



LOS ANGELES UNIFIED SCHOOL DISTRICT

Topeka Charter School Application

**Petition for Conversion to Affiliated Charter
Submitted by Topeka Charter School for Advanced Studies**

Original Submission: March 20, 2012

Final Document Date:

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LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

LETTER OF INTENT TO APPLY FOR AN AFFILIATED CHARTER SCHOOL

Name of proposed charter school	TOPEKA CHARTER SCHOOL FOR ADVANCED STUDIES		
General location of proposed charter	9815 Topeka Drive, Northridge, CA 91324		
Projected Grade Levels-Year 1	K-5	Projected Grade Levels-Year 5	K-5
Projected Enrollment-Year 1	550	Projected Enrollment-Year 5	550

Lead Petitioner Information:

Name	Temika "Miko" Dixon		
Address	9815 Topeka Drive, Northridge, CA 91324		
Phone number(s)	818-886-2266	Fax	818-885-7682
E-mail address	tdixon1e.lausd.net		

Other members of the Charter Development team

Nancy Arana (Intervention Coord)

JoAnn Grosky (UTLA Rep/Teacher)

Jana de la Cerra (Teacher)

Janie Carpenter (Teacher)

Helene Dutra (Teacher)

Jennifer Conklin-Lee (Teacher)

Jet Manalastas (SAA)

Christine Soderlund (Parent)

Certification:

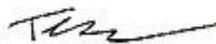
I/we certify that we are interested in applying for a charter school within LAUSD boundaries.

I/we have participated in the Orientation Meeting given by the LAUSD Charter Schools Division.

I/we did not participate in the Orientation Meeting given by the LAUSD Charter Schools Division.

Temika "Miko" Dixon

PRINT NAME



SIGNATURE

2/27/2012

DATE

CHARTER BRIEFING PAGE

Name of Organization
Applying for Charter: Topeka Charter School for Advanced Studies
Address: 9815 Topeka Drive, Northridge, CA 91324
Facility Status: Los Angeles Unified School District, Local District 1
Gr Configuration (Yr 1): Kindergarten to Grade 5
of Students
In First Year: 550
of Students
In the Fifth Year: 550
Application for
Proposition 39: Not submitted
Meet Board Policy: No
Source/Core of Money: ADA and Block Grant Monies

Topeka Charter for Enriched Studies has not applied to any other jurisdiction for approval and/or does not have any sister charters.

Board of Directors/Governing Council:

Members of the Governance Council shall serve two-year terms; one-half of the teacher members and one-half the parent members will be elected each year.

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

- Five staff members and 2 alternate teacher representatives, who shall be elected from and by the credentialed teachers employed at the school, which will include:
 - The Principal
 - UTLA Chapter Chair
 - Two teachers (
 - One Classified Representative (to be elected by classified staff)
- Five parent members, which will include:
 - One PTA Representative (elected by PTA)
 - One ELAC Representative (elected by ELAC)
 - Three at-large Parent Representatives who shall be elected from and by parents whose children are enrolled in the school.

There shall be up to four (2) alternate parent Council representatives designated. The "First" alternate shall be the alternate with the most votes as compared to the other alternate(s). All vacant seats shall be filled within one month by a special election called by the Chair.

One community representative and one alternate community representative may be

part of the Advisory Support Partnership, who shall be selected by the majority vote of the Governance Council from volunteers who express an interest in the school.

Topeka Charter School for Advanced Studies shall maintain a Governance Council that will be the chief site based decision-making body for the school under the authority of the Local District Superintendent and under the ultimate authority of the Los Angeles Unified School District Board of Education. The Governance Council shall be governed in its operations and its actions by the charter petition and the Bylaws of the Governance Council of Topeka Charter School for Advanced Studies, which can be revised as needed. The Governance Council shall meet at least six times per year to discuss policy and make decisions on the direction for the school. All teachers, parents, and community members are encouraged to attend council meetings.

Mission Statement

The mission of Topeka Elementary is to prepare all students to be productive citizens within the large community. Students will grow academically and personally, thus enabling them to live and work more productively and harmoniously with the political, social, and economic institutions of our society in the next century.

Vision Statement

The vision of Topeka Drive School is to provide all students with the tools to become productive, responsible and respectful citizens through partnerships with family and community, working together, to provide the necessary resources and support to produce a positive educational environment essential for learning.

Charter Development Team (3-5 Top Leaders)

The Charter Development Team consists of Temika Dixon, Principal, Nancy Arana, Intervention Teacher, Jo Ann Grofsky, Teacher/UTLA Representative, Jana de la Cerra, Teacher, and Laura Chestnut, Teacher

“Best Practices” for Topeka Charter School for Advanced Studies

Topeka Charter School for Advanced Studies has developed its “*best practices*” by recognizing that learning best occurs when the community is immersed in a culture of education that both challenges and nurtures the development of individuals to achieve. It occurs when all stakeholders fulfill their joint, collaborative responsibility to provide this culture of education for every child. Our motto is: *Topeka: Where Knowledge Meets Opportunity.*

Best practices also includes: academic rigor by supporting students to reach their full academic potential; building character and achievement; creating a positive school culture; using data to drive instruction; implementing a driven focused mission; having internal and external assessment systems; developing, refining, and documenting curricula; having school-wide and/or individual professional development programs; and estab-

lishing a board and governance practice that complies with state and federal law and maintains high accountability requirements.

Topeka Charter School for Advanced Studies' curriculum is based on the California State Standards and Associated Frameworks in language arts, mathematics, science, social studies, visual and performing arts, and physical education. The curriculum will meet all state and LAUSD standards. We believe that powerful learning and addressing the needs of our targeted population are best accomplished through a balanced program, which combines curriculum-centered and student-centered instruction. Systematic direct-instruction, guided practice and the application of skills through an expansive reading selection ensures that all students are exposed to district mandated standards. Subsequently, addressing multiple intelligences through the use of experiential and open-ended inquiry-based learning produces self-motivated and well-balanced learners. We believe that integrating these modalities will help our students to become analytical as well as creative thinkers.

By adhering to the proposed instructional framework and teaching methodologies, this ensures Topeka Charter School for Advanced Studies' instructors can successfully meet the needs of all students which include these subgroups: GATE, Special Education, English Language Learners, Under-Achieving/Non-Proficient, General Education, and the Socio-Economically Disadvantaged. Evidence shows that the proposed instructional program will be successful with Topeka Charter School for Advanced Studies' targeted population based upon data relating to Topeka Charter School for Advanced Studies' current instructional program and student population.

Furthermore, researchers have examined current and longitudinal trends in the growth and quality of charter schools in California as a whole and within several of the state's school districts. Among the findings:

- Studies continue to show charter school students make greater academic progress than students in traditional public schools. Sixty-seven (67) percent of California's charter schools met student achievement targets on state tests in the 2009-10 school year compared to just 57% of non-charter schools.
- Among traditionally disadvantaged students, those attending charters make greater academic progress than those in traditional public schools. In 2009-10, 74% of charter schools met student achievement targets for disadvantaged students* compared to 59% of non-charter schools. (*these are calculated by assessing California Department of Education "comparable improvement targets").
- California's charter schools continue to demonstrate higher academic performance among African American students. For the past five years, African American academic performance has been greater in charter schools than traditional public schools (California Charter Schools Association, Fall 2009).

Los Angeles Unified School District
Innovation and Charter Schools Division

CHARTER SCHOOLS GUIDELINES CHECKLIST
INITIAL SCREENING

Charter School Name: Topeka Charter School for Advanced Studies Date: March 20, 2012

Contact Person: Temika Dixon Phone No.: (818)886-2266 Fax No.: (818) 885-7682

SUMMARY CONTENTS

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
Appx. <u>D</u>	1. Approval Documentation <ul style="list-style-type: none"> • Supporting signatures of: conversion charter: 50% of permanent status teachers at the school site • start-up charter: 50% of parents who intend to enroll children or • 50% of teachers who intend to be employed at the school during first year of operation • petition includes prominent statement of meaningful interest to start a charter (board resolution) • resume and questionnaire for all board members 						47605 (1) (2) 47605(3)
Appx. <u>D</u>							
Appx. <u>H</u>							
Appx. <u>F/G</u>							

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
<u>23</u>	2. Assurances that school will:						47605 (d) (1) 47612 (a) (1) 47605 (e) (f)
<u>23</u>	<ul style="list-style-type: none"> • be non-sectarian in programs, admission policies, employment practices and other operations 						
<u>23</u>	<ul style="list-style-type: none"> • not charge tuition 						
<u>23</u>	<ul style="list-style-type: none"> • not discriminate against any student on the basis of ethnicity, national origin, gender or physical or mental disability (religion, race, color, medical condition, sexual condition, sexual orientation) 						
<u>23</u>	<ul style="list-style-type: none"> • not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements 						
<u>23</u>	<ul style="list-style-type: none"> • not require any child to attend a charter school nor any employee to work at a charter school 						
<u>23</u>	<ul style="list-style-type: none"> • if pupil is expelled or leaves the charter school without graduating 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. 						
<u>23</u>	<ul style="list-style-type: none"> • admit all students who wish to attend. 						
<u>25</u>	3. Description of which students will attend the school						47605 (d) (1) 47605 (d) (2) (A) (B)
<u>24</u>	4. Duration of initial charter petition: 5 years						47607 (a) (1)

<u>24</u>	5. Renewal process/timeline						47607 (a) (1) (2)
<u>80</u>	6. How the Board of Education and the charter school can monitor the progress in meeting student outcomes						47607 (a) (1) 47607 (b)
<u>132</u>	7. Accepts and understands the grounds on which a charter may be revoked						47607 (b) (1-4) (c)
<u>24</u>	8. Accepts and understands obligations to comply with specific sections of the Education Code: § 47611 (STRS) and 41365 (Revolving Loan Fund), and all laws establishing minimum age for public school attendance						47610
<u>134</u>	9. How district/county facilities will be maintained, insured and used by the charter school, if applicable						47605 (g) 47614
<u>134</u>	10. How changes, additions or alterations to the facility will be accomplished and the district/county role in the process						47607 (a) (1)
<u>112</u>	11. How school personnel, district/county will be insured against liability claims resulting from school operations <ul style="list-style-type: none"> • description of type/scope of legal services to be used • plans for insurance liability and legal issues to be dealt with collectively and individually 						47605 (g)
<u>117</u>	12. Agreement between the charter school and the sponsoring agency detailing process and responsibility for operations, i.e., accounting, budgeting, payroll, liability insurance, and the like and contracted services and supervisorial oversight						47605 (g) 47613.7
<u>74</u>	13. Agreement between the charter school and sponsoring agency detailing funding and services for special education students						47612 (a) (2)
<u>117</u>	14. Agreement between the charter school and sponsoring agency detailing operational funding levels						47613.5 (a)
<u>130</u>	15. Agreement between the charter school and sponsoring agency detailing processes for responding to inquiries						47604.3

INSTRUCTIONAL AND OPERATIONAL CONTENTS

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
		<u>24</u>	1. Description of the educational program of the school (<i>Element 1</i>)				
<u>26</u>	<ul style="list-style-type: none"> an identification of those whom the school is attempting to educate 						
<u>27</u>	<ul style="list-style-type: none"> description of what it means to be an educated person in the 21st century 						
<u>27</u>	<ul style="list-style-type: none"> how learning best occurs 						
<u>27</u>	<ul style="list-style-type: none"> goals of the program 						
<u>34</u>	<ul style="list-style-type: none"> how the objective of enabling pupils to become self-motivated, competent, life-long learners will be met by the school 						
<u>72</u>	<ul style="list-style-type: none"> instructional framework which includes instructional approaches, scope and sequence, addressing state standards, and evidence (research-based) that instructional program has been successful with similar student population. 						
<u>71</u>	<ul style="list-style-type: none"> specific goals for providing and ensuring equal access to academically low achieving students, gifted, low SES, ELLs, special education, and a goal for reclassification of ELLs. 						
<u>70</u>	<ul style="list-style-type: none"> attendance requirements including length of school day and year 						
<u>25</u>	<ul style="list-style-type: none"> instructional materials and the process by which curriculum, materials and instructional activities are to be selected 						
<u>36</u>	<ul style="list-style-type: none"> reference to NCLB as it relates to student achievement and credentialing 						
<u>70</u>	<ul style="list-style-type: none"> instructional strategies 						
<u>70</u>	<ul style="list-style-type: none"> teacher recruitment 						
<u>71</u>	<ul style="list-style-type: none"> professional development 						
<u>28</u>	<ul style="list-style-type: none"> school calendar 						
<u>26</u>	<ul style="list-style-type: none"> daily schedule 						
<u>25</u>	<ul style="list-style-type: none"> mission/vision 						
<u>79</u>	<ul style="list-style-type: none"> demographics/academic achievement of surrounding schools 						
	<ul style="list-style-type: none"> implementation plan 						
	<ul style="list-style-type: none"> High School only <ul style="list-style-type: none"> meet A-G requirements transferability WASG 						

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
		<u>80</u>	2. Measurable student outcomes to be achieved by students (<i>Element 2</i>)				
<u>82</u>	<ul style="list-style-type: none"> extent to which all pupils demonstrate that they have attained skills, knowledge and attitudes specified as goals 						
<u>83</u>	<ul style="list-style-type: none"> when and how often pupil outcomes will be assessed including any assessments of innovative components 						
<u>82</u>	<ul style="list-style-type: none"> specific quantitative outcomes which students must demonstrate proficiency in and/or progress toward and time frame for progress 						
<u>82</u>	<ul style="list-style-type: none"> identification of who will be accountable for student progress as it relates to student achievement 						
<u>82</u>	<ul style="list-style-type: none"> reference to NCLB 						
<u>82</u>	<ul style="list-style-type: none"> CAHSEE (HS only) 						
<u>81</u>	<ul style="list-style-type: none"> CELDT 						
<u>82</u>	<ul style="list-style-type: none"> API 						
<u>81</u>	<ul style="list-style-type: none"> AYP CST graduation rate (HS only) 						
<u>86</u>	3. Method by which pupil progress in meeting pupil outcomes is measured (<i>Element 3</i>)					47605 (b) (5) (C) 47605 (c)(1)	
<u>87</u>	<ul style="list-style-type: none"> use of standardized test scores in measuring pupil progress 						
<u>87</u>	<ul style="list-style-type: none"> use of variety of assessment tools 						
<u>86</u>	<ul style="list-style-type: none"> use of longitudinal, survey and other data in measuring pupil progress (in-house assessments) 						
<u>86</u>	<ul style="list-style-type: none"> methods to ensure that all statewide standards are met and pupil assessments conducted 						
<u>86</u>	<ul style="list-style-type: none"> process school will use to ensure that students meet the statewide performance standards and evidence of improved pupil learning 						
<u>86</u>	<ul style="list-style-type: none"> process for conducting pupil assessments pursuant to EC § 60602.5 						
<u>86</u>	<ul style="list-style-type: none"> description of all assessment tools including in house assessments 						
<u>86</u>	<ul style="list-style-type: none"> identification of the grading policy 						
<u>87</u>	<ul style="list-style-type: none"> district required language for testing 						

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
		<u>90</u>	4. Governance structure of the school including the process which is to be followed to ensure parent involvement (<i>Element 4</i>)				
<u>90</u>	<ul style="list-style-type: none"> process which ensures staff, students and other stakeholder involvement 						
<u>91</u>	<ul style="list-style-type: none"> methods by which schools consult with parents and teachers regarding school's educational programs 						
<u>93</u>	<ul style="list-style-type: none"> decision-making process, organizational chart, and relevant site committees 						
<u>93</u>	<ul style="list-style-type: none"> assurances that school will comply with all laws relating to public agencies in general, all federal laws and regulations and state codes, such as the Ralph M. Brown Act 						
<u>93</u>	<ul style="list-style-type: none"> what, if any, relationships district/county will maintain with the charter school and how it will be accomplished 						
<u>93</u> <u>93</u>	<ul style="list-style-type: none"> process for amendments to charter articles of incorporations and bylaws of nonprofit corporation 						
<u>93</u> <u>96</u> <u>89</u>	<ul style="list-style-type: none"> selection process of board members and governance committees audit and inspection of records district required language for governance 						
<u>99</u> <u>101</u> <u>98</u>	5. Qualifications to be met by individuals to be employed by the school (<i>Element 5</i>)					47605 (b) (5) (E) 47605 (1)	
<u>110</u>	<ul style="list-style-type: none"> process for staff selection 						
<u>101</u>	<ul style="list-style-type: none"> job descriptions for positions 						
<u>109</u>	<ul style="list-style-type: none"> credentials, requirements and qualifications of staff 						
<u>99</u>	<ul style="list-style-type: none"> employee compensation-general description 						
<u>99</u> <u>98</u>	<ul style="list-style-type: none"> identification of the roles and functions of staff members 						
	<ul style="list-style-type: none"> measures of assessment of performance procedure to be used for adequate background checks process for recruiting teachers procedure for monitoring credentials 						

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
		<u>113</u>	6. Procedures that the school will follow to ensure the health and safety of pupils and staff (<i>Element 6</i>)				
<u>112</u>	<ul style="list-style-type: none"> school will meet the requirement that each employee of the school furnish a criminal record summary as required in EC §44237 						
<u>113</u>	<ul style="list-style-type: none"> how the school will ensure that its facilities are safe 						
<u>113</u>	<ul style="list-style-type: none"> how the school will ensure that its auxiliary services are safe (food services, transportation, custodial services, hazardous materials) 						
<u>113</u>	<ul style="list-style-type: none"> role of staff as mandated or non-mandated child abuse reporters 						
<u>113</u>	<ul style="list-style-type: none"> TB requirements 						
<u>113</u>	<ul style="list-style-type: none"> employee fingerprints 						
<u>112</u>	<ul style="list-style-type: none"> student immunization requirement 						
<u>5</u>	<ul style="list-style-type: none"> address of the facilities to be used by the charter school 						
<u>113</u>	<ul style="list-style-type: none"> compliance with state building code, federal ADA requirements 						
<u>113</u>	<ul style="list-style-type: none"> assurance of Certificate of Occupancy prior to school opening 						
<u>112</u>	<ul style="list-style-type: none"> contains District required language regarding health and safety procedures 						
<u>114</u>	7. Means by which school will achieve racial and ethnic balance among its pupils that reflects the general population residing within the district/county jurisdiction (<i>Element 7</i>)					47605 (b) (5) (G)	
	<ul style="list-style-type: none"> geographic areas that will be targeted in the outreach effort 						
	<ul style="list-style-type: none"> state languages to be utilized in the outreach 						
	<ul style="list-style-type: none"> district required language for this element 						

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
<u>115</u> <u>115</u> <u>115</u> <u>115</u> <u>115</u>	8. Admission requirements, if any (<i>Element 8</i>) <ul style="list-style-type: none"> admission assurances preferences lottery assurance and procedures waiting list preference (if applicable) states the charter school will admit all pupils who wish to attend efforts the school will employ to recruit academically low-achieving, students with disabilities, and economically disadvantaged students 						47605 (b) (5) (H)
<u>118</u>	9. Manner in which an annual independent financial audit will be conducted and exceptions/deficiencies resolved (<i>Element 9</i>)						47605 (b) (5) (I)
<u>120</u> <u>120</u> <u>124</u> <u>120</u> <u>122</u> <u>124</u> <u>120</u> <u>125</u> <u>125</u> <u>120</u>	10. Procedures by which students can be suspended or expelled (<i>Element 10</i>) <ul style="list-style-type: none"> procedure for involving parents, students and staff in designing and implementing a discipline policy due process for students appeals of disciplinary action procedures for ensuring rights of students list of suspension and expulsion offenses suspension and expulsion procedure general discipline approach procedures for rehabilitation readmission and interim placement district required language regarding special education students Description of how the school will implement the District's Discipline Foundation Policy 						47605 (b) (5) (J)

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
<u>127</u> <u>127</u> <u>127</u> <u>127</u> <u>127</u> <u>127</u> <u>127</u> <u>127</u>	<p>11. Procedures for dealing with staff issues (<i>Element 11</i>)</p> <ul style="list-style-type: none"> relationship between the teachers and the district/county bargaining unit process by which salaries, benefits working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined labor procedures which will be applied to employees process for resolving complaints/grievances process for ensuring due process manner by which staff members will be covered by STRS, PERS, Social Security or Medicare process for staff recruitment, selection, evaluation and termination Procedure for processing and monitoring credentials Reporting PERS/STRS contributions 						47605 (b) (5) (K) 47605 (1)
<u>128</u>	<p>12. Public school attendance alternatives for pupils residing within the district/county who choose not to attend the charter school (<i>Element 12</i>)</p> <ul style="list-style-type: none"> inform parents or guardians of each pupil enrolled in the charter that pupil has no right to admission in a non-charter District school as a consequence of charter school enrollment not require any child to attend a charter school nor any employee to work at a charter school District required language regarding attendance alternatives 						47605 (b) (5) (L)
<u>129</u>	<p>13. Description of the rights of any employee of the district/county upon leaving the district/county to work in a charter and rights of return to the district/county after employment in a charter school (<i>Element 13</i>)</p> <ul style="list-style-type: none"> what the employment status relative to the district/county of charter school employees is and what it will be in the event the charter school ceases or in the event employees seek employment in the district/county 						47605 (b) (5) (M)

* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
		<u>130</u>	14. Procedures to resolve disputes relating to provisions of the charter (<i>Element 14</i>) See LAUSD "District Required" Language <ul style="list-style-type: none"> District required language regarding the dispute resolution procedures 				
<u>131</u>	15. Declaration of Exclusive Public School Employer (<i>Element 15</i>)						47605 (b)(5) (O)
<u>132</u>	16. Description of charter school closure procedures. 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 (<i>Element 16</i>) <ul style="list-style-type: none"> District required language regarding charter school renewal, revocation, and closing procedures 						47605(6) A (ii) O
<u>98</u>	Other Items: 17. Description of the manner in which administrative services of the school are to be provided <ul style="list-style-type: none"> responsibility for evaluating employees criteria and procedures used in evaluation how hiring decisions are made 						47605 (g)
<u>117</u> <u>117</u> <u>117</u> <u>117</u>	18. Budget for the financial operation which is consistent with the requirements of any school district budget <ul style="list-style-type: none"> proposed first year operational budget (including start-up costs) financial projections for first three years process for investment procedures and deposit of funds procedure for ensuring adequate cash flow 						47605(g)

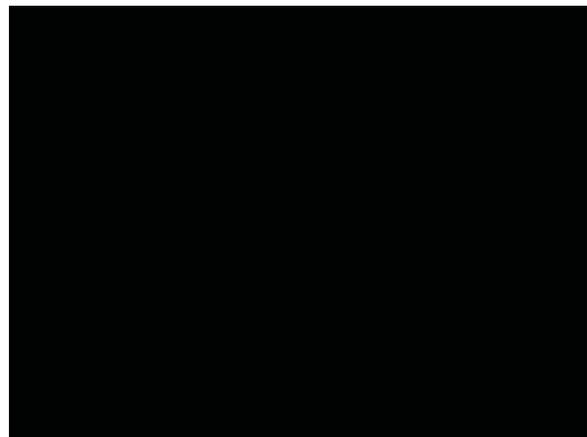
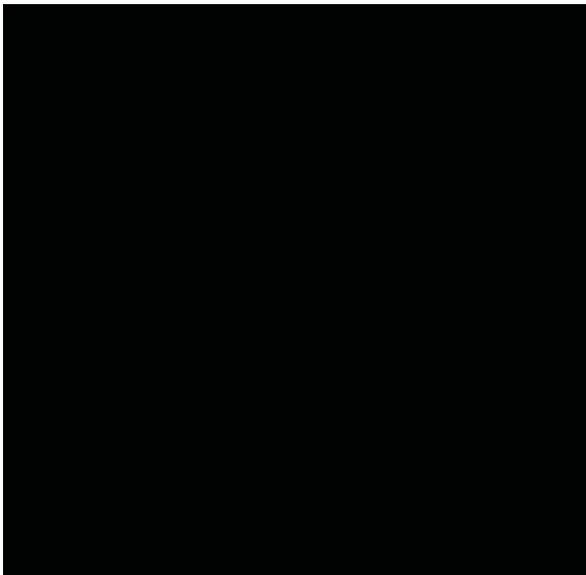
* PAGE	ITEM	ADDRESSED		ACCEPTABLE		COMMENTS	AB 544 REFERENCE
		YES	NO	YES	NO		
<u>119</u>	19. Liability of district/county to handle payments if charter school defaults <ul style="list-style-type: none"> • for schools organized pursuant to Non-Profit Benefit Corporation Law • for schools not covered by Non-Profit Benefit Corporation Law • AB 1994 • general assurances “District Required” language 						47604
<u>114</u>	20. Court-ordered Integration Language <ul style="list-style-type: none"> • action Plan for 70:30 or 30:70 						

* PAGE: Petitioner to identify page(s) in petition in which items are located

INTRODUCTION

For more than 47 years the commitment to encourage, inspire and nurture children's development has shaped the very heart and soul of Topeka Charter School for Advanced Studies). The lens we use to study our school focuses on how to challenge all our students in order to prepare them to live and work productively and harmoniously in our 21st century society.

Topeka is exciting and always bustling with activity. On any given day, you can see our blind and visually impaired students tapping their white canes as they walk with our orientation and mobility instructors. You can also observe the sighted students, side by side with our blind students, sharing learning through the touch of Braille reading. As you move through the campus you'll sense the excitement of our 3rd through 5th grade children as they rush by with their musical instruments to a rehearsal for the Elementary School Honor Orchestra performance that takes place each year. And, if you listen carefully, you might hear teachers and students greeting each other with Annyong ha shimnikka as they begin their Korean Dual Language lessons.



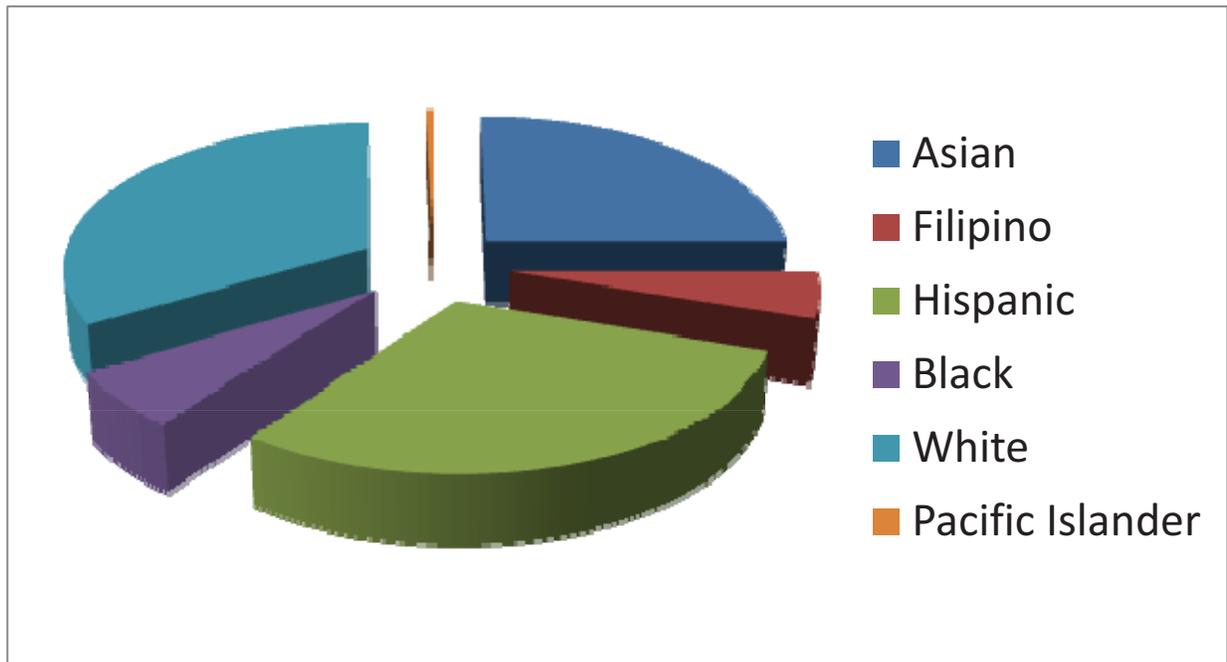
In addition to our School for Advanced Studies, Dual Language Program, and Blind or Partially Sighted programs, we offer something special for everyone. Our young learners benefit from a strong educational foundation that is standards-based emphasizing academic rigor, complexity, novelty, acceleration, and clear expectations. Our third through fifth grade students are excited about participating in the team teaching program. Amber says, "It feels like I am getting ready for middle school and the day goes so fast when you have different teachers in math, reading and social science/science." By teaming, teachers can differentiate the level, depth and breadth of instruction to provide opportunities to maximize student strengths and potential. This also allows for the flexibility to move students among the team team-teaching groups.

Topeka consistently exceeds and outperforms the Los Angeles Unified School District) and the State of California in API scores. We have consistently exceeded the State target of 800. Each year, Topeka will set a target for maintaining API scores above the state target and to strive to increase the previous year's score by at least one point.

API

Year	2008	2009	2010	2011
STATE OF CA API	742	755	767	809
LAUSD API	683	694	709	729
TOPEKA'S API	855	879	866	895

We believe that every Topeka learner is unique and our research-based instructional practices are designed and attuned to engage our very diverse population. Collaboration within and across grade levels helps to maximize student achievement as well as to grow and refine pedagogy. Grade levels meet each week to assess student work and performance data. This information is used to differentiate curriculum and instruction. This cycle of continuous improvement encourages constant review, reflection and revision to optimize instruction and intervention programs.



At Topeka we also enhance our curriculum by bringing cutting-edge, research-based teaching materials to the classroom including Sandra Kaplan's differentiated instruction, Mountain Math and Language, both of which allow teachers to preview, practice, and review state standards while reinforcing math and language skills in the classroom. Programs such as Kids Inspiration, We Tell Stories, Thinking Maps, and Write from the Beginning help students clearly organize their ideas in writing, Social Studies and Science. Using Thinking Maps, our students' work now reflect a sequence and flow, replacing sometimes scattered ideas. New technology in the classrooms, support the academic program at Topeka and consists of Smart boards, Elmo's, LCD Projectors, computers, iPads and a well-developed computer lab to support instruction for our diverse population of learners.

Topeka is fortunate to have strong school leadership and an exceptionally committed and experienced staff. California State University of Northridge assists teachers in the use of the most current and innovative instructional strategies to support student learning. Our teachers collaborate by offering demonstration lessons and coaching new teachers individually. This team approach ensures that best practices are implemented and shared. Strategies may include hands-on activities to develop student understanding of concepts, cooperative and small group learning, and differentiation of instruction. Students select from teacher developed tiered activities which helps them be accountable for their own learning. Diego, a fourth grade student, remarked, "I love picking the way I want to learn. The different activities are very interesting. I think I want to be an artist."

Believing in the importance of a well-rounded school, we provide a vast range of options for enriching, creative, and healthful pursuits. The Arts Program, Psychomotor, After-school Homework Club, PAWS (Performing Arts Workshops), Youth Services sports programs and many Family Night Activities, expand learning opportunities for our students and families. None of this could happen without the close partnership and connections between our faculty and parents. We have so many volunteers in our classrooms, workroom and at events that we need extra parking! We are allies who all work together to make Topeka a vital and extraordinary place for our children. Our parents are always involved in every school activity, fund raiser, and school-wide event. For example, at our annual Jog-a-thon there is water, water everywhere as our parents support all our students who participate in this special event created by parents and includes the total school community to raise funds for Topeka's Psychomotor Program. Teachers at each grade level use this important program on a weekly basis to review student data and address needs and develop strategies in identified areas.

Topeka is about valuing diversity and nurturing all of our students to reach their full potential. We accomplish this by demanding the highest level of performance in communication, applying and assessing learning standards, incorporating technology to support learning, and strengthening our partnership with parents and the community. Twenty-two different languages and dialects are spoken by the various families of Topeka. Our broad ethnic and cultural diversity is displayed annually during our December holiday

program and during our spring multicultural festival and dance. Songs and dances representing various cultural groups and traditions are performed and tummies are filled with international cuisines prepared by our families. Mrs. Ma stated, “Topeka is the best! We have so many different families and my son learns so much about different cultures. I couldn’t have chosen a better school to send my son.” At Topeka, no child is ever left behind and every culture is celebrated and presents a unique learning experience to our students.

Our school motto, “Topeka: Where Knowledge Meets Opportunity,” reflects our vision and promise for success. We welcome everyone to visit us and experience for yourself the sights, sounds and feelings of our exceptional school. The Topeka family guarantees you will leave with a fond appreciation for a warm, sensitive, and compassionate school that clearly cherishes our children, our families and our staff members.

AFFIRMATIONS AND ASSURANCES:

Topeka Charter School for Advanced Studies (TCSAS) shall:

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

Element 1 – Description of the Educational Program

The address of the Charter School is 9815 Topeka Drive, Northridge, CA 91324.
The phone number of the Charter School is (818) 886-2266.
The contact person for the Charter School is Temika Dixon.
The term of this charter shall be from August 2012 to June 2017.
The grade configuration is kindergarten through fifth grade.
The number of students in the first year will be 550.
The grade level(s) of the students the first year will be kindergarten through fifth grade.
The scheduled opening date of the Charter School is August 14, 2012.
The admission requirements include: School will follow standard District policy and guidelines on admission. See also Element 8: Admission Requirements.
The operational capacity will be determined by the District.
The instructional calendar will adhere to the District calendar.
The bell schedule for the Charter School will be:

School Hours:

8:00 A.M. – 2:28 p.m. Grades K – 5

Bell Schedule:

7:30 A.M.	Playground opens
Cafeteria opens for breakfast	
7:55 A.M.	Students line up
8:00 A.M.	School begins, All perimeter gates are locked
10:10 A.M.*	Recess
10:25 A.M.	Warning Bell
10:30 A.M.	Recess Ends
12:15 P.M.	Lunch (grades K, 1 & 2) Tuesday Only – 11:45 A.M. to 12:30 P.M.
12:00 P.M.*	Lunch (grades 3, 4, & 5)
12:40 P.M.	Warning Bell (grades 3, 4 & 5)
12:45 P.M.	Lunch Ends (grades 3, 4 & 5)
12:55 P.M.	Warning Bell (grades K, 1, & 2)
1:00 P.M.	Lunch Ends (grades K, 1, & 2)
2:28 P.M.	Dismissal

*No bells ring at this time

Minimum Days:

Grades K-5 8:00 A.M. - 12:33 P.M.

Banked Days (Tuesdays)

Grades K-5 8:00 A.M - 1:28 P.M.

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

A. Students the School Proposes to Serve

Currently, the school accepts children who live within our local school boundaries and a limited number of permits on a space-available basis. Some facts about the current and target population:

DEMOGRAPHIC INFORMATION FOR PROSPECTIVE SITE (Surrounding Schools Data) – APPENDIX A

LAUSD SCHOOLS	# of Students	Multi-Track School ?	Program Improvement?	Met Schoolwide Growth Targets?	Met all Sub-group Growth Targets?	API Score	API State Ranking	Similar Schools Rank	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of ELL Students	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3
Calahan E.S.	567	NO	NO	YES	YES	841	7	2	54%	15%	15%	46%	25%	11%
Castlebury Ln E.S.	820	NO	NO	YES	YES	940	10	3	8%	6%	5%	45%	36%	11%
Darby E.S.	449	NO	NO	YES	YES	900	8	6	22%	13%	10%	37%	34%	13%
Germain E.S.	677	NO	NO	YES	YES	850	7	4	44%	9%	12%	38%	32%	16%
Superior E.S.	576	NO	NO	YES	YES	912	9	10	43%	10%	11%	42%	31%	14%
CHAR-TER SCHOOLS	# of Students	Multi-Track School ?	Program Improvement?	Met Schoolwide Growth Targets?	Met all Sub-group Growth Targets?	API Score	API State Ranking	Similar Schools Rank	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of ELL Students	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3
Beckford E.S.	554	NO	NO	YES	YES	912	9	7	18%	9%	8%	41%	24%	22%

- Our enrollment rollout per grade level is the following:
 - Kindergarten: 115
 - First grade: 98
 - Second grade: 80
 - Third grade: 87
 - Fourth: 85
 - Fifth grade: 85
- Consistently exceeds established District Academic Performance Index (API) benchmarks and meets No Child Left Behind (NCLB) requirements as it relates to student achievement each year.
- Currently considered to be a high-performing school with an API of 895.
- Currently considered a School for Advanced Studies (SAS) school.
- Currently considered a Candidate for California Distinguished School.
- Higher number of identified gifted children than LAUSD average (20% of students are identified Gifted & Talented (GATE) compared to the District goal of 6%).
- Total number of 97 English Learner students for the 2011-2012 school year.
- Special education students make up 14% of the 2011-2012 population.
- Larger class size means that some classes (of up to 36 students in a single class) are comprised of gifted, special education, EL, twice exceptional students as well as our typical students.

In the last five years, our enrollment numbers have increased slightly with an average of 550 students over that time period. This is our target number of students for TCSAS.

B. TCSAS' Mission and Vision

Mission Statement

The mission of Topeka Elementary is to prepare all students to be productive citizens within the large community. Students will grow academically and personally, thus enabling them to live and work more productively and harmoniously with the political, social, and economic institutions of our society in the next century.

Motto of TCSAS—Topeka: Where Knowledge Meets Opportunity

Vision Statement

The vision of Topeka Drive School is to provide all students with the tools to become productive, responsible and respectful citizens through partnerships with family and community, working together, to provide the necessary resources and support to produce a positive educational environment essential for learning.

C. What it Means to Be an Educated Person in the 21st Century

TCSAS believes 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.

Students at TCSAS 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.

TCSAS' students will reason, question and inquire. They can apply the scientific method of investigation. Our students will be intellectually flexible and able to think about complex systems whether abstractly or creatively.

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 collaborate and make individual contributions on a global scale in order to work and contribute to the modern world.

How Learning Best Occurs

According to Stella Vosniadou in “How Children Learn,” published by International Academy of Education, TCSAS agrees that learning best occurs when the community is immersed in a culture of education that both challenges and nurtures the development of individuals. Teachers, parents, and community members need to create an environment and culture that is inherently reflective of our school, home, and community.

Learning best occurs when all stakeholders fulfill their joint, collaborative responsibilities to provide this culture of education for every child. Working together creates an atmosphere focused upon the importance of education, which in turn inspires shared learning.

TCSAS will serve as an academic arena to develop a desire for lifelong learning in all children. The school will provide a safe, supportive, and challenging environment that encourages students to maximize their learning potential through integrated learning experiences. Well-qualified teachers, support personnel, and diverse classrooms will provide optimal opportunities for every child to be reached and supported in his/her educational development. Classroom instruction will take into account the multiple modalities of learning and the differences of abilities amongst students.

How the Goals of the Program Enable Students to Become Self-Motivated, Competent, and Lifelong Learners

Topeka will continue to deliver instruction based on the California State Standards incorporate the National Standards for Language Arts and Mathematics (CCSS) once implemented by the CDE. In all areas of the curriculum students will build on prior knowledge, increase and expand their skill sets, and apply information to solve problems and approach real world learning. Technology will be a vital tool for 21st Century learners. Providing innovative technological approaches for children will enhance and deepen their understanding of new information, offer different perspectives, and prepare them to apply technology in meaningful ways.

As our teachers continue to expand and develop their knowledge and application of Differentiated Instruction, students will acquire new problem solving skills; develop strengths and weaknesses as they demonstrate knowledge mastery in a variety of ways; and come to appreciate differences and commonalities in their classmates’ work. Using authentic assessments, young learners will receive meaningful feedback on their academic progress and take responsibility of their own learning. Topeka will expand the use of authentic assessment across the curriculum. Arts appreciation and expression will continue to play a vital role in Topeka students’ lives. As an Arts Program School, several teachers have participated in training and teaching all of the arts in their class-

rooms and have brought enriching experiences to students. Professional Development provided by these teachers will expand the arts educational experiences for more students, building upon a curriculum already rich in artistic connections.

Topeka will continue to build upon the strong and close working relationship with the middle and high school, identifying strengths and weaknesses in scholastic achievement to enable students to have successful educational experiences as they move through their schooling and on to college. Topeka will also continue to enhance our partnership with our parent community by further expanding communication and participation of parents in their children's educational experience. To reach beyond our immediate educational community, each grade level will identify, select, and work to promote greater good for a local or global cause. This ongoing work will connect our learners with the world outside the school gates, bringing personal meaning to their daily school lives.

D. A Typical Day at TCSAS

TCSAS uses a banked time schedule which meets the required minute schedule of the State of California. A typical day begins at 8:00am for students in grades kindergarten through fifth. Dismissal time on Monday, Wednesday, Thursday, and Friday is at 2:28pm. On Tuesday, dismissal time is at 1:28pm to allow for staff meetings and professional development. Students receive rigorous, standards-based language arts instruction, ELD instruction, and mathematics instruction during the morning hours. For the remainder of the day, students are receiving a rigorous standards-based program in science, social studies, art, physical education, and health.

On a typical day, you will see technology throughout classrooms and within the computer lab, enhancing teaching and learning. Students use computers and iPads as tools for learning and showing what they have mastered. Visitors will see document cameras, smart boards, and projectors being used in every classroom to enhance the instructional programs.

Similarly, the arts are alive at TCSAS. Selected fourth and fifth graders students participate in a ballroom dance program that culminates in our annual Multicultural Performance. Visitors will see the orchestra rehearsing for an upcoming performance. Teachers and students throughout the grade levels use dance and drama to bring literature to the stage as a means to enhance learning.

On a typical day, you will see students learning in whole and small group settings, and individual targeted instruction with the classroom teacher or within the walls of our fully

functioning Learning Centers. Teacher assistants, under the direction of the classroom teacher, assist with instruction and promoting learning on a daily basis.

TCSAS parents play a huge role in our typical day. They are often seen volunteering for our safety valet program, making copies and collating for teachers, working with student groups, acting as mentors in our arts as well as providing invaluable support to the school on a daily basis.

A Typical Day at Topeka Charter School Advanced Studies

Activity Time Block	Description Structure & Strategies	Integrated Opportunities For Program Enrichment	Outcomes
Morning Routine 8:00 – 8:15	Student Council Announcements Attendance Physical Education CST Review/Daily Language Activity	Flag Salute School-wide Announcements Hundred Mile Club	<ul style="list-style-type: none"> - Engage all community members in one setting consistently -Venue to dispense timely, critical initiative (such as CST prep, student code of conduct and upcoming events). -Opportunity to celebrate and reflect on achievements -Integrated life-long physical fitness awareness
Language Art Block 8:15 – 10:10	<ul style="list-style-type: none"> -Rigorous Curriculum that exceeds state standards -Team teaching in flexible groups of standard based content. - QAR -Sandra Kaplan Depth and Complexity Icons -Neurodevelopmental Program - Whole Brain - Students will utilize all learning modalities 	<ul style="list-style-type: none"> -Cooperative Grouping -Differentiated Curriculum for different learning groups -Accelerated Reader -Grade Level Presentations -Neurodevelopment Program to individualize student learning style -Hands-on, inquiry based instruction -Student Portfolios 	<ul style="list-style-type: none"> -Provide a stimulating, engaging & challenging environment for and every student - Cross-disciplinary projects as means to enhance critical thinking resourcefulness -Tiered Activities -Effective writing and speaking skills - Apply vocabulary development as well as integration of language arts embedded

	(kinesthetic, visual, and auditory)	<ul style="list-style-type: none"> -Flexible Grouping - Independent Work Time - Read to Succeed-600 Minute Reading Program -Book It Library Media Center -Computer Lab -Learning Center 	<p>across the curriculum</p> <ul style="list-style-type: none"> - Developing a love of reading - Develop students' reading, writing, listening and speaking skills to support academics across disciplines.
Recess 10:10 – 10:30	<ul style="list-style-type: none"> -Sustenance -Recycle -Computer Lab -Sensory Garden -Wolly Garden -Student Council -Fiesta Fridays -Lunch with the Principal 		<p>Environmental Awareness</p> <ul style="list-style-type: none"> -Global Awareness -Cooperative Play - Providing a Safe Environment
Writing 10:20 – 11:00	<ul style="list-style-type: none"> -Write for the Beginning -Thinking Maps -Thematic Units Extensions -Differentiation-(GATE, ELD, Resource, Learning Center, RTI2) -Sandra Kaplan's Depth and Complexity -QAR -Neurodevelopmental Program and Strategies -Whole Brain -Intervention -Reteaching -ELD Instruction -Criteria Charts -Rubrics 	<ul style="list-style-type: none"> -Library Media Center -Computer Lab -Learning Center -Reader's Theater -Reflection Program sponsored by the PTA -Black History Month Essay Contest 	<ul style="list-style-type: none"> -Grade level reading - Critique, justify, and theorize in compositions/writing across the disciplines -Write across all genres specific to grade-level standards including narratives, poetry, expository, writing, letters, imaginative narratives, folk tales, fairy tales, persuasive essays, and biographies. -Writing for a purpose
Mathematic Block 11:00 – 12:00	<ul style="list-style-type: none"> -Envision Math -Touch Math -Developmental In- 	<ul style="list-style-type: none"> -Flexible Grouping -Hands on equations 	<p>Develop students' mathematic proficiency by applying math-</p>

	<p>struction</p> <ul style="list-style-type: none"> -Sandra Kaplan Math Icons for Depth and Complexity -Neurodevelopmental Program - Cooperative Grouping - Hands-on Investigations Math Intervention -Learning Center -Criteria Charts -Rubrics <p>Students will utilize all learning modalities (kinesthetic, visual, and auditory)</p>	<ul style="list-style-type: none"> - Marilyn Burns - Marcy Cook -Hundred Day Activities Mathematics through Origami -Chaos Towers -Math Websites Library Media Center -Computer Lab -Learning Center 	<p>ematical concepts and computational skills to a variety of mathematical processes.</p> <p>Apply math skills to daily problem-solving situations. Develop understanding of the concepts of computation, patterns, functions, geometry, statistics and probability.</p>
<p>Lunch 12:00 – 12:45</p>	<ul style="list-style-type: none"> -Sustenance -Recycle -Computer Lab -Sensory Garden -Wolly Garden -Student Council -Fiesta Fridays -Lunch with the Principal 	<ul style="list-style-type: none"> -Green Team Recycling - Community Garden -Wolly Garden - Systematic Supervision -Caught Being Good 	<ul style="list-style-type: none"> -Environmental Awareness -Global Awareness -Cooperative Play - Providing a Safe Environment
<p>Health and Wellness Science Social Studies 12:45- 2:28</p>	<ul style="list-style-type: none"> -Standard Based Curriculum -Interactive/hands-on modalities to illuminate abstract concepts - Explore other Cultures In communities - Students are encouraged to understand the need for eco-friendly products and life-changes to improve our local and 	<ul style="list-style-type: none"> -State and District standards-based curriculum -Interactive activities and models Simulations Learning through the Arts, music, multicultural dances -Multicultural Performance - Holiday Program -Dual Language Program -Field Trips 	<ul style="list-style-type: none"> -Full integration of arts and academic with real world example - Cause & Effect -Partnerships with : <ul style="list-style-type: none"> Food Drive Candy Splits Book Exchange Beautification Day Pennies for Patients Coat & Clothing Donations Earth day

	<p>global community.</p> <ul style="list-style-type: none"> - Teachers help students to learn and apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness. -Constant updating of School's Sensory Garden and tree wells. 	<ul style="list-style-type: none"> -Too Good for Drugs -Second Step -Dairy Council -Career Day -Character Counts -Visits for the local Fire Department 	<p>P.J.'s for Abused Children Parent Volunteers</p>
Technology	<ul style="list-style-type: none"> -All classes have been updated with Elmo's and LCD's -Smartboards are utilized in in each grade level, Multi-purpose room and Computer Lab. -All classes have computers and printers and most have computer pods containing many machines so students can rotate on a daily basis. 		
Intervention	<ul style="list-style-type: none"> -DIBELS -Teachers work daily with at-risk students in small groups throughout the school day -Credential limited contract teacher is used to evaluate, support and learning. -Learning Center (Fabulous Forty) -Parent volunteers in the classrooms -Many teachers volunteer to tutor at-risk students after 	<ul style="list-style-type: none"> -Library Media Center -Computer Lab -Learning Center -Homework Club -Volunteer After school Teacher Tutoring 	<ul style="list-style-type: none"> -Dibels system is used to specifically assess students' knowledge in kindergarten through 3rd grade to promote targeted interventions. -Fabulous-Forty Learning Center supports students who are struggling in Math and Language Arts. - Homework Club offers support and academic reinforcement to all students in the Library media Center.

	<p>school</p> <ul style="list-style-type: none"> -Homework Club 		<p>-All intervention supports the goal that all students can reach proficiency on State and District Standards.</p>
<p>Afterschool Program 2:30 – 6:00</p>	<ul style="list-style-type: none"> Homework Club Library Media Center Boys and Girls Club After School Tutoring Paw Youth Service Mad Science Karate Recorder Class Ball Room Dancing 	<ul style="list-style-type: none"> Arts and Crafts Theater Performances Youth Sports -Homework Club -Volunteer After school Teacher Tutoring 	
<p>Parent Education and Communication</p>	<ul style="list-style-type: none"> PTA SSC ELAC Dual language GATE Volunteer Traffic Safety Program - Local Businesses Sponsorships -Sunday Minute -School Website -Monthly Bulletins -Thursday Folders -Open Door Policy for access to our principal -Daily Homework planner 		<ul style="list-style-type: none"> -Parent Volunteers - Local Business as Sponsors to support project-based learning activities. -Frequent recorded messages are relayed from our principal regarding current events and concerns -Increase parent participation -The school website provide class and campus information, links, and videos - Parents are aware of daily assignments in the student planner/assignment book and communication with teachers is ongoing.
<p>Integrated Enrichment</p>	<ul style="list-style-type: none"> Psychomotor Holiday Program Multicultural Program Art's Program Computer Lab Accelerated Reader 	<ul style="list-style-type: none"> -Library Media Center -Homework Club -Volunteer After school Teacher Tutoring 	<ul style="list-style-type: none"> -Qualified as a California Distinguished School -Psychomotor- Grade level consensus Building

	Award Assemblies Positive Behavior Program -Reflections Arts Competition -Orchestra -School –wide Talent Show -Murals and Art displays throughout the school -School Attendance - Lunch with the Principal		-Grade level Planning - Students will express creativity through various art forms, knowledge and understanding of other disciplines, -Students will examine and formulate deeper understanding by integrating the arts - Character Counts/ Attendance Award/ Academic Award/ Assemblies
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E. Proposed Instructional Program

Framework and Teaching Methodologies

Topeka Charter’s proposed teaching methodologies are framed around the delivery of state standards through differentiated, experiential, and/or inquiry-based instruction through thematic units in whole and cooperative group settings. Supporting these methodologies, Topeka teachers will utilize departmentalized instruction to provide professional development by grade-level experts and instructional leaders. All our methodologies will be supported by authentic assessments.

Enabling students to become:

- Self-motivated Learners—Students will choose an area of interest within the curriculum to explore with depth and complexity.
- Competent Learners—Students will exhibit knowledge and show they met the standards in a variety of assessments.
- Lifelong Learners—Students will have opportunities to apply knowledge in a real-life, experiential setting to derive meaning.

Approach

Both our third and fifth grades are departmentalized. The students are assessed and grouped into fluid groups to rotate for math, science, and social studies instruction. The charter school envisions utilizing this approach for grades 1-5, whereby teachers can differentiate instruction to meet the needs of the various groups of students they serve.

This would allow them to target specific areas of need and/or enrichment. This also ensures students receive instruction from teachers strongest in that subject.

Accountability for Departmentalized Instruction

The teachers meet in grade levels to assess student progress in these curricular areas. This information drives instruction and allows for mobility within groupings. During grade level meetings for departmentalized instruction, the teachers utilize data to identify students who are not meeting benchmarks. The grade level discusses appropriate strategies and differentiation, and the teacher instructing in the subject matter is responsible for implementing the intervention. Results of the implementation of intervention for the students are communicated to the parent, grade level, and homeroom teacher. Weekly progress reports go home to the parent for academics and behavior from the department teacher. The student's teacher of record communicates progress to the parents.

Instructional Framework

TCSAS' curriculum is based on the California State Standards and Associated Frameworks in Language Arts, Mathematics, Science, Social Studies, Visual and Performing Arts, technology, and Physical Education. The curriculum will meet all state and LAUSD Standards. We believe that powerful learning and addressing the needs of our targeted population are best accomplished through a balanced program, which combines curriculum-centered and student-centered instruction. Systematic direct instruction, guided practice and the application of skills through an expansive reading selection ensures that all students are exposed to State and District-mandated standards. Subsequently, addressing multiple intelligences (Howard Gardner) through the use of experiential and open-ended (Bloom's Taxonomy) inquiry-based learning, produces self-motivated and well-balanced learners. We believe that integrating these modalities will help our students to become analytical (Sandra Kaplan) as well as creative thinkers.

Teaching Methodologies

The teachers of TCSAS as well as the leadership team will use current research and student data to drive best teaching practices while utilizing rigorous conceptual learning at each grade level. Topeka will continue to have high expectations for all students and will provide them with the support they need to meet these goals. Our teachers use Sandra Kaplan's icons/prompts of 'depth and complexity' to challenge students to analyze curriculum and utilize higher level thinking skills. These are visual symbols that cue a student to apply a specific strategy. Starting in Kindergarten and first grade, students are exposed to the individual prompts to 'dig deeper'. For example, Kindergarten students are asked to use the 'details' prompt to describe the elements of a story, and the 'different point of view' prompt to determine the positive and negative impacts of wind in a science unit. First graders are beginning to use the prompts independently to analyze and reflect on curriculum. A recent project based on the Social Sciences standards required each student to create a Kaplan frame about transportation. The students were allowed to select prompts that would facilitate an understanding about everyday life in different times and places around the world. By the end of second grade, students are asked to create a Kaplan 'frame' that incorporates multiple prompts. They recently completed a *Treasures* unit with a culminating project of a Kaplan frame to describe creativi-

ty. They used the 'details' prompt to describe creativity, the 'change over time' prompt to explain how creativity has changed over the years, the 'patterns' prompt to identify patterns in dance/music, and the 'big idea' prompt to explain the importance of creativity. In third and fourth grade the students are ready for the next level of prompts, the 'content imperatives'. They are able to add these to the prompts of 'depth and complexity' to continue in their growth in higher level thinking skills. A fourth grade Social Sciences project incorporated multiple prompts and content imperatives in an analysis of the California Gold Rush. They used 'change over time' to show how California was impacted, combined 'different point of view' with 'ethics' to analyze the point of view of Native Americans and miners about the land, and the content imperatives of 'origins' to analyze the beginning of the Gold Rush. By fifth grade, our students are using these independently to analyze, reflect, and evaluate all sources of information. Through the use of tiered activities and instruction, students are involved in projects at the level they are able to fully participate; our identified gifted students and high achievers are providing the information with multiple prompts and the content imperatives. The information is scaffolded for English Learners and for our students who may need additional support to participate by adding information in the single prompts such as 'details' or 'language of the disciplines'.

Topeka uses the research of Howard Gardner to recognize and encourage all students in their area of accomplishment. We participate in the Presidential Physical Fitness Program to recognize our kinesthetically gifted students. We have students who have been recognized for their artistic abilities in the Reflections Program. We hold monthly assemblies that recognize students in multiple categories. They are rewarded for their citizenship, reflecting their interpersonal talents. Some grade levels recognize their artistically gifted students, as well as our academic stars. All students participate in our annual multicultural performance, highlighting their artistic talents and the diversity of our campus. Many teachers have used the performing arts to bring Social Science standards and curriculum to life in theatrical presentations. The Arts Program has brought invaluable resources into our classrooms and allowed our teachers to teach to the multiple skills and talents of our students.

Standard methodologies include:

Academic Rigor—Students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts. We use Sandra Kaplan's strategies to further challenge our gifted and high ability students. We scaffold these strategies to make them accessible for all learners.

Clear Expectations—Teachers clearly define and articulate state standards in student-friendly language to ensure academic goals are attained. Students will be supported in connecting their learning to the state standards.

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

work. This strategy facilitates teachers' ability to tailor instruction to meet specific, targeted students.

Criteria Charts/Rubrics—These tools help focus students to effectively meet and exceed teacher expectations and objectives of the assignment. Charts/rubrics are based upon curricular standards and objectives. Staff will be encouraged to utilize alternative means of assessment with students to show they meet the standard.

Direct Instruction—Teachers use carefully planned direct instruction to teach standards-based lessons.

Guided & Independent Practice—We provide students with adequate time to be successful at demonstrating their understanding of the concepts or skills being taught. We use independent practice to inform and guide future instruction as well as to identify target students needing additional support.

Small Group Instruction—Teachers create small groups to target students who need extra instructional time as well as preview and review. We use DIBEL assessments to identify students needing additional instruction in a specific skill. This instructional change facilitates teachers' ability to more closely monitor students' progress and need for further intervention.

Differentiated Instruction—Teachers provide lessons and assignments within the core curriculum that allow students to perform at their appropriate academic levels while maintaining or exceeding state standards. This allows teachers to identify and target individual instructional needs.

Higher-level Thinking—Teachers design lessons that develop critical thinking skills which help to solve complex problems with depth and complexity. Students are encouraged to utilize the highest stages of Bloom's Taxonomy such as synthesis, analysis, and evaluation. Students use Kaplan strategies to explore curriculum using depth and complexity prompts. Teachers can tailor the curriculum to challenge students based on their interests and abilities. All students will be exposed to these higher-level thinking skills and we will scaffold instruction to support targeted students.

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

Experiential Learning—Students learn by doing. Students relate to the curriculum through plays, field trips, labs, simulations, and experiments. It is through these involvements that students process, analyze, and conceptualize the experience. This gradual shift in instruction lets us incorporate our standards in experiential settings.

Adhering to the proposed instructional framework and teaching methodologies ensures TCSAS' instructors can successfully meet the needs of all students which include these subgroups: GATE, Special Education, English Language Learners, Under-

Achieving/Non-Proficient, General Education, and the Socioeconomically Disadvantaged. All students will receive instruction in language arts that incorporates the reading, writing, listening and speaking strands of the discipline. The curriculum will be implemented through the use of a variety of materials that may include state adopted and staff selected textbooks and core literature selections that are aligned with the State Framework and State Standards. Students will be given the opportunity to work and learn independently and as part of a larger group. Students will discuss ideas and values in core and other literary texts making connections to personal experiences and a variety of cultural perspectives. Every effort will be made to incorporate Culturally Relevant and Responsive Education for our community of diverse learners.

Adhering to the proposed instructional framework and teaching methodologies ensures Topeka Charter School for Advanced Studies instructors can successfully meet the needs of all students which include the following subgroups: GATE, Special Education, English Learners, Under-Achieving, General Education, and the Socio-Economically Disadvantaged.

Scope and Sequence of Skills

The scope and sequence of skills to be taught across the grade levels and the different subjects the school plans to teach have been outlined below. All California State Standards will be addressed with cross grade-level planning so students receive consistent instruction from one grade level to the next.

California Content Standards

All components of the TCSAS' curriculum plan conform to language arts, math, social studies, science, arts, technology, and physical education standards of the frameworks for California public schools. All instruction will be standards-based and assessed by the California Standardized Test as scheduled by the Department of Education and the Los Angeles Unified School District. TCSAS will follow all California State standards including all required Scope and Sequence.

Enrichment for Grades K-5

- Enrichment programs are fully incorporated into the appropriate grade-level curriculum for all grade levels and meet or exceed the established California Content Standards. Qualified specialists to teach these programs, which include dance, fine arts, music, physical education and media lab, are currently hired through a collaborative process involving the PTA with input from the staff and the principal. This collaboration continues each year when the administration, faculty, and PTA schedule instruction in these specific areas into the school day so that every student in our diverse population has the opportunity to participate.
- We have been nominated as a California Distinguished School.
- Our entire school community focuses on a rigorous curriculum that exceeds the state content standards for all core curriculums.
- Students will use Sandra Kaplan's icons/prompts to enrich and differentiate all core curricular areas. Our staff has received varying degrees of training in Sandra Kaplan's Gifted Instruction on the nature and scope of differentiated instruc-

tion for gifted students. All students are exposed to the prompts that facilitate the study of a topic with depth and complexity.

- Our school utilizes Renzulli Learning Systems to increase classroom engagement through personalized curriculum and instructional services.
- The physical education program provided to all grades is supplemental to the state standards, which the teachers and YMCA PLAY instructors implement with fidelity. This enrichment activity is an important component to educating the “Whole child.” This program also enhances the concepts of team sports and good sportsmanship while incorporating fairness in competition. Many schools often overlook a strong physical education program, but at Topeka, we understand the importance of integrating the theory of physical education with organized and structured play. Access to a regular physical education program can enhance all aspects of development, enriching the whole child.
- Students will show a commitment to connect subjects across the disciplines.
- Students will use strategies that encourage differentiated learning.
- Students will theorize and view subjects and situations through the eyes of a Disciplinarian. Students will become experts in an area of study by utilizing Sandra Kaplan’s “Think Like a Disciplinarian” strategy.
- We have many local businesses that have partnered with our school and support project-based learning activities.
- We have career days, multicultural fairs, and beautification days, all which involve many people and businesses in our surrounding community.
- As part of whole-brain, our students are encouraged to visualize, draw, and use drama as they develop new ideas in order to retain them.
- Field trips for curricular areas are enthusiastically supported and paid for by the PTA.
- We incorporate the use of a program called, “Character Counts” that teaches students core lessons and values about the 6 character traits: responsibility, citizenship, trustworthiness, respect, caring, and fairness.
- Dozens of enrichment classes are offered on a campus throughout the year. A few examples include: Ballroom dancing, Mad Science, Chess, Puppetry, and KidsArt.
- A volunteer-run safety valet group wears vest, places cones, and supervises morning drop off.
- Although we are only required to have 51% of our special needs students in the general education setting for 40% or more of the instructional day, we have 100% of our students meeting this goal.
- We have high expectations for all students. We use educational experiences which extend, replace, or supplement standard curriculum. Our class assignments at each grade level high levels of critical thinking and allow for a range of responses.
- We will continue to seek our enrichment opportunities for all students in the future.

Language Arts

- All grades provide opportunities for students to utilize the Accelerated Reader program, a reading program that is research-based and proven to make essential reading practice more effective for every student. There are three steps to using Accelerated Reader. First, students choose and read a book at their appropriate reading level, as determined by tests. Second, students take a quiz. Third, the teacher and parent receive information that is intended to assist, motivate reading, monitor progress, and target instruction in both home and school.
- Students will use Write From the Beginning program to promote advanced written products.
- Students will use Thinking Maps to organize thoughts and make connections.
- Students will develop critical reading skills (e.g., reading, writing, listening, and speaking) to support academics across disciplines.
- Enhancing the core reading program by using Literature Circles, Core Literature, Accelerated Reader, and Reader's Theater
- Critique, justify, and theorize in compositions/writing across disciplines
- Use technology as a tool for presentation and project exhibits and teacher/student interactive documents
- Write across all genres specific to grade-level standards, including narratives, poetry, expository writing, letters, imaginative narratives, folk tales, fairy tales, persuasive essays, and biographies
- Teachers will incorporate cross-cultural activities to reflect the diversity of our student population

Math

- All grades use manipulatives, games, and math tools to encourage a deeper understanding.
- Develop students' mathematics proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes
- Develop understanding of the concepts of computations, patterns, functions, geometry, statistics, and probability
- Apply math skills to daily problem solving situations
- Teachers will enhance mathematics using enVision enrichment materials and website, Marilyn Burns, Touch Math strategies, and various math websites during computer lab class time.
- Chaos Tower activities provide a rich learning environment of hands-on/minds-on content from simple concept learning to complex mathematical solutions.
- All grades participate in an annual math-a-thon, where students are challenged to complete mathematical problems suitable for their grade level. Children gather sponsors and are rewarded for each problem solved correctly.

Science

- Our school uses an experimentally –based FOSS Science program that is well-structured, hands-on, and exciting.

- Science labs available at each grade level, where tools, will provide students with an optimum hands-on experience in science.
- The sciences are taught as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade levels.
- Hypothesize and develop experiments utilizing the scientific method
- Our recycling programs (i.e., cans, plastics, glass, paper, Lunch Skins, Capri Sun) encourage students to understand the need for eco-friendly products to improve our local and global community.
- Teach the sciences as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade levels.
- Beautification Days and constant updating of our 2 school gardens help support science in all grade levels and promote eco-friendly behavior

Social Studies/History

- Students will understand their own place in the world through studying communities, cities, states, and countries in terms of geographical settings and periods.
- Through critical thinking skills, students will relate over time historical events and be able to find parallels and patterns.
- Students will interpret geographical and historical information to draw conclusions
- Students will understand cause and effect of historical events
- Multicultural days are observed through many curricular activities such as “Everyone Eats Rice,” “Everyone Eats Noodles,” Korean Thanksgiving, Lunar New Year, Cinco de Mayo, Black History Month, Women in History Month, “Let’s Sing America,” and a school-wide cultural fair, celebrating world-wide diversity through fun and games and food.
- Students will learn to research their own histories through their heritage, culture, and family trees and traditions supported through field trips, research projects and school-wide events.

Technology

- All classes have been updated with Document Readers, Smart Boards, iPads, iPods, Samsung Galaxy tablets, LCD projectors, and laptops.
- All classes participate in a computer enrichment program, where each student is assigned their own computer during their scheduled class time. A trained computer teacher assists in building technological expertise through lessons such as PowerPoint, Word, keyboarding, Excel, pamphlet creations, Photoshop, and report productions that include imported internet information, curriculum support, unit extensions, robotic opportunities, and links to global organizations.

How the Curriculum Addresses

Arts (Visual, Theater & Dance)

- Students in all grade levels explore the elements of design: line, shape, form, space, color, and texture, aligned with the California State Standards and the developmental needs of each student.

- Across-curricular art lessons include the principles of design: balance, emphasis, movement, pattern, repetition, proportion, rhythm, variety and unity, making connections with math and science.
- Visual Art is taught with rigorous content to achieve state's standards, and challenges all students to create their own works, and respond to works of art and ideas they impart.
- Teachers work collaboratively with the Arts Program to promote awareness and enthusiasm for the four areas of art education: dance, music, theatre, and visual arts.
- Weekly ballroom dancing for our fourth and fifth graders culminates with a dramatic production consisting of a medley of ballroom dancing/music.
- The Reflections arts competition is an annually anticipated event for all grade levels and we have produced several winners.
- Students and staff members in grades 1st-5th prepare and participate in an annual Talent Show, showcasing the talents of our diverse population.
- The music curriculum at each grade level supports the language arts, social studies, and science curricula while meeting the California State music standards.
- Our third graders learn to use recorders.
- Our third-fifth graders learn to use instruments and participate in our orchestra. Many of our students have made it to Honor's Orchestra and have performed at Disney Concert Music Hall.
- Students are engaged in a variety of drama techniques that allow them to resolve conflicts in healthy, creative, and stimulating ways.
- Comprehension is increased when students portray characters in literature and make inferences using tolerance and empathy to create different situations and outcomes. Cause and effect is emphasized when improvisation and plot and character development are studied.
- Drama encourages the art of public speaking with poise, clear pronunciation, expression of ideas, confidence, and good communication skills.

Intervention

- DIBELS is used to specifically assess students' knowledge in kindergarten through third grade to promote targeted interventions and progress monitoring.
- Teachers work daily with at-risk students in small groups throughout the school day.
- Our Intervention Teacher provides targeted instruction to our fourth and fifth graders who scored Below Basic and Far Below Basic on the CST in Language Arts and/or Mathematics.
- We have two fully-functioning Learning Centers to support students not meeting benchmark in Language Arts and/or Mathematics.
- Our School Based Leadership Team participates in and provides professional developments for the staff on Response to Instruction and Intervention.
- At least one teacher at every grade level tutors at-risk students after school or holds social skills groups during their lunch hour.

- Our homework club is staffed daily from 2:30pm-4:00pm in the library. Students receive homework support and small group intervention.

Parent Communications

- “Sunday Minute” is recorded and sent out weekly via telephone and email from the principal detailing upcoming events, meetings, and concerns.
- *Topeka Tidbits*, a monthly newspaper is sent to every family via email.
- The school web-site is updated regularly with class and campus information, links to school and community resources, pictures and videos of recent events, and access to teachers and staff members at the touch of a button.
- Daily homework planners are provided for students in grades 3-5.
- Scores for Language Periodic assessments, Math Quarterly assessments and Science Quarterly assessments are sent home regularly in detailed progress reports.
- Academic warning notices are sent in time for intervention to improve situations.
- Classrooms are open every day after school for impromptu meetings.
- The principal maintains an open-door policy.
- The principal hosts monthly “Coffee w/ the Principal” open forums, where parents are encouraged to come in and discuss any questions, comments, or concerns they may have, all while enjoying a cup of coffee with other parents and staff members.
- A well-run room parent team meets regularly and disseminates information through phone trees and emails.
- A welcoming parent center is stocked with community resources, a computer station, and regular parent education classes hosted by teachers, administrators, and community and health providers.

Kindergarten Enrichment

Activity Time Block	Description Structure & Strategies	Integrated Opportunities For Program Enrichment	Outcomes
Morning Routine 8:00 – 8:10	-Attendance -Assign Helpers -Flag Salute/Patriotic songs -Articulate schedule of day	-School-wide Flag Salute/Announcements -Hundred Mile Club	-students will learn responsibility and organization -students will learn respect for our flag
Language Arts 8:10 – 10:10	-California Treasures/ELD -Oral Language -build robust vocabulary -phonemic aware-	-Cooperative Grouping -Differentiated Instruction -Neurodevelopment Program to individualize student learning	-Every student provided a stimulating, engaging & challenging environment -Cross-

	<p>ness</p> <ul style="list-style-type: none"> -Word Study -phonics -high frequency words -Reading -listening comprehension -apply phonics/high-frequency words -fluency -Language Arts -writing -grammar 	<p>style</p> <ul style="list-style-type: none"> -Hands-on, inquiry based instruction -Student Writing Portfolios - Independent Work Time -Learning Center -Library Media Center -Computer Lab -Reader’s Theater -Pajamarama -600 Minute Reading Club -Rubrics -Criteria Charts -Literacy websites -brainpopjr -starfall -abcya -treasures 	<p>disciplinary projects as means to enhance critical thinking resourcefulness</p> <ul style="list-style-type: none"> -students will be provided daily writing activities in multiple genres specific to grade-level standards including narratives, poetry, expository, writing, letters, imaginative narratives, folk tales, fairy tales, persuasive essays, and biographies with emphasis on conventions, writing cvc and high frequency words and words with long vowels and digraphs -Apply vocabulary development as well as integration of language arts embedded across the curriculum -Students will be taught public speaking and given many opportunities to present orally -Students will be given an opportunity to develop a love for reading by listening to books read by teachers, com-
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			<p>munity members, authors and illustrators</p> <ul style="list-style-type: none"> -Students will read grade level material -Students learn the writing process and paragraph writing with main idea, supporting details and concluding sentence -Students will be proficient or advanced on literacy constructed responses, unit assessments, Dibels and other district tests
<p>Recess 10:10 – 10:30</p>	<ul style="list-style-type: none"> -Sustenance -Recycle -Social Skills Activities 	<ul style="list-style-type: none"> -Green Team Recycling - Community Garden - Systematic Supervision -Character Counts 	<ul style="list-style-type: none"> -Positive behavior support -Environmental Awareness -Global Awareness -Provide a safe environment
<p>Mathematics 10:30 – 11:30</p>	<ul style="list-style-type: none"> -enVision Math -Daily Spiral <ul style="list-style-type: none"> -prior days standards reviewed -Problem of the Day <ul style="list-style-type: none"> -prior days standards reviewed -Develop the Concept <ul style="list-style-type: none"> -problem-based interactive learning -Develop the Concept <ul style="list-style-type: none"> -visual learning with animated video and glossary 	<ul style="list-style-type: none"> -Cooperative Grouping -Differentiated Instruction -Hands-on activities - Marilyn Burns - Marcy Cook -100th Day Activities -Math Websites <ul style="list-style-type: none"> -Pearsonsuccessnet -brainpopjr -Rubrics -Criteria Charts 	<ul style="list-style-type: none"> -Develop students' mathematic proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes. -Apply math skills to daily problem – solving situations. -Develop understanding of the concepts of computation, patterns,

	<p>-Close/Assess & Differentiate -check understanding -prescribe reteach (intervention), practice (on-level) or enrichment (advance)</p> <p>-Sandra Kaplan Math -icons for depth and complexity</p> <p>- Neurodevelopmental Program</p> <p>- Cooperative Grouping</p> <p>- Hands-on Learning</p> <p>-Math Intervention -learning center</p> <p>-Daily Calendar Activities</p> <p>-Incredible Equation</p>		<p>functions, geometry, statistics and probability.</p> <p>-Ensuring essential understanding</p> <p>-Students will be proficient or advanced on District Quarterly Math Assessments, and Topic Tests</p>
<p>Health Science History/Social Studies 11:30 – 12:00</p>	<p>-Standard Based Curriculum</p> <p>-Health & Wellness -center activities -learning life skills lessons</p> <p>-Learn and Work -build background -teach -assess and extend</p> <p>-FOSS (Full Option Science System) -hands-on investigations, experiments, and observations -word banks -content charts -science notebooks</p>	<p>-State and District standards-based curriculum</p> <p>-Interactive activities & models Simulations Learning through the Arts, music, multicultural dances</p> <p>-Multicultural Performance</p> <p>- Holiday Program</p> <p>-Dual Language Program</p> <p>-Field Trips</p> <p>-Too Good for Drugs</p> <p>-Second Step</p> <p>-Dairy Council</p> <p>-Career Day</p> <p>-Character Counts</p>	<p>-Students will become health literate by learning health concepts and being helped to acquire life skills</p> <p>-cross-curricular activities provide opportunities for integrated learning</p> <p>-respect, caring, fairness, citizenship, responsibility will be explicitly taught</p> <p>-Students will be empowered to achieve and maintain optimal health</p> <p>-Full integration of</p>

			<p>arts & academic with real world example</p> <ul style="list-style-type: none"> -Students will be given the opportunity to identify, observe, communicate observations, describe similarities and differences, use relative vocabulary, and experience the wonder and excitement of science - Cause & Effect -Partnerships with : <ul style="list-style-type: none"> Food Drive Candy Splits Book Exchange Beautification Day Pennies for Patients Clothing donations Earth day
Lunch 12:00 – 12:45	<ul style="list-style-type: none"> -Sustenance -Recycle -Sensory Garden -Student Council Team Leaders -Fiesta Fridays -Lunch with the Principal 	<ul style="list-style-type: none"> -Green Team Recycling - Community Garden - Systematic Supervision -Character Counts 	<ul style="list-style-type: none"> -Environmental Awareness -Global Awareness -Cooperative Play <ul style="list-style-type: none"> -lead by team leaders - Providing a Safe Environment
Story Time 12:45- 1:00	<p>-Teacher Selected Literature</p> <ul style="list-style-type: none"> -listening skills -comprehension -vocabulary development 	<ul style="list-style-type: none"> -Literature related to grade level curriculum topics, current events, social skills 	<ul style="list-style-type: none"> -Students will be read to for enjoyment
Small group for	-Oral Language	-Daily plans for the	-Students individ-

Differentiated Instruction/ELD 1:00-1:45	<ul style="list-style-type: none"> -High-Frequency Words -Phonemic Awareness -Phonics -Pre-decodable Readers -Practice Readers -Vocabulary -Writing 	strategic, benchmark, advanced and EL learner	ual language arts needs will be met through a variety of activities
Physical Education 1:45-2:10	<p>-Daily Physical Activity</p> <ul style="list-style-type: none"> -variety of physical fitness, motor skills, and physical activities -social and personal interaction 	-a planned, sequential curriculum	-Designed to promote enjoyment of lifelong physical activity
Music/Rhythms Evaluation of Day 2:10-2:28	<p>-Developmental Music Curriculum</p> <ul style="list-style-type: none"> -reinforce basic goals and standards <p>-Multimodal learning opportunities</p> <ul style="list-style-type: none"> -visual -kinesthetic -auditory <p>-Strategies designed to channel student's natural enthusiasm for music and movement into productive learning experiences</p>	<p>-Introductory Activities</p> <ul style="list-style-type: none"> -movement -singing -rhythmic 	<ul style="list-style-type: none"> -Students self-expression will be encouraged -Students performance activities offer opportunities to use creativity and work well with others -growth in self-esteem and an appreciation of each other
Integrated Enrichment	<ul style="list-style-type: none"> -Psychomotor -Holiday Program -Multicultural Program -Arts Program <ul style="list-style-type: none"> -fine art -music -dance -theater -Computer Lab -Library -“Mad Science” 		<ul style="list-style-type: none"> -Students will express through various art forms, knowledge and understanding of other disciplines -Students will examine and formulate deeper understanding by integrating the arts specifically in dance, theater and music

			<ul style="list-style-type: none"> -Students will practice and perform for their community -Students will experience YMCA psychomotor curriculum -Students will learn to navigate a computer -Students will have access to and navigate a library
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First Grade Enrichment

Activity Time Block	Description Structure & Strategies	Integrated Opportunities For Program Enrichment	Outcomes
Morning Routine 8:00 – 8:20	<ul style="list-style-type: none"> -Calendar Activities -odd/even numbers -skip counting -expanded notation -tally marks -money -place value -10 more, 10 less -1 more, 1 less -Pre-teaching -mini lessons related to weekly language arts standards 	<ul style="list-style-type: none"> -Flag Salute -Student of the week 	<ul style="list-style-type: none"> -Students engaged in learning -Leadership skills
Language Arts 8:20 – 10:10	<ul style="list-style-type: none"> -California Treasures/ELD -Oral Language -build robust vocabulary -phonemic awareness -Word Study -phonics -high frequency 	<ul style="list-style-type: none"> -Cooperative Grouping -Differentiated Instruction -Neurodevelopment Program to individualize student learning style -Hands-on, inquiry based instruction 	<ul style="list-style-type: none"> -Every student provided a stimulating, engaging & challenging environment -Cross-disciplinary projects as means to enhance critical thinking resourcefulness

	<p>words</p> <p>-Reading</p> <ul style="list-style-type: none"> -listening comprehension -apply phonics/high-frequency words -fluency <p>-Language Arts</p> <ul style="list-style-type: none"> -writing -grammar 	<ul style="list-style-type: none"> -Student Writing Portfolios - Independent Work Time -Learning Center -Library Media Center -Computer Lab -Reader’s Theater -Pajamarama -600 Minute Reading Club -Rubrics -Criteria Charts -Literacy websites <ul style="list-style-type: none"> -brainpopjr -starfall -abcya -treasures 	<p>-students will be provided daily writing activities in multiple genres specific to grade-level standards including narratives, poetry, expository, writing, letters, imaginative narratives, folk tales, fairy tales, persuasive essays, and biographies with emphasis on conventions, writing cvc and high frequency words and words with long vowels and digraphs</p> <p>-Apply vocabulary development as well as integration of language arts embedded across the curriculum</p> <p>-Students will be taught public speaking and given many opportunities to present orally</p> <p>-Students will be given an opportunity to develop a love for reading by listening to books read by teachers, community members, authors and illustrators</p> <p>-Students will read grade level material</p> <p>-Students learn the writing process and</p>
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			<p>paragraph writing with main idea, supporting details and concluding sentence</p> <p>-Students will be proficient or advanced on literacy constructed responses, unit assessments, Dibels and other district tests</p>
<p>Recess 10:10 – 10:30</p>	<ul style="list-style-type: none"> -Sustenance -Recycle -Computer Lab -Sensory Garden -Library 	<ul style="list-style-type: none"> -Green Team Recycling - Community Garden - Systematic Supervision -Caught Being Good 	<ul style="list-style-type: none"> -Environmental Awareness -Global Awareness -Cooperative Play - Providing a Safe Environment
<p>Differentiated Instruction/ELD 10:30 – 11:15</p>	<ul style="list-style-type: none"> -Oral Language -High-Frequency Words -Phonemic Awareness -Phonics -Practice Readers -Vocabulary -Writing 	<ul style="list-style-type: none"> -Daily plans for the strategic, benchmark, advanced and EL learner 	<ul style="list-style-type: none"> -Students individual language arts needs will be met through a variety of activities
<p>Mathematics 11:15 – 12:15</p>	<ul style="list-style-type: none"> -enVision Math -Daily Spiral <ul style="list-style-type: none"> -prior days standards reviewed -Problem of the Day <ul style="list-style-type: none"> -prior days standards reviewed -Develop the Concept <ul style="list-style-type: none"> -problem-based interactive learning -Develop the Concept <ul style="list-style-type: none"> -visual learning with animated video and 	<ul style="list-style-type: none"> -Cooperative Grouping -Differentiated Instruction -Hands-on activities <ul style="list-style-type: none"> - Marilyn Burns - Marcy Cook -100th Day Activities -Math Websites <ul style="list-style-type: none"> - Pearsonsuccessnet -brainpopjr -Rubrics -Criteria Charts 	<ul style="list-style-type: none"> -Develop students' mathematic proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes. -Apply math skills to daily problem – solving situations. -Develop understanding of the concepts of computation, patterns,

	<p>glossary</p> <p>-Close/Assess & Differentiate</p> <ul style="list-style-type: none"> -check understanding -prescribe reteach (intervention), practice (on-level) or enrichment (advance) <p>-Sandra Kaplan Math</p> <ul style="list-style-type: none"> -icons for depth and complexity - <p>Neurodevelopmental Program</p> <ul style="list-style-type: none"> - Cooperative Grouping - Hands-on Learning <p>-Math Intervention</p> <ul style="list-style-type: none"> -learning center <p>-Daily Calendar Activities</p>		<p>functions, geometry, statistics and probability.</p> <ul style="list-style-type: none"> -Ensuring essential understanding -Students will be proficient or advanced on District Quarterly Math Assessments, and Topic Tests
Lunch 12:15 – 1:00	<ul style="list-style-type: none"> -Sustenance -Recycle -Computer Lab -Sensory Garden -Library -Fiesta Fridays -Lunch with the Principal 	<ul style="list-style-type: none"> -Green Team Recycling - Community Garden - Systematic Supervision -Caught Being Good 	<ul style="list-style-type: none"> -Environmental Awareness -Global Awareness -Cooperative Play - Providing a Safe Environment
Story Time	<p>-Teacher Selected Literature</p> <ul style="list-style-type: none"> -listening skills -comprehension -vocabulary development 	<ul style="list-style-type: none"> -Literature related to grade level curriculum topics, current events, social skills 	<ul style="list-style-type: none"> -Students will be read to for enjoyment
Health Science History/Social Studies 1:15 – 2:00	<p>-Standard Based Curriculum</p> <p>-Health & Wellness</p> <ul style="list-style-type: none"> -center activities -learning life skills lessons <p>-Time and Place</p> <ul style="list-style-type: none"> -build background 	<ul style="list-style-type: none"> -State and District standards-based curriculum -Interactive activities & models Simulations Learning through the Arts, music, 	<ul style="list-style-type: none"> -Students will become health literate by learning health concepts and being helped to acquire life skills -cross-curricular activities provide

	<ul style="list-style-type: none"> -teach -assess and extend -FOSS (Full Option Science System) -hands-on investigations, experimentations, and observations -word banks -content charts -science notebooks 	<ul style="list-style-type: none"> multicultural dances -Multicultural Performance - Holiday Program -Dual Language Program -Field Trips -Too Good for Drugs -Second Step -Dairy Council -Career Day -Character Counts 	<ul style="list-style-type: none"> opportunities for integrated learning -respect, caring, fairness, citizenship, responsibility will be explicitly taught -Students will be empowered to achieve and maintain optimal health -Full integration of arts & academic with real world example -Students will be given the opportunity to identify, observe, communicate observations, describe similarities and differences, use relative vocabulary, and experience the wonder and excitement of science - Cause & Effect -Partnerships with : Food Drive Candy Splits Book Exchange Beautification Day Pennies for Patients Clothing donations Earth day
Physical Education Evaluation Dismissal 2:00-2:28	<ul style="list-style-type: none"> -Daily Physical Activity -variety of physical fitness, motor skills, and physical activities -social and personal interaction 	-a planned, sequential curriculum	-Designed to promote enjoyment of lifelong physical activity
Integrated En-	-Psychomotor		-Students will ex-

richment	<ul style="list-style-type: none"> -Holiday Program -Multicultural Program -Arts Program <ul style="list-style-type: none"> -fine art -music -dance -theater -Computer Lab -Library -“Mad Science” 		<p>press through various art forms, knowledge and understanding of other disciplines</p> <ul style="list-style-type: none"> -Students will examine and formulate deeper understanding by integrating the arts specifically in dance, theater and music -Students will practice and perform for their community -Students will experience YMCA psychomotor curriculum -Students will learn to navigate a computer -Students will have access to and navigate a library
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Second Grade Enrichment

Activity Time Block	Description Structure & Strategies	Integrated Opportunities For Program Enrichment	Outcomes
Morning Routine 8:00 – 8:15	<ul style="list-style-type: none"> Student Council Announcements Attendance Patriotic Songs 	<ul style="list-style-type: none"> Flag Salute School-wide Announcements 	
Language Art Block 8:15 – 10:00	<ul style="list-style-type: none"> -Story Dramatization -Teacher directed lessons -Treasures Activities -Tiered Activities -Criteria Charts -Rubrics 	<ul style="list-style-type: none"> -Cooperative Grouping -Differentiated Curriculum for different learning groups -Accelerated Reader -Learning Center, 	<ul style="list-style-type: none"> -Provide a stimulating, engaging & challenging -Environment for and every student - Cross-disciplinary projects as means to enhance critical think-

		<ul style="list-style-type: none"> -Grade Level Presentations -Hands-on, inquiry based instruction -Student Portfolios -Flexible Grouping - Independent Work Time -Utilizing the performing arts to dramatize stories -Letter writing to community members and family -Read to Succeed – 600 minute Club -Book It 	<p>ing resourcefulness</p> <p>Effective writing and speaking skills</p> <ul style="list-style-type: none"> - Apply vocabulary development as well as integration of language arts embedded across the curriculum - Develop comprehension skills through story dramatization - Writing for Purpose - To work toward proficiency and advance achievement on District, State Tests.
<p>Recess</p> <p>10:10 – 10:30</p>	<ul style="list-style-type: none"> -Sustenance -Recycle -Computer Lab -Sensory Garden -Established Play Areas Positive Behavior Support 		<p>Environmental Awareness</p> <ul style="list-style-type: none"> -Global Awareness -Cooperative Play - Providing a Safe Environment
<p>Writing</p> <p>10:30 -11:15</p>	<p>Write for the Beginning</p> <ul style="list-style-type: none"> -Thinking Maps -Thematic Units Extensions -Differentiation- (GATE, ELD, Resource, Learning Center, RTI2) -Phonics -Letter Writing -Creative Narrative -Expository -Journal Tiered Activities Thematic Book Reports -Criteria Charts -Rubrics 	<p>Library Media Center</p> <p>Computer Lab</p> <p>Learning Center</p> <p>Reader’s Theater</p> <p>Library Media Center</p> <ul style="list-style-type: none"> -Computer Lab -Homework Club -Volunteer After school Teacher Tutoring 	<p>Grade level reading</p> <ul style="list-style-type: none"> - Critique, justify, and theorize in compositions/writing across the disciplines -Write across all genres specific to grade-level standards including narratives, poetry, expository, writing, letters, imaginative narratives, fairy tales, and biographies. - Writing for Purpose - To work toward proficiency and advance achievement on District, State Tests.

<p>Mathematic Block 11:15 – 12-15</p>	<ul style="list-style-type: none"> -Envision Math -Touch Math -Developmental Instruction in: <ul style="list-style-type: none"> Mathematical Reasoning Problem Solving Algebraic Function Number Sense Statistic and Probability - Cooperative Grouping - Hands-on Manipulatives Math Intervention -Learning Center -Math Websites Mountain Math -Criteria Charts -Rubrics 	<ul style="list-style-type: none"> -Flexible Grouping -Hands on Equations <ul style="list-style-type: none"> - Marilyn Burns - Marcy Cook -Hundreds Day -Mathematics through <ul style="list-style-type: none"> -Origami -Chaos Towers -Math Websites -Online Assessments -Computer Lab -Learning Center -Homework Club -Volunteer After school Teacher Tutoring 	<p>Develop students' mathematic proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes.</p> <p>Apply math skills to daily problem – solving situations.</p> <p>'Develop understanding of the concepts of computation, patterns, functions, geometry, statistics and probability.</p> <p>To work toward proficiency and advance achievement on District, State Test.</p> <ul style="list-style-type: none"> -Online Assessment
<p>Lunch 12:00 – 12:45</p>	<ul style="list-style-type: none"> -Sustenance -Recycle -Sensory Garden -Student Council - Positive Behavior Support 	<p>Green Team Recycling</p> <ul style="list-style-type: none"> - Community Garden - Healthy Food 	<p>Environmental Awareness</p> <ul style="list-style-type: none"> -Global Awareness -Cooperative Play - Providing a Safe Environment
<p>Health and Wellness Science Social Studies 12:45- 2:28</p>	<p>Standard Based Curriculum</p> <ul style="list-style-type: none"> -Interactive/hands-on modalities to illuminate abstract concept - Explore other Cultures In communities -Multicultural Day Celebration -Second Step - Anti-bullying Program -<i>Time for Kids</i> 	<ul style="list-style-type: none"> -State and District standards-based curriculum -Interactive activities & models Simulations Learning through the Arts, music, multicultural dances -Multicultural Performance - Holiday Program -Dual Language Program -Field Trips 	<ul style="list-style-type: none"> -Full integration of arts & academic with real world example - Cause & Effect -Partnerships with : <ul style="list-style-type: none"> Food Drive Candy Splits Book Exchange Beautification Day Pennies for Patients Coat & clothing donations Earth day Scoring proficient or advances on Text-

	- <i>National Geographic for Kids</i> Use of FOSS -The scientific method is taught and practiced through hands-on investigation, experimentation, observation	-Too Good for Drugs -Second Step -Dairy Council -Career Day -Character Counts	book Test and/or Teacher made tests
Integrated Enrichment	Psychomotor Holiday Program Multicultural Program Art's Program Computer Lab Accelerated Reader	-Library Media Center -Computer Lab -Learning Center -Homework Club -Volunteer After school Teacher Tutoring	Express through various art forms, knowledge and understanding of other disciplines, Students will examine and formulate deeper understanding by integrating the arts specifically in dance and music. To work toward proficiency and advance achievement on District, State Test.

Third Grade Enrichment

Activity Time Block	Description Structure & Strategies	Integrated Opportunities For Program Enrichment	Outcomes
Morning Routine 8:00 – 8:20	Student Council Announcements Attendance CST Review	Flag Salute School-wide Announcements	- Engage all community members in one setting consistently in one setting consistently -Team teaching in flexible groups of standard based content -Venue to dispense timely, critical initiative (such as CST prep, student code of

			<p>conduct and upcoming events.</p> <ul style="list-style-type: none"> -Opportunity to celebrate and reflect on achievements -Integrated life-long physical awareness
<p>Language Art /Math/Social Studies & Science Rotations 8:20-11:20</p>	<ul style="list-style-type: none"> -Team teaching and collaboration -Teacher directed lessons -Treasures Activities -Flexible grouping -Standard based content Pen Pal Letters -Tiered Activities Sandra Kaplan Icons Depth and Complexity- Flip Books -Smartboard Activities QAR - Neurodevelopmental Program and Activities - Whole Brain Program and Strategies Grade Level Musical - Fluency Partners -Criteria Charts -Rubrics 	<ul style="list-style-type: none"> -Cooperative Grouping -Departmental Rotations -Differentiated Instruction -Accelerated Reader -Learning Center, -Grade Level Presentations -Neurodevelopment Program to individualize student learning style -Hands-on, inquiry based instruction -Student Portfolios -Flexible Grouping - Independent Work Time -Book It -Classroom Volunteers - 	<ul style="list-style-type: none"> -Provide a stimulating, engaging & challenging -Environment for and every student - Cross-disciplinary projects as means to enhance critical thinking resourcefulness -Tiered activities Effective writing and speaking skills - Apply vocabulary development as well as integration of language arts embedded across the curriculum -To work toward proficiency and advance achievement on District, State Test. -Dibels -
<p>Recess 10:10 – 10:30</p>	<p>Sustenance</p> <ul style="list-style-type: none"> -Recycle -Computer Lab -Sensory Garden -Established Play Areas Positive Behavior Support 		<p>Environmental Awareness</p> <ul style="list-style-type: none"> -Global Awareness -Cooperative Play - Providing a Safe Environment -Caught Being Good

<p>Language Art /Math/Social Studies & Science Rotations</p>	<ul style="list-style-type: none"> -Envision Math -Touch Math - Developmental Instruction in: <ul style="list-style-type: none"> Mathematical Reasoning Problem Solving Algebraic Function Number Sense Statistic and Probability -Sandra Kaplan Math Icons for Depth and Complexity - Neurodevelopmental Program - Cooperative Grouping - Hands-on Manipulatives -Problem solving Activities -Mountain Math Math Intervention -Learning Center -Criteria Charts -Rubrics - Library Media Center -Computer Lab -Learning Center -Homework Club -Volunteer After school Teacher Tutoring 	<ul style="list-style-type: none"> -Flexible Grouping -Departmental Rotations Differentiation of Instruction -Hands on Equations - Marilyn Burns - Marcy Cook -Mathematics through Origami -Chaos Towers -Math Websites 	<p>. Develop students' mathematic proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes.</p> <ul style="list-style-type: none"> -Apply math skills to daily problem – solving situations. -Develop understanding of the concepts of computation, patterns, functions, geometry, statistics and probability. -To work toward proficiency and advance achievement on District, State Test. - Work within a cooperative group to solve real like math problems
<p>Language Art /Math/Social Studies & Science Rotations</p>	<ul style="list-style-type: none"> - Explore other cultures In communities -Standard Based Curriculum Departmental Rotations 	<ul style="list-style-type: none"> -State and District standards-based curriculum -Differentiation Instruction -Interactive activities and models 	<ul style="list-style-type: none"> -Full integration of arts and academic with real world example - Cause & Effect -Scoring proficient or advances on Text-

	<ul style="list-style-type: none"> - Instruction done in 6 week blocks -Interactive/hands-on modalities to illuminate abstract concept -School-wide Performances - Explore other Cultures In communities -Multicultural Day Celebration -Second Step - Use of FOSS -The scientific method is taught and practiced through hands-on investigation, experimentation, observation -<i>Time for Kids</i> -<i>National Geographic for Kids</i> - 3 M Grant 	<ul style="list-style-type: none"> -Simulations -Learning through the Arts, music, multicultural dances -Multicultural Performance - Holiday Program -Field Trips -Too Good for Drugs -Second Step -Dairy Council -Career Day -Character Counts 	<ul style="list-style-type: none"> book Test and/or Teacher made tests -Students are encouraged to understand the need for eco-friendly products and life-changes to improve our local and global community.
Grammar 11:20 – 12:00	<ul style="list-style-type: none"> -Develop students' grammar, spelling, oral speaking, and active listening through direct instruction and vocabulary development as well as integration of language arts embedded across the curriculum. 	<ul style="list-style-type: none"> - Oral Presentations - Creative Writing - Pen Pal Letters -Grade level Musical 	<ul style="list-style-type: none"> -Apply vocabulary development in written, oral, illustrated and dramatic format.
Lunch 12:00 – 12:45	<ul style="list-style-type: none"> -Sustenance -Recycle -Sensory Garden -Wolly Garden -Student Council -Fiesta Fridays -Lunch with the Principal 	<ul style="list-style-type: none"> -Green Team Recycling - Community Garden -Wolly Garden - Systematic Supervision -Caught Being 	<ul style="list-style-type: none"> -Environmental Awareness -Global Awareness -Cooperative Play - Providing a Safe Environment

		Good	
Writing 12:45- 1:30	Write for the Beginning -Thinking Maps -Thematic Units Extensions -Differentiation- (GATE, ELD, Resource, Learning Center, RTI2) -Phonics -Letter Writing -Creative Narrative -Expository -Journal Tiered Activities Thematic Book Reports	Library Media Center Computer Lab Learning Center Reader's Theater	-Grade level reading - Critique, justify, and theorize in compositions/writing across the disciplines -Write across all genres specific to grade-level standards including narratives, poetry, expository, writing, letters, imaginative narratives, folk tales, fairy tales, persuasive essays, and biographies.
IWT 1:30 – 2:00	-Teacher Targeted Intervention in Language Arts - Small Group Instruction	- Targeted intervention for students in a specific language area such as: Fluency Vocabulary Comprehension ELD	-To work toward proficiency and advanced achievement on District, State Test.
Health /Physical Education 2:00 – 2:28	-Health and Wellness - Physical Education	- Game Rules -Cooperative Play -Healthy Choices	To help students learn and apply concepts of good physical, social and emotional health, including nutrition and physical fitness
Integrated Enrichment	Psychomotor The Art's Program Holiday Program Multicultural Program Art's Program Computer Lab Accelerated Reader Orchestra 3 Grade Musical	Library Media Center -Homework Club -Volunteer After school Teacher Tutoring	-Data Analysis -Grade Level Collaboration -Grade level Consensus Building -Grade Level Planning -Express through various art forms, knowledge and understanding of other

			disciplines, Students will examine and formulate deeper understanding by integrating the arts specifically in dance and music.
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Fourth Grade Enrichment

Activity Time Block	Description Structure & Strategies	Integrated Opportunities For Program Enrichment	Outcomes
Morning Routine 8:00 – 8:15 am	Student Council Announcements Attendance Grade level focus on physical education CST Review	Flag Salute School-wide Announcements Hundred Mile Club	Engage all community members in one setting consistently -Venue to dispense timely, critical initiative (such as CST prep, student code of conduct and upcoming events. -Opportunity to celebrate and reflect on achievements -Integrated life-long physical fitness awareness
Language Arts Block 8:15 – 10:10 am	-Teaching in flexible groups of standards-based content using California Treasures (adopted reading program): Phonics Morphology Vocabulary Spelling Dictionary Skills Prefixes/roots/ Suffixes Computer skills Cause & Effect Inferences Summaries	-Cooperative Grouping -Differentiated Curriculum for different learning groups -Accelerated Reader -Learning Center -Grade Level Presentations -Neurodevelopment Program to individualize student learning style -Hands-on, inquiry based instruction -Student Portfolios	-Provide a stimulating, engaging & challenging environment for every student - Cross-disciplinary projects as means to enhance critical thinking resourcefulness -Tiered activities -Effective writing and speaking skills - Apply vocabulary development as well as integration of language arts embedded across the curriculum -Ability to research

	<ul style="list-style-type: none"> Facts and Opinions Main ideas Setting Theme -Think/Pair/Share -Mountain Language -Lecture/discussion -Universal Themes -Departmentalized thematic unit extensions -QAR to analyze text -Rubrics and criteria charts -IWT- teacher targeted intervention in small group instruction 	<ul style="list-style-type: none"> -Flexible Grouping -Independent Work Time -Read to Succeed - 600 Minute Reading Club -Targeted instruction for specific student needs- fluency, comprehension, phonics, vocabulary, spelling 	<ul style="list-style-type: none"> subjects on the computer -To work towards proficiency or advanced achievement on State, District and/or teacher generated assessments -Developing a love for reading -to work towards proficiency and advanced achievement
<p>Recess 10:10 – 10:30 am</p>	<ul style="list-style-type: none"> -Sustenance -Positive behavior support 		<ul style="list-style-type: none"> -Environmental awareness -Global awareness -Cooperative play -Provide a safe environment
<p>Writing 10:30 – 11:00 am</p>	<ul style="list-style-type: none"> -Four Square Writing (supplement) -Thinking Maps -Thematic Units Extensions -Differentiation- (GATE, ELD, Resource, Learning Center, RTI2) -Sandra Kaplan's Depth and Complexity -Neurodevelopmental Program -Intervention -Reteaching skills -ELD Instruction -Book Report Projects 	<ul style="list-style-type: none"> -Library Media Center -Computer Lab -Learning Center -Reader's Theater 	<ul style="list-style-type: none"> -Grade level reading -Critical writing skills - Critique, justify, and theorize in compositions/writing across the disciplines -Write across all genres specific to grade-level standards including narratives, poetry, expository, writing letters, imaginative narratives, folk tales, fairy tales, persuasive essays, and biographies. -To work towards proficiency or advanced achievement on State and District tests
<p>Mathematics Block 11:00 – 12-00 pm</p>	<ul style="list-style-type: none"> -Envision Math (adopted program) 	<ul style="list-style-type: none"> -Flexible Grouping -Hands on equa- 	<ul style="list-style-type: none"> -Develop students' mathematic proficiency

	<ul style="list-style-type: none"> -Developmental Instruction Number sense Algebra Statistics and Analysis Mathematical Reasoning Geometry Daily Spiral Review -60 Second Sweep -Mountain Math -Sandra Kaplan Math Icons for Depth and Complexity -Neurodevelopmental Program -Cooperative Grouping -Hands-on learning with manipulatives -Math Intervention - Reteach -Learning Center -Problem solving 	<ul style="list-style-type: none"> tions -Marilyn Burns -Marcy Cook -Math Websites 	<ul style="list-style-type: none"> by applying mathematical concepts and computational skills to a variety of mathematical processes. -Apply math skills to daily problem –solving situations. -Develop understanding of the concepts of computation, patterns, functions, geometry, statistics and probability. -Refined teaching content with supplemental sources to create students who effectively apply math problem solving skills to real world scenarios -To work towards proficiency or advanced achievement on State and District tests
<ul style="list-style-type: none"> Lunch 12:00 – 12:45 pm 	<ul style="list-style-type: none"> -Sustenance -Recycle -Sensory Garden -Student Council -Fiesta Fridays -Lunch with the Principal 	<ul style="list-style-type: none"> -Green Team Recycling -Community Garden -Systematic Supervision -Caught Being Good -Library 	<ul style="list-style-type: none"> -Environmental Awareness -Global Awareness -Cooperative Play - Providing a Safe Environment
<ul style="list-style-type: none"> Health and Wellness Science Social Studies 12:45 – 2:28 pm 	<ul style="list-style-type: none"> -Standards-based curriculum -Interactive/hands-on modalities to illuminate abstract concepts <p>These days alternate to allow a concentration of activity on alternating days.</p>	<ul style="list-style-type: none"> -State and District standards-based curriculum -Interactive activities and models -Science interactive notebooks -Hands-on science Magnetism, circuits, rocks and minerals, environments -Simulations 	<ul style="list-style-type: none"> -Full integration of arts & academics with real world examples -Cause & Effect -Community Outreach and Partnerships with : <ul style="list-style-type: none"> Food Drive Candy Splits PJ’s for Children of Abuse Pennies for Patients -Students have a greater appreciation for

		<ul style="list-style-type: none"> -California geogra- phy, missions, Na- tive Americans, and the gold rush -Learning through the arts, music, and multicultural dances -Multicultural Per- formance -Holiday Program -Dual Language Program -Too Good for Drugs -Second Step -Character Counts 	<p>the state they live in</p> <ul style="list-style-type: none"> -LAUSD Recycling Program -Book Exchange -Beautification Day -Coat & clothing do- nations -Earth day -To work towards profi- ciency or advanced achievement on State and District tests
Integrated En- richment	<p>Psychomotor The Art's Program Holiday Program Multicultural Program Art's Program Computer Lab Accelerated Reader Orchestra</p>	<p>Library Media Cen- ter</p> <ul style="list-style-type: none"> -Homework Club -Volunteer After school Teacher Tu- toring 	<p>Data Analysis</p> <ul style="list-style-type: none"> -Grade Level Collabo- ration -Grade level Consen- sus Building -Grade Level Planning -Express through vari- ous art forms, knowledge and under- standing of other disci- plines, Students will examine and formulate deeper understanding by integrating the arts specifically in dance and music.

Fifth Grade Enrichment

Activity Time Block	Description Structure & Strategies	Integrated Oppor- tunities For Pro- gram Enrichment	Outcomes
Morning Routine 8:00 – 8:30 am	<p>Student Council An- nouncements Attendance Preparation for the Presidential Fitness Award - Health Math enrichment/ rein- forcement:</p>	<p>Flag Salute School-wide An- nouncements Hundred Mile Club</p>	<p>Engage all community members in one set- ting consistently</p> <ul style="list-style-type: none"> -Venue to dispense timely, critical initiative (such as CST prep, student code of con- duct and upcoming

	<ul style="list-style-type: none"> -Hands-on equations -Daily word problems -Daily Spiral Review California Progress Monitoring – Comprehension/Writing Strategies 		<p>events.0</p> <ul style="list-style-type: none"> -Opportunity to celebrate and reflect on achievements -Integrated life-long physical fitness awareness
<p>Language Arts Block 8:30 – 10:10 am</p>	<ul style="list-style-type: none"> -Teaching of standards-based content using California Treasures (District approved reading program.) -Lecture/discussion -Vocabulary enrichment (roots/affixes) -Selected reading: <ul style="list-style-type: none"> Comprehension Main ideas Setting Theme Major Focus Inferences Response to Lit. -Thematic research projects -Universal Themes/ Kaplan Icons -Think , Pair, Share -QAR to analyze text -Rubrics and criteria charts 	<ul style="list-style-type: none"> -Cooperative Grouping -Differentiated Curriculum for different learning groups -Accelerated Reader -Learning Center -Grade Level Presentations -Hands-on, inquiry based instruction -Student Portfolios -Flexible Grouping - Independent Work Time 	<ul style="list-style-type: none"> -Provide a stimulating, engaging & challenging environment for each and every student -Cross-disciplinary projects as a means to enhance critical thinking, resourcefulness -Cross-disciplinary learning through the thoughtful use of technology -Tiered activities -Effective writing and speaking skills -Apply vocabulary development as well as integration of language arts embedded across the curriculum
<p>Recess 10:10 – 10:30 am</p>	<ul style="list-style-type: none"> -Sustenance -Positive behavior support 		<ul style="list-style-type: none"> -Environmental awareness -Global awareness -Cooperative play
<p>Rotation 1 (Social Studies) 10:30 – 11:15 am</p> <p>Children have 3 rotations from 10:30 until 1:30 pm. These include</p>	<ul style="list-style-type: none"> -Standards-based curriculum History: Changes over Time in U.S. History -Compare and contrast colonial regions (with emphasis on social and economic systems) 	<ul style="list-style-type: none"> -State and District standards-based curriculum -Cooperative groups -Interactive activities and models -Field trips 	<ul style="list-style-type: none"> -Cause and effect -Field trips enable children to learn through active hands-on experiences increasing knowledge and understanding of the subject, adding realism to the topic,

Mathematics, Social Studies, and Science	<ul style="list-style-type: none"> -Teams analyze and draft their own Declaration of Independence for Topeka -Analyze documents/primary sources -Use Icons to analyze and synthesize info from text/outside sources -Thinking maps -Field trip to Riley's Farm in Oak Glen and Anacapa Island 		<ul style="list-style-type: none"> and providing an opportunity to develop and enhance students' socialization and citizenship skills -Community Outreach and partnerships with- Food drive Clothing donations Recycling Program
Rotation 2 (Math) 11:15 – 12:00 pm	<ul style="list-style-type: none"> -enVision Math -Touch Math -Developmental Instruction -Sandra Kaplan Math Icons for Depth and Complexity -Neurodevelopmental Program - Cooperative Grouping - Hands-on equations Math Intervention -Learning Center 	<ul style="list-style-type: none"> -Flexible Grouping -Hands on equations - Marilyn Burns - Marcy Cook -Math Websites 	<ul style="list-style-type: none"> Develop students' mathematic proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes. Apply math skills to daily problem –solving situations. Develop understanding of the concepts of computation, patterns, functions, geometry, statistics and probability.
Lunch 12:00 – 12:45 pm	<ul style="list-style-type: none"> -Sustenance -Recycle -Sensory Garden -Student Council -Fiesta Fridays -Lunch with the Principal 	<ul style="list-style-type: none"> -Green Team Recycling -Community Garden -Systematic Supervision -Caught Being Good 	<ul style="list-style-type: none"> -Environmental Awareness -Global Awareness -Cooperative Play -Providing a Safe Environment
Rotation 3 (Science) 12:45 – 1:30 pm	<ul style="list-style-type: none"> Standards-based curriculum -Interactive/hands-on modalities to illuminate abstract concepts Experiments – weather and chemical reactions -Projects (across the disciplines) 	<ul style="list-style-type: none"> -State and District standards-based curriculum -Interactive activities -Hands-on science lab -Science interactive notebooks 	<ul style="list-style-type: none"> -Students learn more about surrounding environments and wildlife from field trips

	<p>Solar System- math, concepts with science (radius, diameter, scale modeling)</p> <p>Human Body (life-size with identified systems)</p>	<p>-Simulations</p> <p>-Field Trip to Anacapa Island</p>	
<p>Afternoon Routine</p> <p>Writing/Health</p> <p>1:30 – 2:28 pm</p>	<p>Standards-based instruction</p> <p>Narrative- autobiography, using icons</p> <p>Descriptive- using realia and all senses (listening to music and describing what they feel)</p> <p>Persuasive- arguments for Independence – posters, brochures, articles</p> <p>Literary analysis- reflections, synthesizing information</p> <p>-Writing extensions</p> <p>-Thinking Maps</p> <p>-Thematic Units</p> <p>-Differentiation- (GATE, ELD, Resource, Learning Center, RTI2)</p> <p>-Sandra Kaplan's Depth and Complexity</p> <p>-Neurodevelopmental Program</p> <p>-Intervention</p> <p>-Reteaching</p> <p>-ELD Instruction</p> <p>-Smart Board</p> <p>Physical Education</p>	<p>-Library Media Center</p> <p>-Computer Lab</p> <p>-Learning Center</p> <p>-Reader's Theater</p>	<p>Grade level reading</p> <p>- Critique, justify, and theorize in compositions/ writing across the disciplines</p> <p>-Critical writing skills</p> <p>-Write across all genres specific to grade-level standards including narratives, poetry, expository, writing, letters, imaginative narratives, folktales, fairy tales, persuasive essays, and biographies</p> <p>-use of Smart Boards enables students to learn together in a collaborative learning environment that nourishes creativity and teamwork</p>
<p>Integrated Enrichment</p>	<p>Psychomotor</p> <p>The Art's Program</p> <p>Holiday Program</p> <p>Multicultural Program</p> <p>Art's Program</p>	<p>Library Media Center</p> <p>-Homework Club</p> <p>-Volunteer After school Teacher Tu-</p>	<p>Data Analysis</p> <p>-Grade Level Collaboration</p> <p>-Grade level Consensus Building</p>

	Computer Lab Accelerated Reader Orchestra	toring	-Grade Level Planning -Express through various art forms, knowledge and understanding of other disciplines, Students will examine and formulate deeper understanding by integrating the arts specifically in dance and music.
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Evidence That the Proposed Instructional Program Will be Successful with the Charter’s Targeted Population

Evidence shows that the proposed instructional program will be successful with TCSAS’ targeted population based upon data relating to our current instructional program and the fact that we maintain a high level of achievement with our student population.

With a focus on best practices in regards to the instructional program, TCSAS’ API has met District goals for improvement for the past five years. The API for 2010-2011 was 895. Over the past five years, our API has ranged from 861 to 895. This is one piece of evidence of our proven successful and rigorous instructional program.

Each year, teachers have offered a rigorous daily program of standards-based and differentiated instruction to give our students an opportunity to meet and exceed their levels of proficiency.

On average, twenty-one percent of our English Learner population reclassifies on annual basis. Teachers utilize ongoing assessments, collaboration, the *Treasures* ELD program and team-teaching approaches to ensure our EL students progress and receive a solid foundation of reading, writing, listening and speaking.

We are dedicated to identifying and addressing the needs of our gifted and talented and high achieving population by incorporating experiential learning and differentiated planning into daily instruction. As a result, our 20% GATE population is higher in comparison to the District’s norm of 6%.

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

Textbooks or Other Instructional Resources to be Used

California Treasures (ELD component included)

Accelerated Reader

Write From the Beginning

Mountain Language

Envision Math

Marilyn Burns

Touch Math

Mountain Math

FOSS Science California

Delta Education FOSS Books

Scott Foresman California Social Science

Health and Wellness

Second Step

Too Good for Drugs

Breaking the Code

Explode the Code

Triumphs

Lessons in Character through multicultural literature

Core Literature

Music Series

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

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

How the School Will Provide On-going Professional Development

Professional Development will be an on-going component of TCSAS and an effective tool used to design the curricular needs of our students and teachers. Initial professional development at the beginning of the year will focus on analyzing assessment data to identify students at risk of not meeting benchmark. The executive committee will use this information to bring to the Governance Council to facilitate the planning of professional development. The governance council will identify staff members qualified to facilitate the recommended professional development or will find outside sources to deliver curriculum. The curriculum committee will continue to make recommendations for subsequent PDs for Tuesday Banked days to include:

- Differentiating curriculum for gifted learners delivered by teachers on staff
- The use of Thinking Maps and Write From the Beginning (to provide scaffolding strategies for ELs).
- SDAIE strategies will be presented
- Science—a teacher on staff is our designated Science Lead Teacher and presents staff development on all science topics
- Special Education and RSP teachers to present special education topics, as well as finding outside resources to serve as experts when necessary

- Grade level meetings during psychomotor times to collaborate regarding: periodic assessments and identifying students needing intervention
- Technology—presented by lab technician
- Arts—presented by trained Arts Prototype teachers on staff
- Health Education Programs, including 2nd Step and Too Good for Drugs
- Professional development issues, ideas, and products will be driven by the students' and staff members' needs and interests that are then forwarded to the Governance Council for formalization of appropriate training and products. TCSAS' professional development program will be subject to approval, implementation, and scheduling by the instructional team. In addition, TCSAS will participate in both site level and District professional development activities.

Academic Calendar/Sample Daily Schedule

Topeka Charter will follow the traditional academic calendar set forth by the Los Angeles Unified School District utilizing block scheduling for grades kindergarten through five.

TCSAS will operate on the LAUSD calendar with 180 days of instruction composing the school year (175 with furlough days). TCSAS will file a minimum and shortened day schedule with the local District superintendent on a yearly basis as a typical traditional track elementary school. All LAUSD school holidays will be observed as a traditional track elementary school. TCSAS employs an extended day kindergarten program that provides 319 instructional minutes per day (8:00-2:28 on Monday, Wednesday, Thursday, and Friday). Tuesdays are shortened days, providing 262 minutes of instruction. On Mondays, Wednesdays, Thursdays, and Fridays, students in grades one through five will receive 319 minutes of instructional minutes. On Tuesdays, there will be 262 instructional minutes, fulfilling California Ed Code minimum number of minutes set forth in Ed Code 47612.5. Block instruction will include the following: 8-11 am language arts instruction, 11-12 math instruction, and last portion of the day for social studies, science, arts, and physical education. TCSAS will offer, at minimum, the number of minutes of instruction set forth in Education Code 47612.5. (53,505 minutes)

TCSAS follows recommendations for daily minutes as set forth in the California Reading and Language Arts Frameworks, (2 hours daily), Math Frameworks, (50-60 minutes per day), and required minutes for Physical Education, 200 minutes every 10 days.

Daily Schedule-Kindergarten, First, Second, and Fourth Grades

Language Arts: 8:15 a.m.-9:50 a.m. and 10:10 a.m.-11:00 a.m. (145 minutes daily)--this includes time for ELD instruction

Math: 11:00 a.m. -12:05 p.m. (65 minutes daily)

Science, Social Science, Arts, and Physical Education: 1:00 p.m.-2:30 p.m.

Daily Schedule-Third and Fifth Grades

Language Arts: 8:15 a.m. -10:15 a.m. and 10:35 a.m.-11:00 a.m. (145 minutes daily)

Math: 11:00 a.m. -12:05 p.m. (65 minutes daily)

Science, Social Science, Arts, and Physical Education: 1:00 p.m.-2:30 p.m.

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

F. Describe How the Instructional Program Will Meet the Needs of Specific Student Populations

TCSAS will address the needs of the entire student population by meeting and exceeding the state's standards. Teachers will, through differentiated instruction, utilize a variety of instructional programs appropriate to the special needs of the charter's population.

English Learners (including reclassification)

These students are initially identified by the Home Language Survey. Once identified they are administered the CELDT test. This subgroup is monitored by the yearly CELDT and their classroom teacher through the maintenance of their ELD folder. Students will receive scaffolded instruction with extensive realia, visual support SDAIE, and Thinking Map strategies. The EL Coordinator will provide teachers with additional support for this subgroup. Teachers will use Into English and Explode the Code. Students will be given the opportunities to perform their comprehension of the content in a format that exhibits their understanding of the lesson. Topeka's goals are to help English learners to:

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

We have set a goal of moving students up a minimum of one English Language Development level each year. Our classrooms containing EL students will dedicate classroom time every day for English language instruction with a focus on writing and will systematically monitor and support children's progress. To ensure that our teaching staff has the knowledge and skills to address the needs of English learners in core content areas, the principal will verify that teachers are taking advantage of professional development opportunities that are provided by LAUSD.

These students are initially identified by the CELDT test that is required by the response on the Home Language Survey. This subgroup is monitored by their classroom teacher through the maintenance of their ELD folder. Students will receive scaffolded instruction with extensive realia, visual support, and Thinking Map strategies. The Bilingual Coordinator will provide teachers with additional support for this subgroup.

Under the State's reclassification criteria established in 2002-03, ELs must test proficient in English on the CELDT, overall 4 or 5 and scores of 3 or higher in each skill area. Students will score Basic or higher on the California Standards Test (CST) in Eng-

lish Language Arts (ELA). They must also attain ELA report card marks of 3 or 4 in the elementary grades, or —C|| or higher in English or ESL 3 or 4. Teachers will use Into English and Explode the Code. Students will be given the opportunity to perform the comprehension of the content in a format that exhibits their understanding of the lesson. We will reclassify all students as they meet District criteria. ELL students are monitored weekly based on the portfolio by their teacher. At every reporting period the school administrator monitors the progress of English Learners to determine who is ready for re-classification.

Socioeconomically Disadvantaged Students

TCSAS will ensure that all students are provided with the necessary tools to succeed academically. Our Topeka PTA will assist any family needs that arise. These students are identified through their participation in the free lunch program. The PTA provides emergency food and clothing; the school has a clothing closet and holiday baskets for families. The educational experience for disadvantaged students is enriched through field trips and after school programs in a variety of areas such as the Arts, Low SES students who also need academic assistance receive the supports mentioned above.

Gifted Students

We are committed in engaging in comprehensive strategies for all students enrolled at TCSAS. Teachers will provide GATE students with lessons and assignments that will encourage the students to strengthen their cognitive thinking skills. They will be asked to demonstrate their comprehension and thorough knowledge of each subject by defining, describing and identifying what they have learned through analysis and synthesis of this information. Additionally, the students will present an outcome whether verbal, written, arts-based, or technology-based at their appropriate academic level. TCSAS will continue to use LAUSD's GATE identification process and policy and reimburse the District for testing and processing on a fee-for-service basis. If we determine to use the District's GATE identification process and policy and allow TCSAS School student participation in the Saturday Conservatory of Fine Arts, we will reimburse on a Fee for Service. Our teachers are all trained in the gifted strategies of Sandra Kaplan. We have three Kaplan trainers on staff to support teachers to implement these strategies. Teachers with identified GATE students will continue professional development opportunities to continue to meet the needs of this subgroup.

Students Achieving Below Grade Level

Students achieving below grade level will be provided intervention during independent work time in the classroom. In addition, teachers collaborate with limited contract teachers and paraprofessionals to target specific weaknesses in achievement, so students will be given the opportunity to exhibit their comprehension of the lessons taught. Our goal is to have every student performing at the proficient level and striving for advanced. These students will be identified by multiple assessments: DIBELS, CST, periodic assessments, Language and Math scores, and teacher observations. Primary students are assessed using DIBELS to identify specific areas of need upper grade students will be referred to intervention and will be identified by test scores analysis by teachers using standardized tests, periodic assessments, and teacher observation. All

underachieving and below grade level students will be monitored by their classroom teacher by a beginning of the year test analysis, weekly publisher's assessments, quarterly assessments, and daily teacher observation. Students are grouped by need. These students are monitored weekly. When students demonstrate proficiency, they move out of the group. Students who do not make progress are referred to the SST which also meets weekly. If no progress is made, we will bring together our Student Success Team, which includes the parent, classroom teacher, special education teacher, and administrator to review the current support being provided and to evaluate potential new supports to be put into place to create a pyramid of supports to implement progress. The special education teacher also provides strategies for general education teachers to meet the needs of low achieving students. The school utilizes a Learning Center Model to provide intervention for general education students. After school tutoring is also provided.

Students with Disabilities (SWD)

Topeka's Resource Specialists/Specific Case Managers and the classroom teacher are responsible for monitoring the progress of students with disabilities or students who have Individualized Educational Programs (IEP). RSP students are serviced by the Learning Centers, Resource Specialist Teachers, and teaching assistants. SWD progress is monitored frequently through DIBELS (Dynamic Instruction of Basic Early Literacy Skills), district Periodic Assessments, publisher's and classroom teachers' assessments. SWD are often given accommodations/modifications (e.g., fewer problems to meet their IEP goals). Topeka seeks to reach out to students who have disabilities by facilitating Student Success Teams (SST), Individual Educational Plans (IEP), and other meetings for students at nearby private and pre-schools. It is Topeka's mission that students have an awareness and understanding about persons with disabilities.

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 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 (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent's request for assessment, 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 School 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.

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:

1. The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
2. Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
3. CBEDS, which is due at the end of October of Each School Year.
4. All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
5. Graduation Status of 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.

G. Timeline for Implementation

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

Element 2 – Measurable Pupil Outcomes

A. Anticipated Skills and Knowledge Outcomes for Students

- **Language Arts:** Students will be able to read, write, listen, and speak effectively as indicated by the state standards. Students will be able to incorporate the language of the discipline and give concrete examples when writing and speaking. Furthermore, they will actively read and listen and be able to locate and interpret information. Students will be able to combine these skills to compose meaningful writing and oral presentations. Based on the students' California Standards Test Scores, we will show an annual increase of 5% in students meeting proficiency standards in English Language Arts for the term of the Charter.
- **Mathematics:** Students will understand and apply formal logical reasoning, analytic and symbolic processing, arithmetic, and pre-algebra as indicated by the state standards. Students will also create their own real world word problems to gain further understanding of the applications of math. Based on the students' California Standards Test Scores, we will show an annual increase of 5% in students meeting proficiency standards in Math for the term of the Charter.
- **Science:** Students will acquire proficiency in the fundamental concepts and terms of various branches of science, such as physical, life, earth and ecology as indicated by the state standards. Students will formulate their hypothesis and write experiments utilizing the scientific method as they engage in hands-on critical thinking experiments. Based on the California Standards Test, fifth graders will show an annual increase of 5% in meeting proficiency standards for the term of the Charter. Based on report card grades, 95% of all students will show proficiency in meeting grade level standards by receiving a "3" or higher by the fifth year of the Charter.
- **History and Social Studies:** Students will demonstrate an understanding of cultures, diversity, and world views, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. They will demonstrate an understanding of the rights, origins, functions, and governments of various populations. Based on report card grades, 95% of all students will show proficiency in meeting grade level standards by receiving a "3" or higher by the fifth year of the Charter.
- **Technology:** One hundred percent of our students will create a grade-level appropriate digital portfolio of their work across all disciplines. They will use word processing, video recording, photography, and other applications to enhance this portfolio. Students will be familiar with various applications to accomplish goals in all other disciplines such as spreadsheets, Photoshop, and PowerPoint. Students will understand the use of current technology and its real world applications.
- **Arts:** Students will develop knowledge and an appreciation for the arts such as music, visual arts, theatre, and dance. This will be promoted through an academic curriculum intertwined with enrichment instruction by specialists. One hundred percent of our students will participate in all areas of arts education.

- **Physical Education:** Students will build a healthy and balanced body and mind through various intramural sport activities/drills that follow the physical education standards with dedicated time for psychomotor skills development and a dance enrichment program based on yoga, ballet, jazz, and multicultural dances. One hundred percent of our students participate in our psycho-motor program and our physical fitness testing. Based on yearly Presidential Fitness Testing, students will show an annual increase of 5% in their personal fitness scores.

B. Specific, Measurable, and Realistic Student Achievement Targets

TCSAS has enjoyed consistent growth in its API score over the last five years. It is our goal to meet our AYP goal annually. In 2012, TCSAS' goal will be to maintain our API score of 895 or have a minimum one point gain. For the year 2012-2013, our goal is to increase our API by 5 points to 900. Each subsequent year, our goal is to continue growth by 5 points annually to reach 920 by the end of the fifth year of the Charter. We have created an intervention system to support our subgroups who did not meet the AYP. It is our goal to support these students in meeting our AYP goal.

Topeka has already exceeded the State target of 800. In 2011, 74.3% of students scored proficient or advanced in ELA and 80% of students scored proficient or advanced in math. Our goal for CST proficiency is to show a 5% annual increase in students progressing from basic to proficient, a 5% annual increase in students progressing from below basic to basic, and a 5% annual increase in students progressing from far below basic to below basic for the term of the Charter. Kindergarten and First Grade students will show progress toward meeting benchmark standards by performance on Language Arts and Mathematics periodic assessments. 80% of all Kindergarten and First Grade students will show proficiency on these measures. In 2011, all numerically significant subgroups met their AYP: Asian, Hispanic or Latino, White, Socioeconomically Disadvantaged and English Learners. Our goal for our numerically significant subgroups is to show an annual increase of 5% for the term of the Charter.

<i>Year</i>	<i>API Score</i>
2011	895
2010	866
2009	879
2008	855
2007	861

In addition, the school has experienced a strong statewide API rank and the school has scored well in comparison with similar schools. See chart below.

	2008	2009	2010
Statewide API Rank	9	9	8
Similar Schools API Rank	2	2	2

We are steadfast in our desire to provide these groups with the supports necessary to maintain proficiency requirements. Our allocation of resources to hire an intervention teacher and several assistants is providing the additional support to these students to meet their goals. Our first response is to analyze data, then formulate an intervention plan to support these students in meeting proficiency benchmarks. These students are part of our targeted intervention with their progress being monitored consistently by their classroom teacher and the intervention teacher. We have also received additional staff development in strategies to support our second language learners delivered by a District expert. The teachers' increased awareness of these students' needs has facilitated teachers' ability to plan more meaningful small group lessons.

Topeka met the AYP criteria in 2011 in all applicable areas. In 2012, TCSAS will continue to strive to meet all annual measurable objectives. Our goal is to meet AYP for the charter term. In addition, TCSAS will attempt to maintain a participation rate on the CST that exceeds the minimum requirement of 95% during the term of our Charter.

C. When and How Often Pupil Outcomes Will be Assessed

Periodic Assessments

Topeka Charter School for Advanced Studies shall determine their development, implementation or use of periodic assessments according to the needs of its students, within the limits permitted by the Education Code. TCSAS may choose to use District assessments or design its own and will determine the timing of such assessments and coordinate with the respective Local District.

TCSAS believes that assessment is ongoing and affords teachers an opportunity to develop daily lessons that meet the needs of all students based on their delineated strengths and weaknesses. As mandated by No Child Left Behind, we are committed to ensuring that each child reaches his or her proficiency level in the areas of language arts and mathematics.

At the beginning of each school year, teachers receive data of their incoming pupils. We analyze the data from the prior year and formulate an instructional plan based on the needs of each student to determine the level of intervention needed. Teachers then plan the next steps based on the data; small group instruction, additional assessment(s) to identify a specific area of need, or referral for intervention.

We use a variety of assessment tools to get a comprehensive representation of student achievement. Data from these different assessments is collected and studied by teachers independently and at weekly grade-level meetings. Additionally, administration examines and discusses student data on an ongoing basis throughout the year with teachers.

Standardized assessments may include, but are not limited to: CST, CELDT, Treasures Unit Assessments, DIBELS, and District Periodic assessments for Language Arts, Math,

and Science Assessments. These assessments give teachers a common measure of student performance. Teachers and administrators can make decisions regarding instructional programming based on how students are performing in relation to other students who take the same test.

Authentic assessments are ongoing and can better evaluate the child over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios, journals, work samples, homework, teacher-made tests, teacher observations, checklists, anecdotal records, publisher-provided criterion-referenced tests, and projects. Performance assessments also allow for meaningful application of essential knowledge and skills. In conjunction with standardized and authentic assessments, teachers will also use, weekly quizzes and tests, class work, project assignments, and progress monitoring to help identify immediate areas of concern and to guide instruction.

Subject	Student Outcomes	Assessment/Evaluation
Language Arts Writing	<ul style="list-style-type: none"> • Critique, justify, and theorize in compositions—writing across disciplines • Defend, critique and illustrate in oral and written formats • Apply vocabulary development in written and oral format • Demonstrate critical thinking skills specific to Bloom’s Taxonomy • Inquiry-based research projects aligned to thematic teaching in various disciplines • Creative Writing: stories and poetry • Thinking like a disciplinarian—emulating masters • Select and use appropriate thinking maps for independent writing 	<ul style="list-style-type: none"> • State mandated tests • 80% of students will achieve proficiency or above on the CST • Teacher-developed assignments, tests, and activities • Write from the Beginning • Publisher assessments • Daily journals • Digital portfolios • Presentations and project exhibits • Debate and Speech
Subject	Student Outcomes	Assessment/Evaluation
Language Arts Reading	<ul style="list-style-type: none"> • Synthesize and evaluate thematic literature tied across disciplines • Discern relevant information after careful examination and exploration of text • Distinguish between fact vs. fiction • Understand cause and effect and hypothesize based on altered facts 	<ul style="list-style-type: none"> • State mandated tests • 80% of students will achieve proficiency or above on CST • Teacher-developed assignments, tests, and activities • Publishers’ assessments • 80% or K/1 students will achieve proficiency or above on District Periodic

	<ul style="list-style-type: none"> • Develop critical reading skills • Select and evaluate material while participating in a leveled individualized reading program 	<p>Assessments</p> <ul style="list-style-type: none"> • Inquiry projects • <i>Accelerated Reader</i> • Leveled Literature Circles • Digital Portfolios • Presentation and project exhibits • State mandated tests
Subject	Student Outcomes	Assessment/Evaluation
Math	<ul style="list-style-type: none"> • Apply math skills to daily problem solving situations • Recognize relevant information and review process by checking work • Discern operations necessary to solve word problems • Connect math to other disciplines 	<ul style="list-style-type: none"> • State mandated tests • 84% of students will achieve proficiency or above on CST • District Quarterly Assessment • 80% of K/1 students will show proficiency or above on District Quarterly Assessment • Teachers developed assignments, tests, and activities • Publishers' assessments from enVision Math • Incredible Equation • Hands-on activities
Subject	Student Outcomes	Assessment/Evaluation
Science	<ul style="list-style-type: none"> • Hypothesize and develop experiments utilizing scientific method • Use hands-on experiments in science lab to further research and prove/disprove conjectures • Integrate science and writing by using Kaplan prompts • "Think Like a Disciplinarian" to theorize and view other subjects such as music, art, and history as a scientist • Understand the need for eco-friendly products and life changes to better our local and global community 	<ul style="list-style-type: none"> • Teacher-developed tests/assignments/activities • District Science Periodic Assessments • State mandated tests (Grade5) • 75% of students will achieve proficiency or above on CST • Field Studies • Interactive units and simulations • Digital Portfolios • Exhibits and presentations • Student-run garden
Subject	Student Outcomes	Assessment/Evaluation
History/ Social Studies	<ul style="list-style-type: none"> • Understanding cause and effect • Relating over time 	<ul style="list-style-type: none"> • Teacher-developed assignments/tests/activities

	<ul style="list-style-type: none"> • Using Kaplan prompts to analyze historical information • Analyzing different points of view and ethics • Finding parallels and patterns • Critical thinking skills • Critical reading skills • Interpreting information to draw conclusions • Using role play, drama, and interactive units to gain “first hand” experiences 	<ul style="list-style-type: none"> • Field studies such as 5th Grade Riley’s Farm and Anacapa Islands • Interactive units and simulations • Portfolios • Exhibits and presentations • Integration of the arts such as musicals • Publisher assessments from Scott-Foresman
Subject	Student Outcomes	Assessment/Evaluation
Technology	<ul style="list-style-type: none"> • Use of internet for research • Communication/broadcasting • Portfolio creation • Use of applications such as word processing, spreadsheets, power point 	<ul style="list-style-type: none"> • Teacher-developed tests/assignments/activities • Portfolios • Presentations and project exhibits • Inquiry-based projects • Digital portfolios

Element 3 – Means to Assess Pupil Progress

***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, Topeka Charter School for Advanced Studies will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.

A. Methods for Assessing Attainment of Student Outcomes

Student outcomes are measured through ongoing diagnostic, formative and summative data (CST, District Periodic Assessments in Language Arts, Math, and Science, MyData, and District adopted texts, DIBELS, and assessments in social studies). 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, materials from J Taylor, Math Reasoning journals by Universal Publishing, and Measuring Up by People's Education. 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.

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

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

B. In-House Benchmark Assessments Used

Authentic Assessments: Authentic assessments will match state standards, are ongoing, and can better evaluate the child over time and in a variety of settings. Examples of authentic assessments are teacher-developed assignments and activities, homework, anecdotal records, journals, work samples, grade-level and teacher-developed tests, rubrics, criteria charts, short-term and long-term projects, and learning contracts.

Standardized Assessments and How Data Will Be Used: California Standards Test (CST), California English Development Test (CELDT), Open Court Reading Assessments/Fluency, CORE K12, District Quarterly Math Assessments, and District Science Assessments for Grades four and five, and writing assessment for fourth grade. The District is currently testing all second graders to qualify for gifted identification. TCSAS will utilize these assessments to monitor students' progress toward meeting benchmark goals, to identify students requiring additional support to meet benchmark goals, and to plan instruction to meet the needs of all students.

C. State Mandated Assessments

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

D. How Data Will be Used

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

- Data from combined assessments (annual CST, Language Arts, Math, and Science Periodic Assessments) is evaluated continuously by teachers and administration in order to meet students' educational needs. The administrator reviews data submitted by teachers from periodic assessments and evaluates the implications for necessary professional development, whether peer observations are needed, and to determine if additional programs and supplemental resources are

needed. Data is also used to identify and prioritize professional development as well as to provide topics for discussion during grade-level planning.

- District assessment results and authentic assessments are communicated to parents by the teaching staff throughout the school year in a variety of ways.
- EL data is shared at ELAC meetings. Data from annual CELDT is communicated to parents.

This data will be utilized by the school based leadership team to look for patterns of achievement and areas of need. When the team identifies a pattern, this information is shared with the curriculum committee, which then determines the direction of professional development or additional instruction needed. Teachers utilize this data to make everyday instructional decisions and to work collaboratively with the learning center team and the intervention teacher in revising intervention priorities. The Governance Council will use this data to make decisions to support instruction.

Element 4 – Governance

Petition for Affiliated Charter Status

Topeka Drive is an elementary school grades K-5 that proposes to be converted to an Affiliated Charter within the Los Angeles Unified School District and to be known as Topeka Charter School for Advanced Studies. As an affiliated charter, TCSAS will follow all established LAUSD policies and guidelines.

TCSAS Governance Council

TCSAS is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over TCSAS. 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 TCSAS changes from affiliated charter status to independent charter status, TCSAS 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 TCSAS changes its status to an independent charter school, TCSAS shall submit a petition for material revision with articles of incorporation and bylaws for District's approval.

*Members of the TCSAS governing council, any administrators, managers or employees, and any other committees of the Charter School shall comply with federal and state laws, nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest.

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

TCSAS will maintain a Governance Council that will be the chief site based decision-making body for the school under the authority of the local District superintendent and under the ultimate authority of the Los Angeles Unified School District Board of Education. The Governance Council will be governed in its operations and its actions by the charter petition and the Bylaws of the Governance Council of TCSAS, which can be revised as approved by LAUSD.

The Governance Council will meet at least six times per year to discuss policy and make decisions on the direction for the school. All teachers, parents, and community members are encouraged to attend council meetings. Subject to LAUSD policies and procedures, the Council will have authority for aspects of its operations including, but not limited to, the development and implementation of policies related to curriculum,

personnel consistent with District policies and procedures and collective bargaining agreements, professional development, categorical block grant budget and finance, implementation of admissions, site-level scheduling, community relations, classroom us charter revision subject to District approval, dispute resolution (within District policy), appointment of school representatives to external organizations, and interactions with LAUSD. Governance Council will meet at least six times per year, September through June.

A. Process Which Ensures Parent Involvement

Parents have played a very active role at Topeka and the success of TCSAS will depend upon continuing this tradition. The highly productive collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and will be involved in all levels of decision-making at TCSAS, their support will be essential to help fulfill our promise of an enriched educational experience for all children. At least one elected parent representative will serve on each of the school's Governing and Executive Committees, including but not limited to budget, bylaws and curriculum, ELAC, school safety, staff selection, technology, discipline and professional development.

Parents attend monthly parent meetings where they elect their own officers and representatives and where they set goals for their participation. By participating in the process, parents will learn skills related to teaching their children, planning, budgeting, management, analysis and problem solving.

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

School Governance

Involvement in the Governing Council and the various Governing Council committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. This will enable us to continue to meet the unique and changing needs of Topeka's students. All Governing Council and standing committee meetings will be open to the public in accordance with the Brown Act, and all stakeholders and interested parties will be encouraged to contribute agenda items for discussion. Meeting schedules will be made available to the public (including on the school website and via organized email blasts), and an agenda of each meeting will be posted publicly (at the school site and on the school's website) at least 72 hours in advance thereof. All meetings will be held in accordance with the posted agenda and any items raised during any "public comments" period will be added to a later agenda for official discussion. The Governing Council and standing committees will also comply with the Brown Act. Minutes of meetings will also be posted in a public area in our announcement case adjacent to the office and on the website.

Additional Parent Involvement Opportunities

Parent involvement is the key to the success of the school, with opportunities for both parents who stay at home and those who work full-time. These opportunities include

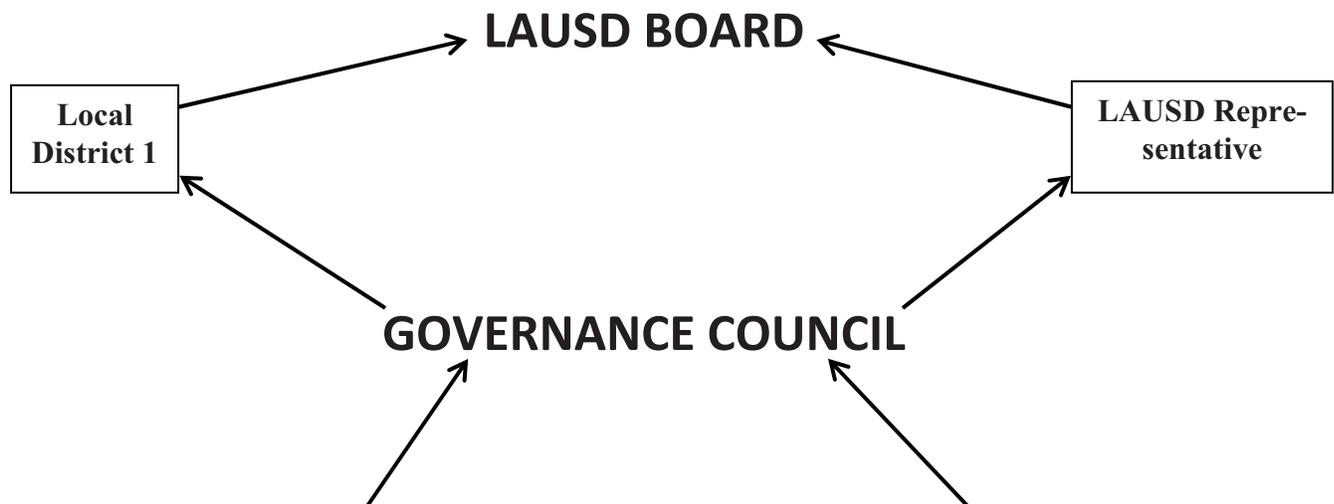
events such as, Back-to-School Night, Open House, Parent/Teacher Surveys, Parent/teacher conferences, parent participation in the classrooms, campus beautification, Multicultural Day, Pajamarama, the annual book fair, and the monthly newsletter. Topeka also announces opportunities using email blasts, via its website and by automated phone calls (ConnectEd). Teachers communicate via weekly collaboration meetings, professional development meetings, and regular faculty meetings. Without the parents' support, TCSAS would not be able to achieve the excellence that is its legacy. Parents are essential in making the school a vital part of the community, and in fostering the diversity and excellence of Topeka's enriched educational program. A parent's inability to participate in no way impacts admission for enrollment.

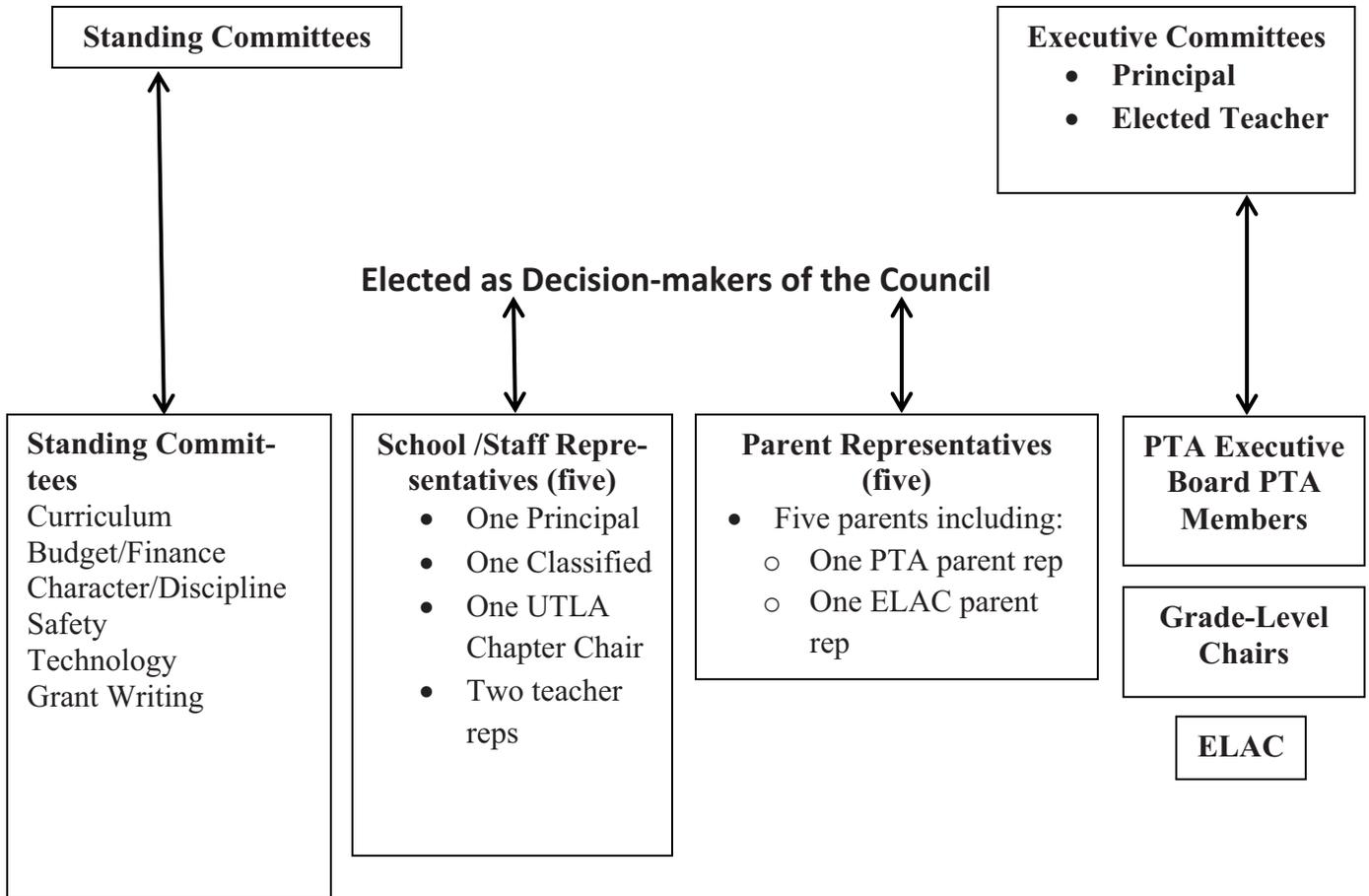
C. Decision-Making Process and Organizational Chart

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

Topeka Charter School for Advanced Studies

Organizational Chart





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

TCSAS will comply with the Brown Act. Members of the TCSAS governing council, any administrators, managers or employees, and any other committees of the Charter School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest. The District reserves the right to appoint a non-voting single representative to the Charter School governing council.

E. TCSAS’ Relationship with the District

The TCSAS Governing Council will work collaboratively with the Local District to determine the applicability of District policies and procedures to TCSAS. Topeka will continue its operation as a fiscally affiliated Charter School.

F. Process for Amendments to Charter

TCSAS reserves the right to amend its charter at any time with LAUSD Board of Education approval. All amendments will require the majority vote of representatives to the TCSAS Governing Council. Any material revisions to the charter must be submitted to the LAUSD Board of Education for approval. TCSAS will consult with the District in

making a determination as to whether or not a proposed amendment or change to the charter constitutes a material revision.

At the present, TCSAS is currently a high-performing elementary school in Local District 1 and will continue to pursue innovative, pioneering ideas that can serve as a model for other schools within all of LAUSD, both in addressing the implementation of innovative curriculum and instructional techniques, and in supporting those students who may need additional attention and intervention to succeed. We do this by providing additional educational resources such as twice-weekly sessions with an intervention teacher, RSP instructors, skilled learning center paraprofessionals, and special education teachers. All of these pursuits stem from the interest and support of the leaders of our school, thereby ensuring the active participation of parents, teachers, and administrators as stakeholders in the educational process.

G. Articles of Incorporation and Bylaws of Nonprofit Corporation

Since we are applying to convert to an affiliated Charter School, we do not need to submit articles of incorporation and bylaws of a nonprofit corporation. We have however submitted the Governance Council By-Laws in Appendix A.

H. Selection Process of Council Members and Relevant Governance Council

Members of the Governance Council will serve two-year terms; one-half of the teacher members and one-half of the parent members will be elected each year.

The voting members of the Governance Council will include representatives from the school's various constituencies. Representatives are as follows:

Five staff members and two alternate teacher representatives, who will be elected from and by the credentialed teachers employed at the school, which will include:

- The principal
- UTLA Chapter Chair
- Two teachers
- One classified representative (to be elected by classified staff)

Five parent members, which will include:

- One PTA representative (elected by PTA)
- One ELAC representative (elected by ELAC)
- Three at-large parent representatives who will be elected from and by parents whose children are enrolled in the school.

There will be up to three (3) alternate parent council representatives designated. The first alternate will be the alternate with the most votes as compared to the other alternate(s). All vacant seats will be filled within one month by a special election called by the Chair.

Executive Committee

TCSAS will have an Executive Committee comprised of the principal, one teacher elected yearly by the teachers who are voting members of the Governance Council, and one parent elected yearly by parents who are voting members of the Governance Council. Vacancies on the Executive Committee will be filled immediately.

The Executive Committee will:

- Chair and set the agenda for Governance Council meetings.
- Deal with day-to-day monitoring of decisions and procedures previously determined by the Governance Council and report back on progress of said matters.
- Refer issues to the Governance Council.

The Executive Committee may not exercise the authority of the Governance Council. The Executive Committee will normally meet weekly but may convene more or less frequently as necessary to conduct its business. The committees will meet minimally four times annually to discuss new business and monitor ongoing programs and operations. They will make recommendations to the Governance Council on these matters. The Executive Committee will set the agenda for the Governance Council, and deal with the day-to-day monitoring of decisions and procedures previously determined by the Governance Council and report back on said matters. The Governance Council will make final decisions and has the right to veto or approve motions brought before said council. Members of the Governance Council will excuse themselves from participating in decisions about matters that may involve potential or actual conflicts of interest. Such conflicts may arise whenever a Council member may either receive some advantage or suffer some disadvantage because they have personal, business, or monetary interests in a matter before the Governance Council. Council members will either excuse themselves voluntarily or be excused by a majority of voting representatives if the Governance Council determines that there is an actual or potential conflict of interest, which may be brought to the attention of the Governance Council by any person. TCSAS shall comply with LAUSD's policies and regulations regarding ethics and conflicts of interests in their decision-making process.

Role of Committees

It will be the Governance Council's responsibility, to perform a school evaluation based upon the measurable goals and terms outlined in this charter.

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

Committees may include, but are not limited to:

- Curriculum Development and Review—Evaluate and monitor textbooks, curriculum, assessments, professional development, school-wide initiatives, special initiatives, standard and conduct.
 - Co-chairs: One TCSAS Parent Representative and Teacher Representative: (Membership: Principal, one teacher, one parent at large)
- Budget and Finance—Oversee categorical block and fund-raising monies.
 - Co-chairs: Once TCSAS Parent Representative and Teacher Representative: (Membership: Principal, one PTA representative, one teacher, one parent at large and one classified representative)
- Standards and Conduct—Create/review school-wide behavior norms
 - Co-chairs: One TCSAS Parent Representative and Teacher Representative: (Membership: Principal, one teacher, one parent at large)
- Facilities and Safety—Monitor repairs, maintenance, traffic, playground, emergency preparedness
 - Co-chairs: One TCSAS Parent Representative and Teacher Representative: (Membership: Principal, one PTA representative, one teacher, one parent at large and one classified representative)
- Human Resources and Personnel Selection—Responsible for interviewing and recommending hiring of personnel in accordance with District policy/procedures.
 - Co-chairs: One TCSAS Parent Representative and Teacher Representative: (Membership: Principal, one PTA representative, one teacher, one parent at large, and one classified representative)
- Staff Development—Evaluates teachers’ needs to address, students’ needs and facilitates professional development opportunities.
 - Co-chairs: One TCSAS Parent Representative and Teacher Representative: (Membership: Principal, one PTA representative, one teacher, one parent at large and one classified representative)
- Grant Writing—Researches and facilitates grant opportunities for school needs.
 - Co-chairs: Once TCSAS Parent Representative and Teacher Representative: (Membership: Principal, one teacher, one parent at large and one classified representative)
- Technology—Review software, professional development, equipment needs, and warranties, develop acceptable use policies and implementation.
 - Co-chairs: One TCSAS Parent Representative and Teacher Representative: (Membership: Principal, one teacher, one parent at large and one classified representative)

Other committees will be formed as the need arises.

Committees are advisory and will have at least one parent and one staff member as members. All members (except the principal and the union chapter chair) shall be elected by their constituency through elections held once a year in June. Notice of the election and a listing of the various candidates running for office shall be set forth in a bulleting, newsletter, or other communication distributed through the school office and distributed by the teachers via the students in a manner to assure that each person enti-

tle to vote will receive a ballot. Ballots will be counted by two Council members and the principal and will be available for review until the next year's election. The Committee chairperson must establish a meeting agenda and submit a summary of all meetings to the Council Chair and/or the Council Secretary. Committees may elect a chairperson at their first meeting. In the event that no one accepts the chairperson position, the TCSAS Governance Council Chair will appoint a chairperson. Committee meeting dates and times will be determined by the Council. All committees will comply with the Brown Act.

Grievance Procedure for Parents and Students

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

***LAUSD Charter Policy**

The Topeka Charter School for Advanced Studies 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.

***Responding to Inquiries**

TCSAS shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records. TCSAS 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 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 TCSAS.

Element 5 – Employee Qualifications

TCSAS 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.

As an affiliated Charter School of the Los Angeles Unified School District, TCSAS will comply with all No Child Left Behind Act (NCLB) requirements of teachers and paraprofessionals.

TCSAS will follow all District personnel policies and practices. TCSAS will abide by District policy, procedures, and collective bargaining agreements for employee selection. The school will make its recommendations to the Local District superintendent for ad-

ministrative candidates and the local District superintendent will make the final decision. All administrative positions at TCSAS will 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 TCSAS 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, TCSAS 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 will be compensated according to District contracts and the respective collective-bargaining agreements. Staff is subject to District decisions regarding reduction in force and layoffs.

TCSAS will adhere to all court mandates and state and federal laws including the Rodriguez Consent Decree and District guidelines. Each self-contained classroom teacher will have appropriate credentials issued by the State Commission on Teacher Credentialing for his/her teaching assignment. Non-self-contained classroom teachers will have appropriate credentials consistent with state legislation and Title I, No Child Left Behind legislation. The District will monitor all credentials. At the close of each school year, the principal will evaluate the faculty consistent with District policy. Such evaluation will include the areas of professional development, teaching performance, the integration of science, technology and enrichment and student performance as demonstrated by previously discussed District assessment methods.

TCSAS will continue to recruit qualified bilingual personnel (teachers, paraprofessionals, office staff, etc.) consistent with District hiring policies and staff programs, which will attract and serve EL students.

A. Staff Selection Process

Personnel

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

Staff Selection

Certificated Personnel

Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. TCSAS 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 cur-

rent hiring situation in each subject area. While every effort will be made to avoid assigning any certificated employee to any TCSAS campus, the District retains the right to make such assignments in cases where no other alternative is available (i.e. Reasonable Accommodation).

TCSAS will abide by District policy, procedures, and collective bargaining agreements for employee selection. The Charter School will make its recommendation to the local District superintendent who will make the final decision. Staff is subject to District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District personnel decisions regarding salaries, classifications and assignments. The TCSAS staff will consist of persons who are committed to TCSAS' philosophy. Selection of Certificated and Classified Personnel (to include teachers, administrators, support personnel, office manager and staff, cafeteria manager and staff) will be conducted as follows:

The selection process will include the following steps in accordance with District policy and collective bargaining agreements:

- Obtain District job description
- Announce opening(s)
- Recruit applicant(s)
- Request an application, resume, references, records of experiences, credentials, licenses, etc.
- Verify previous employment
- Final teacher candidates will be interviewed by the Selection Committee using questions specifically directed to the applicant's understanding. Then candidate will present a demonstration lesson from the Curriculum of TCSAS which will incorporate the methods outlined in this Charter. The selection of the top candidate will be recommended.

District will verify:

- Medical clearance: proof of medical exam and TB testing.
- Fingerprinting. Applicant will submit prints that will be forwarded to appropriate agencies for criminal record check prior to employment in a manner consistent with applicable state law.
- Check for employment eligibility, including authorization to work in the United States and require child-abuse sign-off.

B. Selection of Teacher(s)

Teaching staff members will be selected as follows:

With regard to selection, TCSAS will adhere to all court mandates and state and federal laws including the Rodriguez Consent Decree and Office of Civil Rights guidelines. Credentialed teachers interested in filling a position will be asked to submit a resume plus three letters of recommendation from former employers or other references. An applicant who is being considered for selection will be interviewed by the Staff Selection Subcommittee of the Governance Council. Members of this subcommittee will prepare questions specifically directed to the applicant's understanding of the practices indicated

in the teacher criteria (see “Selection of Certificated and Classified Personnel” above). Final candidates will be asked to present a demonstration lesson at a particular grade level while being observed by members of the Subcommittee.

The Subcommittee will be authorized to determine, by consensus, which applicants will be recommended. When an applicant is selected, he or she must be processed through the District. The Governance Council will appoint a Staff Selection Subcommittee made up of members of the committee will recommend selection of the School staff. The subcommittee will consist of the principal, the school administrative assistant, a UTLA representative, two teachers representing the grade level with the vacancy and three parent representatives.

C. Selection of Administrator(s)

In addition to the above procedures, prospective administrators will be interviewed by faculty and parent representatives and will be recommended for approval to the Local District Supt. based upon a two-thirds majority vote at a governance committee meeting. The principal will be responsible to and evaluated by the LAUSD Local District 1 Superintendent and the TCSAS Governance Council.

Classified Personnel

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

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

D. Selection of Paraprofessionals

Paraprofessionals will meet all District requirements. The teacher of the class that has the opening and the administrator will do interview and selection. Paraprofessionals will meet the following requirements:

- Will have completed at least two years of study at an institution of higher education;
- Will have obtained an associate’s (or higher) degree; or
- Will meet a rigorous standard of quality and can demonstrate through a formal state or local academic assessment in knowledge of, and the ability to assist in

instructing, reading readiness, writing, writing readiness, mathematics, and mathematics readiness.

The exceptions for paraprofessionals are for those who act as translators or whose duties consist solely of conducting parental involvement activities.

E. Selection of Day-to-Day Substitutes

TCSAS will establish and maintain a list of qualified District-approved substitutes who will be contacted as needed. All substitute teachers will be credentialed teachers.

Professional Development

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

F. Description of Duties

Teachers

Definition: Teachers will support student learning through planning and designing instruction, keep rigorous expectations in the classroom, develop as a professional education and maintain overall regular punctuality, attendance, and recordkeeping.

Typical Duties

- Use the results of multiple assessments to guide instruction
- Guide all students to be self-directed and assess their own learning
- Engage students in problem-solving, critical thinking, and other activities
- Use a variety of instructional strategies and resources to respond to students' diverse needs
- Integrate students' prior knowledge, life experiences, and interest into the instructional program
- Demonstrate evidence of short- and long-term plans to foster student learning and achievement of the state standards
- Use state subject matter, content standards to establish rigorous learning goals for students
- Interrelate ideas and information within and across subject matter areas
- Use instructional strategies, materials, resources, and technologies that are appropriate to the subject matter
- Plan instruction to insure that all groups of students have equal access
- Demonstrate knowledge of State Standards and student development
- Use a grading/evaluation system that is aligned with State Standards
- Establish and maintain standards for student behavior and creates a climate that promotes fairness and respect
- Plan and implement classroom procedures and routines that support student learning
- Use instructional time effectively

- Provide an effective classroom environment
- Establish professional goals and demonstrate continuous growth
- Work with colleagues to improve professional practice
- Provide effective supervision of students
- Collaborate in the improvement of the school program
- Communicate regularly with students and parents about instructional goals and student progress
- Follow district and state policies, laws, and regulations
- Communicate and interact with colleagues, staff, parents, and students in an appropriate manner
- Perform adjunct duties effectively
- Regularly arrives on time
- Start class on schedule
- Regularly in attendance for the total contract day
- Main accurate and timely records
- Provide a quality, enriched, and integrated curriculum
- Provide continual assessment of student progress and maintain records
- Continually evaluate classroom performance to meet the changing needs of students
- Provide an effective room environment that reflects and facilitates the academic program
- Provide peer assistance to fellow teachers
- Continue to work on professional growth
- Actively strive for continuous and open communication with parents
- Professionally attired

Principal Essential Functions

- Serve as a resource for and liaison to the stakeholders of the school community.
- Interpret and implement state laws, Board of Education rules, policies, procedures, restructuring and reform efforts, and negotiated contracts
- Provide guidance, supervision, and assistance in instructional practices and curriculum development that is culturally relevant and responsive to the language, social, and the academic needs of the student population, including bilingual, Special Education, and GATE students
- Provide leadership for and facilities collaboration with all stakeholders on identifying goals for student achievement; assess progress toward meeting the goals; develop the School's Single Plan for Student Achievement and measures the outcomes of these goals
- Prepare school budgets and is responsible for the monitoring of expenditures of all school funds in accordance with federal, state, and District guidelines
- Counsel students, recommends and implements student disciplinary actions in accordance with the Education Code, District policy and procedures, and the school's student responsibility code
- Organize and conduct school extra-curricular activities and fundraising events

- Maintain a school climate that ensures the safety, health, and welfare of students and personnel; organize and implement an “Emergency Operation Plan;” comply with mandated child abuse reporting procedures
- Participate in directing the school’s organization and the appropriate placement of students in accordance with the LAUSD Master Plan for ELs
- Main positive public relations and outreach contacts with parents and community groups
- Provide effective professional development and training for all stakeholders to improve student achievement
- Ensure the maintenance of a clean physical environment that is conducive to good health and safety
- Evaluate the performance of certificated and classified personnel assigned to the school site
- During periods of critical personnel shortage or other emergency situation, shall temporarily perform any duties, as directed, within the authorization of any credentials held by the incumbent that are registered with the office of the Los Angeles County Superintendent of Schools and that are a part of the class description requirements in effect at the time such duties are performed
- Perform other duties as assigned

Classified and Other

Teacher Assistants

- Assist with instruction and will assist the teacher with other classroom duties
 - Assist teachers or other certificated personnel in preparation for, carrying out, and following up on instruction to individual or small groups of students as assigned; may also assist with instructional materials, audio-visual equipment, and the maintenance of student records
 - Assist teachers, school administrator and staff with maintain control of assigned classes to ensure a suitable learning environment, both in classroom sand on school grounds
 - May be assigned limited responsibility to teach specific subject matter, in which the teacher assistant has special skills or training, to a small group of students, under the immediate supervision of a teacher or other certificated personnel
 - During periods of critical personnel shortage or other emergency situation, shall temporarily perform any duties, as directed, within the authorization of any credentials held by incumbent that are registered with the Office of the Los Angeles County Superintendent of Schools and that are a part of the class description requirements in effect at the time such duties are performed
- Perform other duties as assigned

School Administrative Assistant

- Plan, establish, and supervise the implementation of clerical procedures in a school office to insure timely preparation and submission of reports, records, studies, letters, and other materials
- Supervise clerical work related to such matters as enrollment, attendance, curriculum, personnel, organization, budgeting, accidents, student grades, special

programs, time reporting, and requisitions and purchase orders for supplies and equipment

- Perform secretarial duties for a principal by arranging appointments, maintain an appointment calendar, receiving visitors, screening telephone calls and mail, and composing communications from general instructions or rough notes
- Utilize and supervise the use of applications software to conduct school business including payroll, procurement, financial reports, attendance, personnel matters, and secretarial duties
- Review communications, bulletins, reports, and other items and obtain information from a variety of sources as requested by the administrator in order to advise on necessary actions and to provide information to school personnel, parents, students, and others
- Answer or refers inquiries, contacts administrative offices and public service agencies, interpret District and school policies, and coordinate and provides approved information to parents, students, school personnel, and the public over the telephone and in person
- Request available teachers to cover classes during absences of regular or substitute teachers and maintain related records
- Orient new and substitute teachers, parent groups, volunteers, and aides in school and administrative policies and procedures and issues materials, such as daily bulletins, programs, and keys
- Organize and maintain files, records and guides
- Perform miscellaneous clerical work, such as filing, typing, relaying messages, operating office machines, and opening and routing mail
- Provide orientation and training for clerical personnel, including those assigned to offices supervised by certificated staff
- Advise school administrators on office procedures, layout, equipment, and staffing, and on policies and procedures related to the clerical staff
- Assist in securing substitute teachers and classified personnel
- May maintain a standardized bookkeeping system for financial transactions, receive and disburse funds, and compile reports
- May oversee students waiting in the main office of the school
- May provide guidance to volunteers and others working in the school office
- May prepare and proofread class schedules and other materials and supervise their mailing and distribution
- May provide minor first aid, arrangement for care of ill or injured students, and, if authorized, dispense prescribed oral medication in the absence of School Nurse.
- Perform related duties as assigned

Office Technician

- Prepare a variety of letters, memos, forms, reports, arithmetical summaries, and other material, typically using computer software
- Compile, interpret, and code data from various sources; enters data utilizing computer systems and programs for functions such as procurement, finance, student attendance, and personnel; and prepare related reports

- Check forms and records for completeness and accuracy. Maintains files, records, and other information. Responds to employee/public inquiries by telephone and in person to provide or request information
- Order, receive, and distribute office supplies
- Receive, sort, and distribute incoming and outgoing correspondence
- Operate a variety of office equipment, e.g., computers, printers, copiers, calculators, typewriters, microfilm machines, facsimile machines, etc.
- Report software and hardware problems to the ITD Helpdesk
- May prepare, modify, and update simple spreadsheets
- May assist in preparing employee time reports and maintaining routine bookkeeping and payroll records
- May orient and train new employees and/or student workers in office procedures
- Perform related duties as assigned

Plant Manager

Definition: Supervise, plan, coordinate, and participate in the cleaning, gardening, and operation of a school or office plant or plants; and is responsible to the school principal or other site administrator of the cleanliness and operation of the facility and to Maintenance and Operations for technical supervision. The level of classification is determined by the custodial labor allotment at the site.

Typical Duties

- Supervise and participate in custodial work in cleaning rooms, toilets, halls, walks, stairways, shops, gymnasiums, libraries, walls, fixtures, and equipment, including sweeping, polishing, mopping, dusting, dressing floors, vacuuming, and disinfecting
- Select materials and equipment for cleaning a wide variety of floors, walls, and other surfaces
- Analyze custodial needs and recommends priorities for the custodial program.
- Prepare, adjust, and assign work schedules for regular and special cleaning and the recycling programs, including school-vacation cleanups; and assures that facilities are locked and secured as necessary
- Assign special custodial duties for various education, social, and civic activities, and to meet emergencies; and arrange for proper equipment, heating, ventilating, and lighting
- Operate and supervise the operation of low-pressure heating, ventilating, and air conditioning systems and related equipment.
- Operate, service, adjust, and make minor repairs to power equipment, including yard sweepers, yard vacuums, scrubbing machines, carpet shampooers, vacuum cleaners, lawn mowers, edgers, weed eaters, and related gardening equipment; and supervise the use of such equipment and other operations equipment
- Inspect the plant and equipment in order to maintain custodial standards and nonhazardous conditions, evaluate employee performance and initiate corrective action, assure safe and efficient operation of equipment, determine the need for maintenance work, and coordinate maintenance services with custodial and school services

- Maintain inspection records, report need for repairs to the site administrator or to the appropriate maintenance office, and may make minor repairs
- Maintain records and submits reports on plant security, vandalism, thefts, emergencies, supplies, operation costs, use of facilities, and related matters
- Train and instruct assigned custodial personnel in cleaning methods, use of materials, operation of custodial and gardening recycling procedures, equipment and related tasks; and may assist Area branch personnel in training new custodians
- Confer with school personnel, administrators, the public, and students in regard to the utilization of facilities and equipment, site security, special programs and activities, and animal regulation
- Order, receive, check, and disburse custodial and school supplies; stores and distribute school supplies and equipment; maintain an inventory and maintain related records as required
- Supervise and participate in watering lawn, shrubs, and trees, involving the operation of manual or automatic irrigation systems in accordance with instruction from Maintenance and Operations
- Supervise and participate in moving audio-visual and other equipment within the school or office site
- Maintain records of shutoff valves and utility cutoffs, including fire sprinkler systems; check and operate fire extinguishers; and may operate or supervise the operation of a swimming pool filtering system

Building and Grounds Worker

Definition: Maintains assigned areas of building and grounds in a clean, sanitary, and safe condition.

Typical Duties

- Sweep, dust, clean, scrub, strip, seal, wax, polish, and mop floors in classrooms, kitchens, dining halls, toilet rooms, offices, and similar facilities
- Remove spots from floors, walls, woodworks, furniture, and fixtures and clean chalkboards and erasers
- Clean, dust, high dust, and polish woodwork, glass, hall lockers, furniture, air intake screens, and louvers, fixtures, and other installations
- Wash and scrub walls, lavatory fixtures, inside glass, windows, painted surfaces, and drinking fountains and sanitize refrigerators and beverage coolers
- Operate equipment, such as floor polishing machines, wall washing machines, steam shampooers, vacuum cleaners, yard vacuums, lawn mowers, lawn edgers, weed eaters, and power sweepers
- Service soap dispensers, towel boxes, and similar facilities
- Sweep and hose blacktops, tennis courts, playgrounds, sidewalks, parkways
- Replace electrical plug fuses, incandescent bulbs, and fluorescent tubes
- Move and adjust chairs, desks, tables, other furniture, and equipment and prepares rooms for meetings
- Receive check, and deliver custodial supplies, and receives and stores grocery orders delivered during the summer
- Lock and unlock doors, gates, windows, transoms and storerooms

- Assist in providing security for buildings and grounds, contacts proper authority for assistance as needed and may escort authorized and unauthorized in and from buildings and grounds.
- Provide information in regard to locations of various school facilities, participates in the opening and closing of facilities, and represents the school to the public in the use of the school as a community center
- Clean, maintain, service, and make minor adjustments to space heaters. Drains water from compressed air tanks
- Check and maintain oil level in air compressors
- Dispose of rubbish, paper, leaves, and debris, and empty and wash refuse containers
- Water and tend lawns, shrubs, and trees; and operate manual and automatic watering systems
- Keep records relative to equipment and furniture
- Identify and report information regarding vandalism, theft, fire damage, and floods, and identify, records, and report maintenance needs
- Perform a variety of unscheduled custodial duties as requested by the school office and teachers
- Tend lawns, turf, and shrubs by mowing, edging and pruning
- Keep drains and flow lines in lawns and other planted areas free from debris
- Attend in-service training as directed
- Make minor repairs to building hardware, plumbing, woodwork, building equipment, and furniture
- May perform a variety of cleaning and other manual tasks in a cafeteria
- May operate power sweepers and low pressure heating plants
- May receive, account for, store, issue to students, pick up prepare for returning, and safeguard towels in a gymnasium
- May raise, lower, and case flag
- May check classroom, hot water, and fuel oil temperatures.
- Perform related duties as assigned

Special Education Assistant

Definition: A Special Education Assistant assists teachers by caring for the physical needs of students with disabilities and helping in their training and education through the presentation of educational materials or exercises. Special Education Trainees assist teachers in caring for students' physical needs and in presenting educational material and developmental exercises while learning the duties and responsibilities of Special Education Assistant through a combination of experience and formal education. The counterpart classes with parenthetical designation in their titles are assigned duties similar to those of the classes with the same basic title.

Typical Duties

- Perform a variety of activities pertinent to training, physical care, disciplining, and tutoring in order to inculcate habits, knowledge, and skills in students with disabilities

- Assist teachers in implementing lessons or portions of lessons to a student or a group of students, checks accuracy of work, and presents additional assignments as directed by a teacher
- Help students to use books, classroom materials, and equipment
- Adjust or rephrase portions of text and classroom instructions
- Keep routine records related to recording attendance, grades, test scores, and lunch money
- Assist teachers with use of electronic equipment and presentation of material and methods to reinforce lessons to students
- Assist teachers in directing activities or assigned groups of students
- Lift students in and out of holding or locomotive devices and on and off buses when trained by appropriate staff
- Assist students with all aspects of toileting which may include diapering and lifting on and off the toilet, changing tables, and mats when trained by appropriate staff
- Assist students with the use of mobility equipment, such as leg braces, walkers, mobile standers, and tricycles when trained by appropriate staff
- Assist teachers in working with students who may be demonstrating such behaviors as hitting, biting, scratching, and running, and works as a member of a team to implement the behavior support plan and/or crisis plan when trained by appropriate staff
- Under the teacher's direction, participate in data collection on behaviors as part of behavior support plan development and implementation
- Assist teachers in maintaining an environment conducive for learning and encouraging appropriate behavior by the students using a consistent team approach
- Assist teachers in carrying out positive reinforcement procedures and reactive strategies identified in a behavior support plan, such as prompting student to switch to functionally equivalent replacement behavior and debriefing during the school day
- Assist teachers on field trips by helping students with physical needs, maintaining discipline, and reinforcing learning situations
- Assist bus drivers in maintaining discipline and responding to the physical needs of students
- Supervise a group of students in the temporary absence of the responsible teacher when notified.
- May obtain food from the kitchen, serve food, and feed students or help them feed themselves
- May make minor adjustments on special equipment such as wheelchairs, crutches, braces, standing tables, and gurneys when trained by appropriate staff
- May act as a resource regarding student issues at Individual Education Plan (IEP) meetings, if requested
- May take student temperatures, administer first aid, and provide basic nursing care as directed or authorized by a School Nurse

- May carry out the instruction of a Supervising Special Education Assistant or certificated employee to implement special physical handling, care, or exercises prescribed by doctors, nurses, or therapists when trained by appropriate staff

Parent Volunteers

The developers of TCSAS recognize that it will not succeed without relying upon the community and its resources. To achieve its goal of creating a superior learning environment in which students can succeed academically far beyond conventional expectations, there must be an unprecedented level of community ownership of the school: local residents, business people, community leaders and especially parents. They must be deeply involved in setting school policy and supporting school programs. To best meet the needs of the students, families, and community, TCSAS will continue partnerships with many institutions. The Charter School's primary partnerships are with the local community, the PTA and a number of other community groups and agencies. The strengths and resources of these institutions will greatly enhance the quality and variety of programs at TCSAS, improving the School's ability to positively impact the students and community now and in the years to come.

G. Accountability

All employees will be evaluated according District policy and collective bargaining agreements. Good performance will be acknowledged, rewarded, and replicated if possible. Fair and poor performance will be immediately acknowledged and corrected. Performance measures to assist in evaluation follow:

Teachers

Evaluation will be based upon the collective bargaining criteria of the UTLA Contract Article X.

- Certificated personnel will continue to be evaluated by the STULL process.
- Student Progress
 - Annual pre- and post-publisher's tests measuring reading levels will reflect a minimum 1.0 grade level increase for at least 75% of the students.
 - District-sponsored test scores will show an average one percentile point increase from the previous year.
 - Other measures as developed by the school.
- Completion of required job duties.
 - Initial sub-standard STULL evaluation by principal will result in additional support from staff.
 - TCSAS reserves the right to investigate other evaluation practices, which may include, but not limited to:
 - Establishing goals and objectives for growth through collaboration with the principal.
 - Observation(s) by the principal indicating the progress of goals and implementation of objectives.

- Post-evaluation conference(s).
- Partner coaching.

Administrator(s)

Evaluation will be based upon the collective bargaining criteria of AALA Contract Article VII with emphasis on the dimensions of Communication, Decision-making, Management, Interpersonal, and Personal.

- Business Practices
 - Balanced budget
 - New financial resources
- Instructional Program
 - School achieved educational outcomes (in Elements 2 and 3)
 - Parental/community involvement

Classified and Other Personnel:

All classified personnel will be evaluated based on each of their collective bargaining unit agreements.

Due process rights, as spelled out in their respective bargaining units, will be implemented as needed. These collective bargaining units include UTLA, AALA, units A, B, C, E, F, G, H and PERB.

H. Salary Schedule

TCSAS will adhere to all District compensation scales and collective bargaining agreements signed by LAUSD in establishing staff compensation.

I. Work Basis

Each staff member will work the number of days designated in his/her specific collective bargaining agreement.

J. Method for Reporting Alleged Improprieties

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

K. Due Process

Due process will be implemented based upon each of their collective bargaining unit agreements. All staff members will have due process rights, as spelled out in collective bargaining agreements.

L. Benefits

TCSAS will provide the following benefits as applicable through Los Angeles Unified School District:

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

Element 6 – Health and Safety

As an affiliated charter school, TCSAS 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.

TCSAS 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 TCSAS changes its status to independent charter school during the term of this Charter, TCSAS 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 TCSAS 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 TCSAS 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 TCSAS vendors, contractors, partners or sponsors for compliance with District insurance requirements for third parties. TCSAS 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, TCSAS will adhere to District's Health, Safety and Emergency Plans. The TCSAS will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff in line with District's procedures.

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

TCSAS will comply with all District policies concerning health and safety and will adopt and implement a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. It will be the task of the school administration to monitor all activities consistently to provide safety and security of the students. For this purpose, a team-on-duty will be created by principal to supervise students at all times.

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

- The school as a drug, alcohol, and tobacco-free workplace. PTA sponsors Red-Ribbon Week.
- The fifth grade participates in a health and development program.
- Employee fingerprinting and criminal background check. All reporting of child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies.
- Sexual harassment training for all employees. Procedures for response to natural disasters and emergencies, including fires and earthquakes.
- Emergency drills are conducted on a regular basis.
- First aid/CPR training. The staff is in partnership with the Northridge West Neighborhood Council which provides CPR/first aid for parents and staff.
- The safety of auxiliary services (food services, custodial services, hazardous materials).
- Documentation of TB test requirement for all students, staff, and volunteers. Parents are not allowed to volunteered until their TB tests are documented and on file in the office.

Amendments will be made to remain compliant with District safety policies or upon recommendation by the District's insurance carriers. TCSAS will comply with the existing regulations that apply to public schools including CAL/OSHA, the California Environmental Protection Agency and Federal EPA regulations. Records of student immunizations will be maintained, and staff will honor Los Angeles County requirements for periodic Montoux tuberculosis (TB) tests. Each employee is required to provide the District with a full disclosure statement regarding prior criminal record as required by the California Education Code Section 44237.

- PTA is responsible for providing classrooms with earthquake kits which include, but is not limited to: emergency water, meals, and a comfort kit which includes a letter from parents, pictures, and a small game or book while they wait to be picked up.
- The PTA has started a valet safety program. The program enhances student safety and minimizes the potential for accidents. This program is conducted in partnership with school police department.
- TCSAS' current arts-based enrichment and physical education programs are financially supported by Topeka's PTA. We will maintain liability insurance sufficient to cover any and all activities and will present a certificate of insurance as evidence of such insurance coverage on at least an annual basis to the District's Division of Risk Management and Insurance.

Element 7 – Means to Achieve Racial & Ethnic Balance

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

TCSAS will make every effort to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of the Los Angeles Unified School District. Recruitment efforts within and beyond the District designated attendance area will include publicizing our instructional program, providing tours of the school, and speaking to interested parents including those from overcrowded neighboring schools. We will offer tours annually dur-

ing the third week of February and during the third week of March. Multicultural will be held in April or May annually and Open House will be held during the third week of May to offer parents opportunities to tour our campus. All of these outreach activities will be announced on the marquee. We will publish brochures and distribute to preschools, early education centers, as outreach to other locations throughout Local District 1 and 2 in the San Fernando Valley.

***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 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.

TCSAS 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.

Additionally, the school will devise a community marketing plan to encourage those minority students currently residing within but not attending TCSAS’ current school boundaries to enroll. Spanish and Korean language (based on demographics) will be used in this outreach effort. School officials will routinely monitor minority enrollment and work closely with LAUSD officials to insure that the school’s minority population meets or exceeds the Crawford Court Order.

Element 8 – Admission Requirements

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.

A. Admission Requirements

Admission to TCSAS is open to all students residing in California. Admission to Topeka will not be determined according to the place of residence of the pupil or his or her parent or legal guardian within California.

After admission to the school, parent(s) will attend a grade-level orientation meeting to review and sign the School-Parent Compact and district procedures. Parent attendance at the orientation in no way impacts the student's enrollment or admission. A copy of the Student-Parent Compact is available at the school.

B. Enrollment/Lottery Assurances and Procedures

TCSAS will be located and operate within the boundaries of Local District 1 of Los Angeles Unified School District. It will be open to all students who wish to apply. All efforts will be made to recruit academically low-achieving, students with disabilities, and economically disadvantaged students. As an existing public school converting to a Charter School, admission preference will be given to pupils who reside within the former attendance area of Topeka Elementary School. All other students will receive a lottery application. Should the amount of pupils that wish to attend TCSAS exceed the available spaces, a public random lottery will take place to determine the school enrollment in accordance to Education Code, section 47605(d)(2)(B). Lottery Preference will be given first to pupils that reside within the LAUSD attendance area and to students currently attending the Topeka Avenue School and their siblings. TCSAS will designate a deadline, and all interested students will be considered for the public random drawing. TCSAS will begin accepting lottery forms the first week of May until Friday of the third week of May. If the number of applications exceeds the amount of space available the lottery will be conducted the following Friday. The date, time, location and method of this drawing will be printed on the application. The lottery is open to the public to attend. The lottery will be conducted by the Principal, Office Manager and two teachers. Names will be drawn according to the space available. Parents of lottery applicants will be notified immediately by phone and with a letter 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. All names will continue to be drawn and assigned a number for the waiting list. The waiting list will indicate the candidates according to the order in which they were drawn during the random drawing. A waiting list will be developed from the list of students that do not receive admission and will be considered should a vacancy occur during the year. Parents are allowed 3 days to indicate their intent to enroll before the school will move to the next person on the waiting list.

In the event that the school is notified of a false address for the predetermined District attendance boundary for the Charter School, for example, if school mail is returned undeliverable, TCSAS will assign an address verification committee to assist the office with validating whether an address is within Topeka's boundaries. Such boundaries may vary from time to time but will always be developed or revised in accordance with the policies and guidelines set for other schools in the District. However, any student who resides in the state of California may apply to TCSAS. Transportation will not be provided. All applicable laws governing the minimum age for public school attendance will be adhered to.

TCSAS will utilize LAUSD enrollment forms and cumulative records. In order to ensure continuity of record keeping, TCSAS, will follow district policy to request, the cumulative records of the students. Upon matriculating to middle school or transferring, TCSAS student records will be processed in accordance with District's policies and forwarded to the receiving school.

TCSAS will conduct, including but not limited to, prospective student tours at least twice yearly and informative grade-level coffees so that the public is educated on what the school policies are and what programs we offer. These types of informative meetings will be held for every grade level.

Element 9 – Annual Financial Audits

Categorical Funds

TCSAS 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, TCSAS 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).

TCSAS must cover the cost of class size reduction commensurate with its Integration Court Order designation (Desegregated Receiver or PHBAO).

The TCSAS will oversee the receipt and management of the categorical block grant and other fund allocations, and shall adhere to generally accepted accounting principles. TCSAS 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.

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 TCSAS. 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 TCSAS may also be subject to adjustment in funding levels and deferrals. In addition, TCSAS 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 TCSA 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 TCSAS will be used to enable the school to receive norm levels at the PBHAO or de-segregated 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 TCSAS' 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. TCSAS shall prepare and submit all required financial data and reports for inclusion in the District's report.

Per-Pupil Budgeting

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

A. Annual Audits

As an affiliated Charter School that is fully financially administered by the Los Angeles Unified School District, TCSAS will follow all usual District financial planning, budgeting, and management procedures. As an affiliated Charter School operating within the District, the District will audit TCSAS. The audit will be conducted in accordance with generally accepted accounting principles.

***Audit and Inspection of Records**

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

- TCSAS 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 TCSAS.

- 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 TCSAS 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 TCSAS. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

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

B. Resolution of Exceptions and Deficiencies

As an affiliated Charter School, TCSAS would follow District policy for resolving any exceptions or deficiencies found during the course of an audit.

***Element 10 – Suspensions and Expulsions**

As an affiliated charter school of the Los Angeles Unified School District, TCSAS 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.

TCSAS 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.

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

Standards and Conduct

TCSAS embraces the theory of positive discipline. We use problem solving rather than punishment to help children become successful students and citizens. Parent/child/school cooperation and support is crucial. To this end, the Parent-School Compact, sent home on the first day of school, addresses the responsibilities of each signatory to the Compact. In addition, standards and expectation for behavior are explained by each teacher in every classroom. Students are expected to maintain our school-wide standards of behavior, which are based on the Six Pillars of Character.

Six Pillars of Character:

1. Take **responsibility** for yourself and your actions.
2. Demonstrate that you are a contributing **citizen** of your school community.
3. Always treat others with **respect**.

4. Show **fairness** to others in class as well as on the playground.
5. Show **kindness** to others who need assistance.
6. Prove yourself to be **trustworthy** to your peers and school staff.

Positive Behavior Reinforcement

TCSAS embraces the theory of consistent, positive discipline. Topeka utilizes problem-solving and positive and negative consequences, as an alternative to punishment to help students become successful. Parents sign off on their understanding of a behavior compact on a yearly basis. The Governing Council will be working with newly established Standards and Conduct committee which will be working with the principles of Character Counts over the next few years to develop a school-wide behavior policy and for alternatives to suspension. Until the new adoption of Character Counts is realized, Topeka will continue to use the Big Six Principles:

- Show respect to every student and every adult.
- Use words that compliment, help and support people.
- Settle differences peacefully, together.
- Take care of the school, your belongings and the belongings of others.
- Always be where you are supposed to be.
- Always try to perform better than you did yesterday.

School-Wide Behavior

Morning recess and lunch recess are times for play, relaxation, and to share time with friends from different classes and grade levels on the playground or in the library. These choices allow for personal development and a wide range of personal choices. All students will be expected to follow the Six Pillars of Character. However, if there are infractions, there are consequences for the misconduct.

Consequences for Misconduct

- First offense: Student is given an explanation of the offense and instructed how to participate appropriately.
- Second offense: Student who needs a cooling off period will be directed to a specific area by the teacher or supervision aide until he/she decides he/she is ready to rejoin the class.
- Third offense: Student is removed from the game or classroom. The student may be given community service as a result of their behavior. Any students involved in physical altercations will meet with the principal.

Further behavioral infractions will be handled according to LAUSD policies and procedures.

B. Administrator's Role in Suspension/Expulsion

If suspension is necessary, the principal will notify the parent, remind the parent that suspension is a disciplinary action and schedule a parent conference. The principal will 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 will be penalized for his or her parent's failure to attend a conference with school officials, i.e., reinstatement of the suspended pupil will 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 will 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 will 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 will be held as soon as the student is able to attend.

C. Length of Suspension

The length of suspension for students may not exceed a period of five (5) consecutive school days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding five (5) consecutive school days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the fifth (5th) day of suspension. All reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. A student may not be suspended more than 20 days in a single school year.

D. Grounds for Suspension and Expulsion

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

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property (includes but is not limited to, electronic files and databases).
- Stole or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases).
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a pupil of his or her own prescription products).
- Committed an obscene act or engaged in habitual profanity or vulgarity. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property (includes, but not limited to, electronic files and databases).
- Possessed an imitation firearm.
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold any prescription drug.
- Engaged in, or attempted to engage in, hazing as defined in Section 32050. Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only).
- Committed sexual harassment (grades 4-5). Section 48900.2 (E.C. 48900et seq.)
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (grades 4-5). Section 48900.3.

- Engaged in harassment, threats, or intimidation directed against school District personnel or pupils (grades 4-5), that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. Section 48900.4.
- Made terroristic threats against school officials, school property or both. Section 48900.7.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

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

Mandatory Expulsion

Under California law, a school principal is required to recommend a student's expulsion when he or she determines that the student committed one of the following while on campus or a school-sponsored activity off campus:

- Possession of a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possession of an explosive
- The Federal Gun-Free Schools Act also mandates the expulsion of any student who takes a firearm onto a school campus

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 will 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:

- Sustaining the suspension in all respects.
- Modification of penalties imposed.

- Rescinding the suspension and expunging the suspension from the student's records.

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

E. Expulsion Procedure

Only the Principal of TCSAS 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 in accordance with LAUSD's Discipline Expulsion Support Unit. 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 or 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.

Therefore, in the event that a student requires expulsion, TCSAS will work with LAUSD and implement BUL-4655, March 13, 2009 as the guiding practice for expulsion. TCSAS will notify the local District Superintendent of any potential expulsion case and provide the local District 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. TCSAS will cooperate fully as indicated above with LAUSD in preparing the file for student expulsion and participate and cooperate with the LAUSD Board decision on the plan for rehabilitation.

Outcome Data

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

Rehabilitation Plans

Pupils who are expelled from the TCSAS 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 TCSAS for readmission.

Readmission.

The TCSAS 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 TCSAS is responsible for reinstating the student upon the conclusion of the expulsion period whether the student seeks readmission or not.

Special Education Students

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

Gun Free Schools Act

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

Element 11 – Employee Benefits

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

- Relationship between the teachers and the District/county bargaining unit.
- Process by which salaries, benefits, working conditions and items, e.g., calendars, holidays, vacations and workday and year will be determined.
- Labor procedures, which will be applied to employees (EERA).
- Process for resolving complaints/grievances.
- Process for ensuring due process.
- Manner by which, staff members will be covered by STRS, PERS, Social Security or Medicare.
- Process for staff recruitment, selections, evaluation, and termination.
- Procedure for processing and monitoring credentials if required.
- As employees of an affiliated Charter School within the Los Angeles Unified School District, all TCSAS staff members (certificated, classified, and administrative) will continue to be covered by all federal, state, and LAUSD employee benefits and will be represented by employee unions: UTLA, AALA, Local 99, Teamsters Employees will continue to be covered by STRS, PERS, and PARS.

Employees of the TCSAS 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.

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

For all grievance procedures and dispute resolution, due process will be implemented as applicable by all CBA and District policy.

Element 12 – Attendance Alternatives

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

***Element 13 – Rights of District Employees**

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

If, for any reason, TCSAS closes or LAUSD closes TCSAS, all rights of employees are governed by District policy and applicable collective bargaining agreements.

As LAUSD employees, TCSAS employees are subject to District decisions regarding Reductions in Force (RIF), mandated furloughs, and any other personnel decisions regarding salary, classification and assignment.

***Element 14 – Mandatory Dispute Resolution**

The staff of TCSAS 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 TCSAS, 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 TCSAS 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:
c/o School Director

Topeka Charter School for Advanced Studies

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 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 – Exclusive Public School Employer

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

As an affiliated Charter School, TCSAS will follow District policy with respect to all collective bargaining agreements. Teachers and staff in TCSAS will continue to be employees of the District and members of existing collective bargaining units.

Element 16 – Charter School Closure

TCSAS reverts back to a District traditional school in the event of a closure.

Revocation

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

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

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

***Closure Procedures**

The decision by the LAUSD Board of Education to revoke or not renew the affiliated charter school constitutes a Closure Action. The Closure Action shall be deemed to have been automatically made when 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 TCSAS, 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 Charter Schools Division will notify the California Department of Education that TCSAS 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 TCSAS 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 TCSAS' right to operate as a Charter School or cause TCSAS to cease operation.

***Facilities**

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

- Proposed Charter School Location: 9815 Topeka Drive Elementary, Northridge, CA 91324
- Names of District school sites near proposed location: Topeka EL, Superior EL, Castlebay EL, and Nobel MS
- Proposed Charter School to be located within the boundaries of LAUSD.

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

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

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

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

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

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

nance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

- (ii) Sole Occupant. If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance. Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility If Charter School is co-locating or sharing the LAUSD facility with another user.

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

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

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

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.