain at that level in subsequent years. The Charter School budget will flow from the LAUSD and be allocated to Lockhurst. At present the District does not provide Lockhurst with three-year financial projections. The District ensures adequate cash flow for Lockhurst. The School will be operated as an affiliated charter with LAUSD. As a District affiliated charter school, Lockhurst will be afforded resources in the same manner used for funding all District schools. As an Affiliated Charter, Lockhurst will continue to receive fiscal support from the local District for transportation costs for students with a disability when transportation is a related service. Lockhurst does not invest funds and deposit any received funds through the District process.

Budget decisions will also be made by taking into account the priorities of the school as well as the parent community. Prior to creating budgets for the upcoming fiscal year, a survey will be distributed to the Lockhurst parent community to determine their goals with respect to the school's educational program. The results of this survey will assist the committee in determining how the budget for the upcoming year might be allocated.

Lockhurst will participate in any and all audits and inspection of records as would any other typical LAUSD elementary school. Lockhurst will be subject to District oversight and that this oversight shall continue throughout the life of the Charter School. Oversight also includes monitoring of the Charter School's progress and attainment of measurable pupil outcomes, as well as adherence with all applicable laws and regulations, court orders, and the terms of the charter, and financial reporting requirements. Lockhurst will also expect that oversight shall include a review of the school's performance in the areas of academic achievement, governance, organizational management, finance, and the attainment of applicable benchmarks as well as a review of adherence with applicable law, regulations, and the terms of the charter. It is also understood that the District will identify the school's strengths, underdeveloped areas, develop specific goals to facilitate year-to-year oversight, and review the school's self study process to facilitate school improvement.

Lockhurst will comply with the District policy related to Charter Schools, including the Affiliated Charter Schools bulletin, as it may be changed from time to time. In the event that the charter needs to be amended, the Lockhurst 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

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Charter Division for approval from the LAUSD Board within the legal timeline.

Grievance Procedure for Parents and Students

As a District affiliated charter, Lockhurst shall comply with District's Grievance policy and procedure for Parents and Students.

Responding to Inquiries

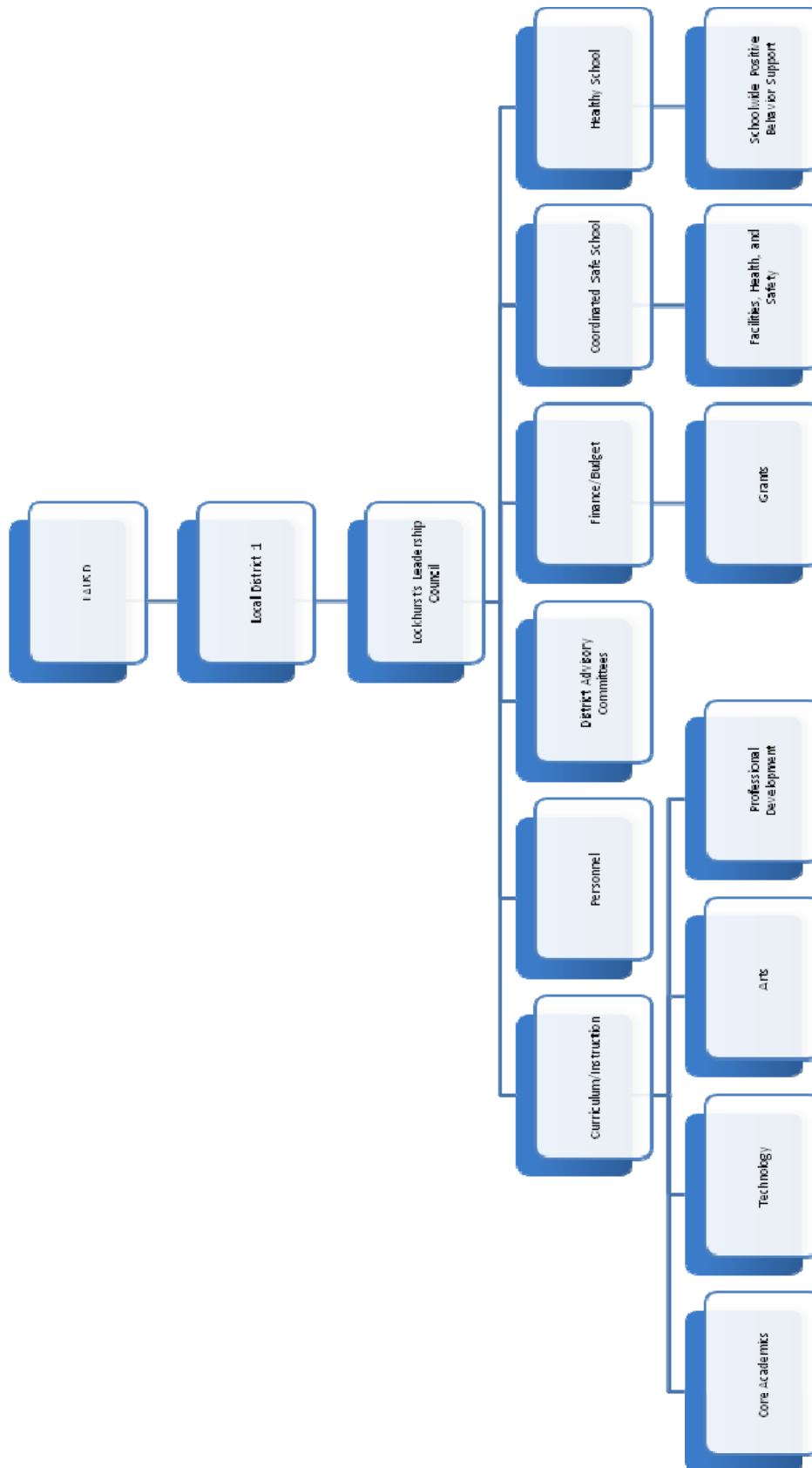
- Lockhurst shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records. Lockhurst acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.
- If an allegation of waste, fraud 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 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 Lockhurst.

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Lockhurst Leadership Council



Advisory Committees for the Lockhurst Leadership Council

Leadership Council

- 3 Teachers
- 4 Parents or Community Members
- 1 Classified Staff Member
- School Principal

Curriculum/ Instruction

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

Chair – Principal
Membership – 1 Teacher per grade level
1 Parent Advisor
1 UTLA Teacher Representative

Personnel

- Certificated
- Classified

Chair – Principal
1 Teacher
1 UTLA Teacher Representative
1 Parent Advisor (depending on the school's vacancy)

District Advisory Committees

- District Advisory Committees as needed (ELA, CEAC)

Finance/Budget

- Oversee categorical block grant

Chair – Principal
Membership – 1 Teacher
1 Parent
1 UTLA Teacher Representative
School SAA

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Coordinated Safe School

- Facilities, Health and Safety
 - Visitor Policy
 - Traffic
 - Facilities and Operations
 - Emergency Procedures

Chair – Principal
Membership – 2 Teachers
1 Parent Representative
1 UTLA Teacher Representative

Healthy School

- Schoolwide Positive Behavior Support
 - Behavior Expectations
 - Anti-bullying
 - Nondiscrimination
 - Attendance
 - Physical Education

Chair – Principal
Membership – 2 Teachers
1 Parent Representative
1 UTLA Teacher Representative

**All certificated staff members are automatically members of the Curriculum Committee and the Coordinated Safe and Healthy School Committee*

Liability

All members of the Lockhurst Drive Elementary School Leadership Council shall be defended and indemnified by the LAUSD for all acts and omissions occurring in the course and scope of their Leadership Council duties and deliberations. Whether a particular act or acts are within the course and scope of a Council member's duties depends on the unique circumstances of each particular case. Insurance liability and legal issues are to be dealt with collectively and individually. It is the responsibility of Lockhurst Drive Elementary to contact respective divisions in the District.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

Lockhurst 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

Lockhurst Drive Elementary School will abide by District policy, procedures, and collective bargaining agreements for employee selection. The school will make its recommendations to the Local District Superintendent who will make the final decision. Lockhurst has a policy of recommending the most qualified candidates in all job positions for employment. All full-time classroom teaching positions at Lockhurst shall be filled by NCLB highly qualified credentialed employees. All administrative positions at Lockhurst shall be filled in accordance to District and personnel commission policies and filled by individuals with the appropriate credentials for such administrative positions. Credentialed administrators will be recommended to the Local District Superintendent for a final determination. While Lockhurst recommends employees through an interview process and in accordance to District and personnel commission policies, the District is the employer and all candidates must be processed through the District. As an affiliated charter school, Lockhurst Drive Elementary School will abide by all present and future employee-related contractual agreements with UTLA, AALA, Local 99 and other collective bargaining units and LAUSD. All employees shall be compensated according to District contracts and the respective collective-bargaining agreements. Staff are subject to District decisions regarding reduction in force and layoffs.

LAUSD credential office will maintain all copies of teacher and administrative credentials to be readily available for inspection. Lockhurst teachers are able to utilize the LAUSD credential office to assist with any credential issue that might surface.

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Background checks are conducted through LAUSD as the official employer of staff at Lockhurst Drive Elementary School. Background checks are assumed by LAUSD and must take into account any and all LAUSD union contracts and collective bargaining agreements with regards to privacy and permissibility.

Personnel

Lockhurst 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.

Certificated Personnel

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

Classified Personnel

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

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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, Lockhurst will have autonomy in assigning positions to specific working basis.

Professional Development

In addition to any District-mandated professional development, Lockhurst 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 Lockhurst will, in turn, be funded by the District consistent with its practice for other District schools.

Administrative Selection Procedures

Lockhurst Drive Elementary School shall adhere to all applicable court mandates, state and federal laws, district and personnel Commission policies, and collective bargaining agreements with regard to recommending for selection its own administrative staff and shall not discriminate on the basis of ethnicity, national origin, religion gender, age, disability, or sexual orientation. When a principal or assistant principal is needed for Lockhurst, an Interview/Selection Committee shall be selected and approved by the Lockhurst Leadership Council. Said committee may include, but is not limited to, the UTLA chapter chair, two veteran teachers of at least three years experience at Lockhurst, three parents of current students and a classified representative whose primary duties are school based operations.

The application for a new administrator will be filed in accordance to District and personnel commission policies. The applicant(s) will be interviewed by the selection committee and the selection committee will be authorized, by consensus or at least 75% majority vote, to decide which applicant will be recommended for employment to the Local District Superintendent. Upon employment, all administrative candidates will be subject to LAUSD evaluation procedures from Local District personnel. In the event that LAUSD permanently reassigns an

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administrative employee of Lockhurst, the Lockhurst Leadership Council shall be notified by LAUSD as soon as possible. Upon notification, the selection committee will begin the selection process to fill the vacant position according to the process identified above and consistent with District policies. Upon employment, the principal candidates will be expected to:

- provide assistance, guidance and supervision in instructional practices and curriculum development
- visit classrooms regularly and provide timely feedback on instructional practices
- provide leadership for identifying goals for student achievement and to monitor and share progress of students identified at risk
- develop partnerships among students, parents, community members, teachers, and support staff
- provide timely information to teachers, parents and the school community about school affairs
- oversee the instructional program
- utilize a shared decision making format with the Leadership Council and respective committees
- provide opportunities for professional growth
- assist with student discipline
- attract new resources to the school
- oversee business practices of the school
- monitor the expenditures of all school funds in accordance with federal, state and district guidelines
- maintain regular, punctual attendance
- maintain professional appearance and attitude
- evaluate performance of certificated and classified personnel in alignment with collective bargaining agreements
- maintain a school climate that ensures the safety, health and welfare of students and personnel
- attend all Leadership Council meetings
- uphold all aspects of the charter and work cooperatively with the District when differences arise

Teacher Selection Procedures

Lockhurst Drive Elementary School shall participate in the selection of its own teaching staff consistent with District policies and procedures and shall not discriminate on the basis of ethnicity, national origin, religion, gender, age, disability, or sexual orientation. All full time classroom teaching positions shall be filled by NCLB highly qualified credentialed employees. Upon employment, teacher candidates will be subject to the

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evaluation procedures as determined by the UTLA/LAUSD contractual agreement.

Interested teacher candidates will be asked to apply in accordance with District and personnel commission policies. Candidates will submit a resume, plus letters of recommendation from former supervisors or other references. The candidate may be subjected to an informal classroom visit by member of the selection committee or asked to present a demonstration letter. Candidates are expected to demonstrate that they have read the school charter and are familiar with the goals, vision and duties expected of a teacher candidate. Teacher candidates shall be recommended by the Selection Committee as approved by the Lockhurst Leadership Council and may include, the Principal, two (2) parents, three (3) teachers (where 1 teacher must be from the approximate grade level where the opening exists). Other non-voting members may be included on the selection committee as decided by the committee to add expertise in interviewing for the vacant position. The Lockhurst Leadership Council approves and authorizes the autonomy of said committee. The recommendation will be forwarded to the Local District Superintendent for a final determination. Upon employment at Lockhurst Drive Elementary, teacher candidates will be expected to:

- o provide a quality, enriched and integrated curriculum based on the school's charter
- o provide a quality, enriched and integrated curriculum that responds to the needs of English Language Learners, students with special needs, students identified "at risk" and Gifted and Talented students
- o integrate technology to enhance curriculum
- o comply with Individual Education Plans (IEP)
- o provide continual assessment of student progress and to maintain records of such progress
- o monitor and adjust classroom lessons to meet the changing needs of students
- o provide an effective room environment that reflects and facilitates the academic program
- o continue to work on professional growth
- o provide ongoing and open communication with parents
- o be an active participant in at least one aspect of school governance
- o participate in grade level meetings and share best practices
- o maintain regular and punctual attendance
- o maintain professional appearance and attitude
- o attend Leadership Council Meetings (when held on contractual time)

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All classroom teachers will be highly qualified and have the appropriate credential issued by the State Commission on Teacher Credentialing for his/her teaching assignment. LAUSD will monitor and hold all teaching credentials and notify administration of any impending renewal requirements in a timely manner. Lockhurst shall continue to use substitute teachers through LAUSD under current procedures.

Plant Managers, Cafeteria Managers and Custodians

Classified positions need to be filled in accordance with Personnel Commission rules, hiring list, rehiring list, etc. Plant managers and custodians are employees of LAUSD. When a vacancy occurs, the Lockhurst Leadership Council shall nominate a committee to interview candidates provided by LAUSD. Plant managers and custodians will perform maintenance and operations for the school site to ensure that the school is maintained and operated appropriately. The plant manager will be responsible for work schedules and procedures as provided for in the collective bargaining agreement. The plant manager will participate in LAUSD and Local District monthly meetings.

School Administrative Assistants and Office Technicians

SAA and Office Tech personnel are employees of LAUSD. When a vacancy occurs, the Lockhurst Leadership Council shall nominate a committee to interview candidates in accordance to district and personnel commission policies. The selection committee will interview the candidates and notify LAUSD of the acceptance of a candidate for employment at Lockhurst. The SAA and Office Technicians will be responsible for duties as determined by the school principal as well as duties described in the collective bargaining agreement.

Other Staff

Lockhurst may from time to time require Instructional Assistants or other staff when budget conditions are favorable. All instructional aides will be selected in accordance to district and personnel commission policies. All instructional aide employees will meet NCLB guidelines and be under the direct supervision of a classroom teacher with duties assigned to them by the classroom teacher and the administration. Lockhurst recognizes that

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the library assistant position is a unique opportunity to enhance our curriculum and that the librarian is a major part of the Lockhurst program.

Consequently, Lockhurst will select our own librarian according to District and personnel commission policies. The library aide position is a LAUSD position; therefore, Lockhurst will follow the appropriate collective bargaining agreement for the library aide position.

From time to time, Lockhurst may submit a Request for Personnel Action for professional experts. These requests must be reviewed and approved by the Lockhurst Leadership Council and appropriate paperwork will be submitted for processing through LAUSD. Lockhurst may utilize categorical block grant funds for these requests.

All employees will be evaluated according to the collective bargaining agreements for each bargaining unit. Teacher assistants and instructional aides will be evaluated yearly using the LAUSD evaluation form. All classified staff will be evaluated in accordance with the collective bargaining agreement for each respective unit. Special education assistants will be evaluated by the principal or assistant principal on a yearly basis using the LAUSD standard evaluation form. Teachers can be exempt from the STULL evaluation process as determined by the UTLA contract and the school site administrator, typically an extension of up to 5 years can be mutually agreed upon. Administrators will be evaluated by the Local District Superintendent or designee.

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)

Lockhurst Drive Elementary School will occupy the LAUSD facility/property at: 6170 Lockhurst Drive, Woodland Hills, CA 91367

As an affiliated charter school, Lockhurst Drive will comply with all LAUSD policies and practices to guarantee the health and safety of pupils and staff, including but not limited to, criminal background checks, examination of faculty and staff for tuberculosis, immunization of pupils as a condition of attendance, screening of pupils' vision and hearing and screening of pupils for scoliosis.

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

Insurance

Coverage shall be provided to the affiliated Lockhurst Drive 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 Lockhurst Drive 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.

As an affiliated charter school, Lockhurst Drive 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

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will maintain a calendar and conduct emergency response drills for students and staff in line with District's procedures.

In accordance with LAUSD policy and procedure, Lockhurst Drive will work with the office of Risk Management and the Leasing and Asset Management Office to secure all necessary insurance and other documents when hosting special events or when an outside party plans to use this LAUSD facility. Through LAUSD, Lockhurst Drive will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance, including the Certificate of Occupancy. Lockhurst Drive will be subject to regular safe school inspections by the LAUSD Office of Environmental Health and Safety and work to correct any corrective action notices in a timely manner. Lockhurst will also undergo regular SARC inspections by the Complex Project Manager and will work to remedy any corrective actions in a timely manner. Lockhurst will complete the Safe School Plan each year, file such plan with OEHS and have the plan readily available for inspection. Staff will be trained on the Safe School Plan on an annual basis. Lockhurst Drive conducts regular safety drills, meetings, and includes safety as part of professional development.

As an affiliated charter school, LAUSD will continue to provide services to maintain this facility and keep it in a condition conducive to a safe learning environment. Services would include regular and deferred maintenance, repair of equipment, trash removal, fire alarms, security systems, pest control, lawn and garden maintenance, asbestos management, response to trouble calls, locksmith services, plumbing services, carpenter services, school police services, transportation, hazardous materials, custodial services, and other cleaning services. These services will extend into the food services area. Lockhurst Drive will work with the Transportation Branch and complete the safe riding practices training on a yearly basis.

As part of the processing for employment, LAUSD and Lockhurst Drive will require that each school employee furnish a criminal record summary as described in Education Code section 44237. Employees will also submit to a fingerprint test. These inquiries should be requested at the time of initial employment with LAUSD and kept of file with the employees' record. As an affiliated charter school, administrators, teachers and other LAUSD employees should not have to undergo background checks or criminal record statements any more than a typical LAUSD employee would have to submit to. TB tests and updates will be maintained by LAUSD. LAUSD will

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continue to provide employees of Lockhurst Drive timely notices of routine and mandatory TB requirements.

All employees will need to update and be trained in their understanding of Child Abuse Reporting Procedures and Laws on a yearly basis. LAUSD will provide the opportunity for this training through the Learning Zone. The principal of Lockhurst Drive will ensure that all employees fulfill the yearly requirement and renewal procedure and understand their role as mandated reporters. All employees are mandated reporters of suspected child abuse/neglect. As such, all reporters with knowledge of or suspicion of child abuse/neglect call the appropriate law enforcement department or the Department of Children and Family Services immediately or as soon as practically possible within 36 hours of receiving the information concerning the incident. Mandated reporters inform the principal that a report has been made. LAUSD will monitor staff TB clearances and send notification for updates in a timely manner.

The Charter School, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times. Lockhurst Drive implements FERPA and ensures safe and confidential securing of student records. All student records are kept in a separate room under lock and key. Access to student records is available to designated staff members. Student records when reviewed by appropriate LAUSD personnel must be signed out and a record kept as to who has viewed the records and why they have viewed them. Pupil records are available for review to the parent or legal guardian only.

All students will submit an immunization record upon enrollment. Immunizations will be entered into the SIS and maintained by both the school nurse and Lockhurst Drive office technicians.

The school principal will conduct and certify in accordance with LAUSD timelines that the following required actions and activities have been completed in accordance with District nondiscrimination and safety mandates, policies, and procedures:

- o Anti-bullying Policy
- o Child Abuse Reporting Procedures
- o Code of Conduct with Students
- o Crisis Team Policies
- o Ethics Policies
- o Hate-Motivated incidents/Hate Crimes Policy
- o Injury and Illness Prevention Program Requirements
- o Safe School Planning Mandates

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- Section 504 and Students/Other Individuals with Disabilities
- Sexual Harassment – Employees Policies and Procedures
- Sexual Harassment – Students Policies and Procedures
- Threat Assessment Policies
- Title IX Policy/Complaint Procedures
- Uniform Complaint Procedures (UCP)

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)

Lockhurst Drive has elected to become an affiliated charter school recognizing that the needs of the students at Lockhurst are different than those of a “typical” LAUSD student, but yet recognizing the value in continuing with the District to mutually benefit by shared professional development and to act as a model for reform for other LAUSD schools as well as to provide an alternative setting for parents looking beyond their home school. By remaining with the District as an affiliated charter, Lockhurst Drive will better be able to offer admission to students from outside the traditional attendance area. Lockhurst also allows for “Open Enrollment” and conducts a lottery for any interested students wanting to gain admittance.

Lockhurst Drive conducts tours three times per year (Nov, Jan, April) open to all parents interested in the school and what it offers. During a tour, prospective parents learn about the Lockhurst Drive program, the parent organization, and after school opportunities. These tours are advertised in the local newspaper and notifications are sent to community organizations in the target area in both English and Spanish. Targeted areas include the school communities within the San Fernando Valley. These areas are targeted because of the potential to increase our African American and Hispanic populations. The most significant way we recruit minority students is by virtue of our reputation. Minority parents whose children have attended Lockhurst Drive are a great community resource in attracting potential enrollees by sharing their educational experiences at Lockhurst Drive. Spanish speaking school site personnel help to translate information for Spanish speaking families.

Court-ordered Integration

The Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order, by the 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. The Charter School will provide a written plan in the charter petition and upon

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further request by the District outlining how it would achieve and maintain the LAUSD's ethnic schools goal of 70:30, or 30:70, 60:40 or 40:60 ratio.

Lockhurst Drive shall be responsible for following the requirements of the Crawford desegregation court order, and shall take all reasonable steps to attract and maintain a racially integrated student body. Integration Program resources currently provided to certain affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and other reasons.

ELEMENT 8 – ADMISSION REQUIREMENTS

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

Lockhurst Drive shall not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Lockhurst Drive will be non-sectarian in programs, admission policies, employment practices and other school operations. Tuition will not be charged for students attending Lockhurst Drive. Lockhurst will not require any child to attend this Charter School nor hold any employee as mandated to work at this Charter School.

Lockhurst Drive is a neighborhood school lying within the boundaries of the Los Angeles Unified School District. Preference is provided for students residing in the LAUSD created attendance area as they are eligible to attend Lockhurst Drive as a neighborhood student. Lockhurst Drive also enrolls students through the Open Enrollment process when space is available. Student enrollment is also available to qualified students seeking a School for Advanced Studies permit. Parents interested in sending their children to Lockhurst Drive who live outside of the district designated attendance boundary are eligible to submit an application for SAS placement or for an Open Enrollment random public drawing. Lottery applications will be available and would need to be returned by specified dates.

The lottery process for admission to Lockhurst Drive will be fairly executed with designated public drawing of applications. This drawing will be completed where any interested party may elect to attend. The date, time, location and method of this drawing will be printed on the application procedure. On the specified drawing date, a committee designated by the Leadership Council will select the names of the applicants who will be offered a spot. If the drawn applicant has siblings, those siblings will also be offered a spot(s) at Lockhurst. Parents of lottery applicants will be notified immediately of their standing as either admitted or placement on the waiting list. The number of random applications will be determined or based upon Fall enrollment projections provided by the LAUSD office of statistics and demographics or ECAST. A waiting list will be completed when the number of applications exceeds the number of available positions at each grade level. The waiting list will prioritize candidates according to the order in which they were drawn during the lottery.

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Lockhurst Drive strives to maintain its diverse student population. Participation in the lottery, when available, assists us in reaching for that goal. Lockhurst Drive will continue to advertise school programs in newspapers, fliers and public notices to attract a diversity of students who may not live in Lockhurst Drive's residential area. The charter school will admit all who wish to attend. These various outreach efforts will enable the charter to recruit academically low-achieving, students with disabilities, and economically disadvantaged students.

McKinney-Vento Homeless Assistance Act

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

Categorical Funds

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

As an affiliated charter, Lockhurst Drive shall receive a portion of categorical block grant funding, from the District, as part of the Targeted Instructional Improvement Grant, which is and will be used to support class size reduction for schools identified as Desegregated Receiver and Predominantly Hispanic Black Asian and Other (PHBAO). Lockhurst Drive must cover the cost of class size reduction commensurate with its Integration Court Order designation (Desegregated Receiver or PHBAO).

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

Timing for Distribution of Categorical Block Grant Funds

Except as provided above, the District will continue to partially front-fund the categorical block grant allocation to the Charter School. The categorical block grant is subject to adjustment in funding levels and deferrals on the part of the California Department of Education. Consequently, allocations from the categorical block grant to the Charter School may also be subject to adjustment in funding levels and deferrals. In addition, Lockhurst Drive may also be subject to District “freezes” in a manner consistent with other District schools.

Other Sources of Funds

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

Administrative Fees

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

Payment for Other Services

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

Documentation

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

Per-Pupil Budgeting

Where possible, Lockhurst Drive will have the ability to implement the District's per-pupil budgeting model.

Audit and Inspection of Records

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

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

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

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

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

The Charter School will develop and maintain internal fiscal control policies governing all financial activities.

ELEMENT 10 – STUDENT SUSPENSIONS

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

As an affiliated charter school of the Los Angeles Unified School District, Lockhurst Drive will follow all discipline proceedings established by the District. In LAUSD, the Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights, and provides for post-expulsion placement and services as required by law. Any provisions in this charter petition, or Lockhurst’s discipline process that conflict with LAUSD discipline policy and procedures, state and federal laws shall be null and void.

Lockhurst Drive 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.⁸ The Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

Lockhurst Drive implements consistent, positive behavior support aligned to District’s Discipline Foundation Policy. Utilizing personal responsibility, accountability and reflection, students learn to monitor their own actions and decisions. This is the general school discipline approach. The Healthy School Committee invites staff, parents and students in the design of a discipline policy that meets the unique needs of the students of this campus. To reinforce scholarly behavior, parents, students and teachers sign a yearly Lockhurst Drive Three Way Pledge, based on a shared set of expectations. All students are expected to:

- o Be Safe
- o Be Responsible
- o Be Respectful

Specific behavioral expectations are posted in all classrooms and throughout the school. The principles are reinforced and practiced by all school staff, students, and parents. Student intervention begins in the

⁸ BUL-4655 Expulsion Of Students - Policy and Procedures, BUL-3819 Guidelines for Student Suspension

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classroom, with accommodations, re-teaching of behavioral expectations, positive reinforcement, and clear expectations. Additional

intervention includes office referrals, counseling with the principal, mentoring, parent conferences, amendments to IEPs (including the Behavior Support Plan), and review of 504 accommodations prior to any suspension in line with District's policy and procedure.

Lockhurst Drive will follow Education Code and District policy when a suspension or expulsion is necessary. If a child requires recess restriction, they will be under the supervision of a teacher, EC 44807.5. When a teacher recommends classroom suspension, the child must have committed an act described in EC48900. The student in question may be removed from class for the day of suspension plus the following day. This student must be referred to the Principal or designee and must be placed in a supervised location that is not another regular classroom. Teachers may also ask parents to attend class, EC48900.1. A teacher may require the completion of tests and assignments missed during the period of suspension.

Suspension is preceded by an informal conference with the student unless an emergency situation exists, in which case, the conference will be held within 2 days of suspension. The student and parents/guardians/caregivers will be informed of the reasons for discipline and the evidence and shall be given the opportunity to explain or to present a defense. Written parent notification will follow the suspension and parents will meet with the principal in a conference regarding the student's behavior (see below, Administrator's Role in Suspension/Expulsion). Students at Lockhurst Drive will not be suspended unless other means of correction fail to bring about proper conduct. Grounds for suspension include any act listed under E.C. Sections 48900, 48900.3, 48900.4, 48900.7 or 48915. Suspensions for offenses described in EC Section 48915 (c)(1) through (c)(5) require immediate suspension from school, and immediate recommendation for expulsion if it is determined that the pupil had committed the act at school or at a school activity off school grounds.

A student may be suspended for up to no more than five consecutive school days.

Suspensions shall not exceed 20 days in any school year unless the student is transferred to another school or program for adjustment purposes, in which case the number of days of suspension may be increased by 10, making the total number of suspension days from school in any school

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year 30. Every attempt, however, shall be made to address student misconduct by implementing interventions and alternatives to suspension.

Students are subject to suspension or expulsion for offenses occurring:

- o while on school grounds
- o while going to or coming from school
- o during the lunch period, while on or off campus
- o during, or while going to, or coming from, a school-sponsored event

Rules and Procedures for Suspension and Expulsion

The procedures for suspension and expulsion from school will follow the procedures identified by LAUSD and in the California Education Code, Section 48900. Identified infractions may result in immediate suspension or expulsion per LAUSD policy and the California ED. Code Section 47605 (b)(5)(j) and in accordance with California Education Code, Sections 48900 et seq. and 48915 as well as the federal Gun-Free Schools Act of 1994. Procedures leading up to suspension will be progressive in severity and involve the active participation of students, teachers, the administrator, a classified employee and parents. Teachers may suspend students from their classrooms as per LAUSD/UTLA negotiated policy. Student expulsion recommendations from Lockhurst Drive will be referred to the Student Discipline Proceedings Unit of the LAUSD for processing and disposition and notification.

Grounds for Suspension/Expulsion

In accordance with E.C. Section 48915, the principal shall immediately suspend and recommend a student's expulsion if he or she determines that the student committed any of the following acts at school or at a school activity off school grounds:

- o possessing, selling, or furnishing a firearm
- o brandishing a knife at another person
- o unlawfully selling a controlled substance
- o committing or attempting to commit a sexual assault or committing a sexual battery
- o possession of an explosive

NOTE: An employee of the school district must verify the student's possession of the firearm and the principal must confirm that the student was in knowing possession of the firearm.

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The principal shall recommend a student's expulsion if he or she determines that the student committed one or more of the following acts

at school or at a school activity off school grounds unless the principal also determines that expulsion is inappropriate due to the particular circumstance:

- o caused, attempted to cause, or threatened to cause physical injury to another person
- o willfully used force or violence upon the person of another, except in self-defense
- o possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal/designee
- o unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- o committed or attempted to commit robbery or extortion
- o caused or attempted to cause damage to school property or private property
- o stole or attempted to steal school property or private property
- o possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel
 - However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- o committed an obscene act or engaged in habitual profanity or vulgarity
- o unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- o disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- o knowingly received stolen school property or private property
- o possessed an imitation firearm
 - As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

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- committed or attempted to commit a sexual assault as defined in Section 261, 266c, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both
- unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- engaged in, or attempted to engage in, hazing as defined in Section 32050
- aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only)
- committed sexual harassment, as defined in California Education Code Section 212.5
 - For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.
- caused, attempted to cause, threatened to cause, or participated in an act of violence, as defined in subdivision (e) of Section 233
 - This applies to pupils in grades 4 to 12, inclusive.
- intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and having invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment
 - This applies to pupils in grades 4 to 12, inclusive.
- made terrorist threats against school officials or school property, or both

Due Process Rights for Students Prior to Suspension or Expulsion

Lockhurst Drive shall adopt the policies of LAUSD regarding suspension and expulsion of students as set forth in California Education Code, Section 48900 et seq., and the federal Gun-Free School Act of 1994, and the bargaining agreement between UTLA and LAUSD. Students and their families are notified of their rights in the Parent Student Handbook given out at the beginning of each year. All students, including students who reside outside of the LAUSD area, will be subject to these policies.

Administrator's Role in Suspension/Expulsion

If suspension is necessary, the principal shall notify the parent, remind the parent that suspension is a disciplinary action and schedule a parent conference. The principal shall inform the parent that the parent is expected to respond without delay to any request from school officials to attend a conference regarding his or her child's behavior. No student shall be penalized for his or her parent's failure to attend a conference with school officials, i.e., reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent at the school conference (E.C. section 48911).

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

Suspension Appeal Procedures

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

decision, they may appeal to the Local District Operations Administrator or designee. The Local District appeal conference shall be arranged as soon as possible following the parents' request; during the period of appeal, the suspension remains in effect for the length of time designated. The results of the appeal may include, but are not limited to:

- o sustaining the suspension in all respects
- o modification of penalties imposed
- o rescinding the suspension and expunging the suspension from the student's records

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

Expulsion Procedure

Only the Principal of Lockhurst Drive Elementary School can recommend that a pupil be expelled.

Whenever a student is accused of an act for which an expulsion may be recommended, the principal will conduct an incident investigation by 1) discussing the matter with district officials, 2) identifying and interviewing witnesses, 3) securing oral and written statements, and 4) reviewing appropriate student records.

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

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

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

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the LAUSD Board to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon the capacity of the Charter School at the time the pupil seeks readmission.

Therefore, in the event that a student requires expulsion, Lockhurst Drive will work with LAUSD and consider BUL-4655, March 13, 2009 as the guiding practice for expulsion. Lockhurst Drive will notify the Local District Superintendent of any potential expulsion case and provide the LD Superintendent with a copy of the case file for review. It will be the Local District Superintendent that will review the case and prepare the recommendation to expel the student. Lockhurst Drive will cooperate fully as indicated above with LAUSD in preparing the file for student expulsion and participate and cooperate with the Board decision on the plan for rehabilitation.

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

Outcome Data

Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request in accordance with District policies and procedures. The charter will comply with all District policy regarding interim placement and retain all corresponding records.

Rehabilitation Plans

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Los Angeles City Board of Education at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission

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

Special Education Discipline

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?

ELEMENT 11 – RETIREMENT PROGRAMS

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

All certificated, classified and administrative staff of Lockhurst Drive are employed by the Los Angeles Unified School District. All certificated and classified employees of the Los Angeles Unified School District participate in the retirement system associated with their bargaining unit and as such all are administered by the LAUSD. Lockhurst Drive and the employees shall have all the rights and privileges as any similar employees of an elementary school within the jurisdiction of LAUSD. This shall include the process for resolving complaints/grievances and ensuring due process.

Employees of the Charter School will continue to receive compensation and benefits for their services according to the provisions of their collective bargaining agreements of their respective bargaining units with 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. These collective bargaining agreements shall also cover the process for staff recruitment, selection, evaluation and termination and the process for processing and monitoring credentials.

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

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

Students that choose not to attend Lockhurst Drive Elementary School, a neighborhood school, may choose to attend other public schools in the LAUSD or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

Each pupil enrolled in the Charter School has no right to admission in a non-charter District school as a consequence of charter school enrollment except to the extent that such a right is extended by the District.

The Charter school shall not require any child to attend the Charter School nor any employee to work at the Charter School.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

Lockhurst Drive Elementary School and LAUSD will abide by the Collective Bargaining Agreement in place between school employees and LAUSD.

Procedures for Dealing with Staff Issues

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

Lockhurst Drive shall abide by all present and future employee-related contractual agreements with UTLA, AALA, Local 99, CSEA, Teamsters, other collective bargaining units and LAUSD. Staff are subject to District decisions regarding reduction in force and layoffs.

As an affiliated school the District determines the process by which salaries, benefits, working conditions, and items, i.e., calendars, holidays, vacations, workday and year.

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

- o If the school closes, rights of employees are governed by District policy and applicable collective bargaining agreements.

ELEMENT 14 – DISPUTE RESOLUTION

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

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

Any Dispute between the District and Lockhurst Drive shall be resolved in accordance with the procedures set forth below:

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

To Charter School: Lockhurst Drive Elementary School
c/o School Principal
6170 Lockhurst Drive
Woodland Hills, CA 91367

To Director of Charter Schools: Director of Charter Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 25th
Floor
Los Angeles, California 90017

2. A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal

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delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3. If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Local District.

**ELEMENT 15 – EMPLOYER STATUS
AND COLLECTIVE BARGAINING**

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

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

All classified, certificated and administrative employees of Lockhurst Drive Elementary School will be employees of the Los Angeles Unified School District and will therefore be members of the associated unions and represented by the collective bargaining agreements for each respective unit.

ELEMENT 16 – CHARTER SCHOOL CLOSURE

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

Revocation

The District may revoke the charter if Lockhurst Drive 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:

- o Lockhurst Drive committed a material violation of any of the conditions, standards or procedures set forth in the charter
- o Lockhurst Drive failed to meet or pursue any of the pupil outcomes identified in the charter
- o Lockhurst Drive failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement
- o Lockhurst Drive violated any provisions 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.

Charter Renewal

Lockhurst Drive must submit its renewal petition to the District’s Charter Schools Division no earlier than September of the year before the charter expires.

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 any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School governing council votes to close the school; or the Charter lapses. In the event of such a Closure Action, or as soon as Charter School informs the District of its intent to voluntarily close, the following steps are to be implemented:

1. If the affiliated Charter School's governing council voluntarily closes the Charter School, the LAUSD Board of Education will hold a public meeting officially closing the Charter School. The Board of Education will direct the Superintendent or his designee to determine implementation of the closure procedures.
2. The Innovation and Charter Schools Division will notify the California Department of Education that Lockhurst Drive has closed 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 closure.
 - a. The process for transferring student records shall be in accordance with LAUSD procedures.

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

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Facilities

Lockhurst Drive will be an affiliated Charter School with LAUSD and will use LAUSD facilities on a yearly basis. Lockhurst Drive will not move or expand to another facility during the term of this charter. Lockhurst Drive will not open in any location other the present location, an LAUSD owned property, at 6170 Lockhurst Drive, Woodland Hills, CA 91377.

Charter Petitioner or Developer (affiliated charter):
Lockhurst Drive Elementary School

Charter Management Organization: N/A

Petitioner's Mailing Address: 6170 Lockhurst Drive
Woodland Hills, CA 91367

Proposed Charter School Location: Same as above

LAUSD Attendance Area: Local District 1

Proposed Charter School to be located within the boundaries of LAUSD:
Yes

In the event that Lockhurst Drive Elementary School changes its status to independent charter school, during the term of this Charter, Lockhurst Drive shall submit a petition for material revision for District's approval. Lockhurst Drive shall meet all requirements of an independent charter that occupies LAUSD facilities; Lockhurst Drive 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.

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

- o 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.
- o 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.
- o 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.
- o 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.

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- o 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.
- o 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

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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

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.