



LOS ANGELES UNIFIED SCHOOL DISTRICT

BECKFORD CHARTER FOR ENRICHED STUDIES

A DISTRICT AFFILIATED CHARTER SCHOOL

19130 Tulsa Street

Northridge CA 91326

Renewal Petition

Submitted

March 14, 2016

TERM OF PROPOSED CHARTER

JULY 1, 2016 TO JUNE 30, 2021

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ASSURANCES AND AFFIRMATIONS

Beckford Charter for Enriched Studies (also referred to herein as “BCES”, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil 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. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, 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. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

“A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)

“If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)

GENERAL INFORMATION

• The contact person for Charter School is:	Shelly Brower
• The address of Charter School is:	19130 Tulsa St., Northridge CA 91326
• The phone number for Charter School is:	(818)360-1924
• Charter School is located in LAUSD Board District:	3
• Charter School is located in LAUSD Local District:	Northwest
• The grade configuration of Charter School is:	T.K.-5th
• The number of students in the first year of this Charter will be:	618
• The grade levels of the students in the first year will be:	T.K.-5th
• Charter School’s scheduled first day of instruction in 2016-2017 is:	8-16-2016
• The current operational enrollment capacity of Charter School is: NOTE: For all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors).	628
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule (start and end of day) for Charter School will be:	8:05 am-2:33 pm
• The term of this Charter shall be from:	July 1, 2016 to June 30, 2021

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

The BCES site, formerly Beckford Avenue Elementary School, which is a conversion of an LAUSD school, is located in the northwest San Fernando Valley just a short distance from California State University Northridge. The school opened in 1967.

In the immediate geographic area there are 23 private and 9 public school options available for families that reside within the school’s boundaries. See Appendix 1 (Demographic Information for Prospective Site). Beckford is essentially competing to maintain its status as the highest quality educational institution available to our community. Our intent is to preserve our core population while at the same time opening our enrollment to an even broader base of students to strengthen the diversity of the school. We believe that by becoming a more diverse school which embraces children of all ethnic and socioeconomic backgrounds, we will foster a deeper appreciation for the diversity inherent in Los Angeles and the greater global community.

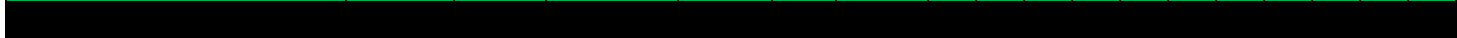
In the years preceding our conversion to affiliated charter status, our enrollment numbers were significantly lower, as many of our local families turned to other presumed to offer better educational programs, including private schools, smaller high performing schools in the District, and magnet programs at schools like Balboa Magnet. For example, prior to our conversion to affiliated charter, the enrollment was 530. In the past five years, our enrollment has steadily increased to 618. Beckford continues to attract a high number of neighborhood children and annually maintains a waiting list of over 200 non-resident students (kindergarten-fifth grades) every year.

Since becoming an affiliated charter, Beckford has been and continues to be a strong, comprehensive public school choice over local private elementary school options.

STUDENT POPULATION TO BE SERVED

Name of School	Private	Public	5 Mile Radius of Beckford	2015 SBAC Scores	ELA	Math												
Andasol Ave Elementary School		X			45	31												
Balboa Gifted/High Ability Magnet		X			83	81												
Chatsworth Park Elementary School		X			45	36												
Limerick Ave Elementary School		X			29	20												
Mayall Street Elementary School		X			33	29												

Napa Street Elementary School		X			24	26													
Porter Ranch Community School		X			75	71													
Tulsa Street Elementary School		X			40	33													
Winnetka Ave Elementary School		X			30	25													



Abraham Joshua Heschel School	X		X																
AL-Falaq/Me'raj Academy	X		X																
Art Of Learning Academy	X		X																
Casa Montessori	X		X																
Chatsworth Hills Academy	X		X																
Concordia School Granada Hills	X		X																
East Valley Academy	X		X																
Egremont Schools Inc.	X		X																
First Lutheran Christian School	X		X																
First Presbyterian Weekday School	X		X																
Granada Hills Baptist School	X		X																
Green Gables	X		X																
Heritage Christian School	X		X																
Highland Hall Waldorf School	X		X																
Kindercare Learning Center	X		X																
Northridge Community School	X		X																
North Valley Christian	X		X																
Our Lady Of Lourdes	X		X																
San Fernando Valley Academy	X		X																
Sierra Canyon School	X		X																
St. John Baptist De La Salle	X		X																
St. John Eudes	X		X																
St. Euphrasia School	X		X																

GOALS AND PHILOSOPHY

Mission and Vision

Mission Statement

At BCES, our mission is to provide for our students an engaging, vital, safe, and enriching learning environment, where hands-on experiences are embedded in a rigorous academic program—and where the whole child is supported in his/her intellectual, social, and physical development. Our goal is to provide our students with essential tools necessary to compete in the 21st century world, to imbue them with a lifelong love of learning, and create a partnership with our immediate and extended community that will facilitate a foundation for their future learning. At Beckford Charter, we strive to emphasize Science and Engineering practices to provide experiences to children where they are developing and using models, constructing explanations, designing solutions, and engaging in argument from evidence. Our school culture is immersed in pedagogy that supports the creation of a gender blind math-science-technology learning community that facilitates access for all students.

Motto of BCES: Pathway to Lifelong Learning

Vision Statement

At BCES, our vision is to provide an academically challenging program that not only meets academic standards and helps every child realize his/her full potential but also fosters critical thinking, independence, and creativity and initiates his/her journey as a lifelong learner. BCES will build a model of excellence in public education through a learning program that infuses music, theater, dance, art, physical education, and technology into traditional standards-based curriculum to provide a rich experience for all of our students.

- Includes hands-on, investigative learning with indoor and outdoor science labs, media labs, special offsite field work, and experimental learning activities.
- Places an emphasis on multidisciplinary, project-based learning that encourages our children to make connections between the curriculum and the real world and creates lifelong learners.
- Emphasizes social and community values that foster self-esteem and respect for each other, skills to build interpersonal and intrapersonal relationships (Gardner).
- Creates an academic environment that encourages student ownership in the direction of their learning.
- Meaningfully involves all stakeholders—parents, students, faculty, administration, and local community partners—in the continuous improvement and success of the school.
- Develops and advances best practices for engaging students and parents, training teachers, and promoting educational excellence, collaboration, and innovation.
- Provides parent training to support students in academic and emotional growth toward becoming independent thinkers who can persevere through academic and social challenges.

What It Means to be an “Educated Person” in the 21st Century

Beckford believes an educated person of the 21st century is flexible, creative, and complex with a continuous thirst for knowledge, and the perseverance to use their own problem solving strategies. 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 BCES 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.

BCES’ 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.

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

How Learning Best Occurs

Beckford Charter for Enriched Studies recognizes that learning best occurs when the community is immersed in a culture of education that both challenges and nurtures the development of individuals within a community of learners. Teachers, parents, and community members help create an environment and culture that is inherently reflective of our school, home, and community.

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

Beckford Charter will continue to serve as an academic arena that inspires lifelong learning. The school shall provide a safe, supportive, and challenging environment that encourages students to maximize their learning potential through integrated learning experiences. Highly qualified teachers, support personnel, and diverse classrooms provide optimal opportunities for every child to be supported in their educational development. Classroom instruction takes into account the multiple modalities of learning and the different abilities and varying cultural experiences each student brings.

Local Control Funding Formula (LCFF) Requirements

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), in accordance with District policies and procedures, as they may be amended from time to time.

LCFF STATE PRIORITIES							
TEACHER ASSIGNMENTS AND CREDENTIALING STATE PRIORITY #1: BASIC SERVICES							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
For each year of the charter, all teachers at Beckford Charter School will be appropriately assigned and fully credentialed as required by law and the charter.	<ul style="list-style-type: none"> Annual review in May/June of criteria, systems and procedures for teacher hiring (Executive Director, with report to Gov. Bd.) Annual review every August of master schedule/teacher assignments to ensure compliance (Principal) 	100%	100%	100%	100%	100%	100%
ACCESS TO INSTRUCTIONAL MATERIALS STATE PRIORITY #1: BASIC SERVICES							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
For each year of the charter, Beckford Charter will have the access to all instructional materials necessary to participate fully in the programs and	Annual inventory of instructional materials, and corresponding purchase of materials as necessary (principal).	School wide 100%	School wide 100%	School wide 100%	School wide 100%	School wide 100%	School wide 100%
		ELs: 100%	ELs: 100%	ELs: 100%	ELs: 100%	ELs: 100%	ELs: 100%

<p>services described in the charter.</p> <p>-Each EL student will have full access to ELD program materials and any supplemental materials necessary to provide the student with access to core instruction</p> <p>—Each student with and IEP will have full access to all instructional materials necessary to participate fully in the program set forth in the IEP</p>	<p>-Annual budget review and planning to ensure funds are available for instructional materials (Executive Director; Financial Manager)</p> <p>-Annual review of ELD and special education programs to identify and obtain all instructional materials needed (Principal; Executive Director)</p>	<p>Students with IEPs: 100%</p>	<p>Students with IEPs: 100%</p>	<p>Students with IEPs: 100%</p>	<p>Students with IEPs: 100%</p>	<p>Students with IEPs: 100%</p>	<p>Students with IEPs: 100%</p>
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FACILITIES MAINTENANCE
STATE PRIORITY #1: BASIC SERVICES

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p>For each year of the charter, the school will provide well-maintained school facilities in good repair for all students.</p>	<p>-Annual review/inventory of physical plant conditions and need for repair (Director of Operations) - Continuous update of maintenance and repair priority execution plan (Director of Operations) - Ongoing maintenance and repair log, with monthly review by school administrator (Custodian; Principal)</p>	<p>“Good” or better rating on annual review</p>	<p>“Good” or better rating on annual review</p>	<p>“Good” or better rating on annual review</p>	<p>“Good” or better rating on annual review</p>	<p>“Good” or better rating on annual review</p>	<p>“Good” or better rating on annual review</p>

**IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS
STATE PRIORITY #2**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
The school will annually increase the number of students achieving "proficiency" or equivalent on CAASSP English Language Arts and Mathematics assessments	Annual ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development - Provide or obtain training for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.	Schoolwide CAASSP Benchmark Levels of Performance	Schoolwide 2% increase	Schoolwide 2% increase	Schoolwide 2% increase	Schoolwide 2% increase	Schoolwide 2% increase
		ELs: CAASSP Benchmark Levels of Performance	ELs: 2% increase	ELs: 2% increase	ELs: 2% increase	ELs: 2% increase	ELs: 2% increase
The school will meet annual AMAO 1 targets for English Learners (ELs).	Annual review and modification of English language acquisition program for ELs to ensure adequate yearly progress and access to core curriculum.	Meet or exceed AMAO 1 target(s)	Meet or exceed AMAO 1 target(s)	Meet or exceed AMAO 1 target(s)	Meet or exceed AMAO 1 target(s)	Meet or exceed AMAO 1 target(s)	Meet or exceed AMAO 1 target(s)

**PARENT INVOLVEMENT
STATE PRIORITY #3**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
The school will increase the average number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four workshops annually.							

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**STATEWIDE ASSESSMENTS
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
The school will annually increase the number of students achieving "proficiency" or equivalent on CAASSP English Language Arts and Mathematics assessments	Annual ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development <input type="checkbox"/> Provide or obtain training opportunities for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.	Schoolwide CAASSP Benchmark Levels of Performance ELs: CAASSP Benchmark Levels of Performance Low Income Students: CAASSP Benchmark Levels of Performance Foster Youth: CAASSP Benchmark Levels of Performance	Schoolwide CAASSP Benchmark Levels of Performance ELs: CAASSP Benchmark Levels of Performance Low Income Students: CAASSP Benchmark Levels of Performance Foster Youth: CAASSP Benchmark Levels of Performance	Schoolwide CAASSP Benchmark Levels of Performance ELs: CAASSP Benchmark Levels of Performance Low Income Students: CAASSP Benchmark Levels of Performance Foster Youth: CAASSP Benchmark Levels of Performance	Schoolwide CAASSP Benchmark Levels of Performance ELs: CAASSP Benchmark Levels of Performance Low Income Students: CAASSP Benchmark Levels of Performance Foster Youth: CAASSP Benchmark Levels of Performance	Schoolwide CAASSP Benchmark Levels of Performance ELs: CAASSP Benchmark Levels of Performance Low Income Students: CAASSP Benchmark Levels of Performance Foster Youth: CAASSP Benchmark Levels of Performance	Schoolwide CAASSP Benchmark Levels of Performance ELs: CAASSP Benchmark Levels of Performance Low Income Students: CAASSP Benchmark Levels of Performance Foster Youth: CAASSP Benchmark Levels of Performance

**ACADEMIC PERFORMANCE INDEX (API)
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
The school will meet annual API growth targets, schoolwide and for all numerically significant subgroups, set by the state.	See Statewide Assessments above	Meet or exceed API growth targets school wide and for all numerically significant subgroups	Meet or exceed API growth targets school wide and for all numerically significant subgroups	Meet or exceed API growth targets school wide and for all numerically significant subgroups	Meet or exceed API growth targets school wide and for all numerically significant subgroups	Meet or exceed API growth targets school wide and for all numerically significant subgroups	Meet or exceed API growth targets school wide and for all numerically significant subgroups.

**A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only]
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020

**ENGLISH LEARNER ADEQUATE PROGRESS RATE
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
		District average of students making annual progress on the CELDT = 57%	Increase of >=1%	Increase of >=1%	Increase of >=1%	Increase of >=1%	Increase of >=1%

**ENGLISH LEARNER RECLASSIFICATION RATE
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
The school will annually increase the number of English Learners who Reclassified Fluent English Proficient (RFEP) by at least 1%.	Monitor Long Term English Learners (LTEL's) progress Language Acquisition Team Utilize class-size reduction teacher to target needs of EL students Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas Purchase ELD Common Core aligned materials	School: 34.1	School: 35.1	School: 36.1	School: 37.1	School: 38.1	School: 39.1

AP EXAMINATION PASSAGE RATE [High Schools Only] STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
N/A							
EAP COLLEGE PREPAREDNESS RATE [High Schools Only] STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
N/A							
SCHOOL ATTENDANCE RATE STATE PRIORITY #5: STUDENT ENGAGEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
The school will annually increase the number of students that attend at least 173 days of school each school year (i.e., achieve individual attendance rate of 96% or higher)	Promote and strengthen the home-school partnership through an annual schedule of programs and activities implemented by the Parent Support Officer. See Parent and Family Involvement provisions above	Schoolwide 80.0%	Schoolwide 80.2%	Schoolwide 81.0%	Schoolwide 82.0%	Schoolwide 83%	Schoolwide 84%
		Foster Youth N/A%	Foster Youth N/A%	Foster Youth 81.0%	Foster Youth 81.0%	Foster Youth 83.0%	Foster Youth 84.0%
		All Other Subgroups: 80%	All Other Subgroups: 80.2%	All Other Subgroups: 81.9%	All Other Subgroups: 82.0%	All Other Subgroups: 83.0%	All Other Subgroups: 84%
CHRONIC ABSENTEEISM RATE STATE PRIORITY #5: STUDENT ENGAGEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020

The school will decrease by 1% annually the number of students missing 16 days or more each school year or an attendance rate of 91% or lower schoolwide.	Decrease the number of students missing 16 or more school days each year Maintain attendance incentive programs. Administration will contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership with regard to attendance	5.3	5.0	4.5	4.0	3.5	3.0
DROPOUT RATE [Middle and High Schools Only] STATE PRIORITY #5: STUDENT ENGAGEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
		N/A	N/A	N/A	N/A	N/A	N/A
GRADUATION RATE [High Schools Only] STATE PRIORITY #5: STUDENT ENGAGEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
		N/A	N/A	N/A	N/A	N/A	N/A
STUDENT SUSPENSION RATE STATE PRIORITY #6: SCHOOL CLIMATE							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
The school will reduce the number of suspension incidents by 2% schoolwide and by 5% for English	Continue to implement positive behavior support plans and activities, as well as social skills training Promote and strengthen home-school partnership to manage	0.3	0.25	0.2	0.15	0.1	.5

Learners, foster youth, low income students, African-American students, and students with disabilities.	discipline .						
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**STUDENT EXPULSION RATE
STATE PRIORITY #6: SCHOOL CLIMATE**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
The school will reduce the number of suspension incidents by 2% schoolwide and by 5% for English Learners, foster youth, low income students, African-American students, and students with disabilities.	Continue to implement positive behavior support plans and activities, as well as social skills training Promote and strengthen home-school partnership to manage discipline	School: 0%	School: 0%	School: 0%	School: 0%	School: 0%	School: 0%

**[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]
STATE PRIORITY #6: SCHOOL CLIMATE**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020

**BROAD COURSE OF STUDY
STATE PRIORITY #7**

ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020

<p>The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program (Science Lab, Computer Lab, Dance, Music, Physical Education) to 100% of its students every year.</p>	<p>Conduct an annual review of the school's master schedule, student schedules, and other information.</p>	<p>Maintain 100% of students having access to the core subjects and the school's enrichment programs</p>	<p>Maintain 100% of students having access to the core subjects and the school's enrichment programs</p>	<p>Maintain 100% of students having access to the core subjects and the school's enrichment programs</p>	<p>Maintain 100% of students having access to the core subjects and the school's enrichment programs</p>	<p>Maintain 100% of students having access to the core subjects and the school's enrichment programs</p>	<p>Maintain 100% of students having access to the core subjects and the school's enrichment programs</p>
<p>[OTHER STUDENT OUTCOMES] STATE PRIORITY #8</p>							
<p>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</p>	<p>SPECIFIC ANNUAL ACTIONS</p>	<p>MEASURABLE OUTCOMES Method for Measuring: _____</p>					
		<p>Baseline</p>	<p>2015-2016</p>	<p>2016-2017</p>	<p>2017-2018</p>	<p>2018-2019</p>	<p>2019-2020</p>
<p>100% of students will use of the schoolwide writing program, Units of Study which is taught by all teachers in all grade levels. Maintain training of all teachers and paraprofessionals in Units of Study.</p>	<p>Provide off-site professional development for Units of Study for newer teachers as well as experienced teachers Continue on-site training of teachers and paraprofessionals in Units of Study through current grade-level "experts" on staff All classrooms to display or have portfolios of students work samples from Units of Study.</p>	<p>Maintain 100% of students being instructed and having access to the school's adopted writing program Units of Study</p>	<p>Maintain 100% of students being instructed and having access to the school's adopted writing program Units of Study</p>	<p>Maintain 100% of students being instructed and having access to the school's adopted writing program Units of Study</p>	<p>Maintain 100% of students being instructed and having access to the school's adopted writing program Units of Study</p>	<p>Maintain 100% of students being instructed and having access to the school's adopted writing program Units of Study</p>	<p>Maintain 100% of students being instructed and having access to the school's adopted writing program Units of Study</p>

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

Beckford's goals align with the needs of the whole child, encouraging self-motivation and building competence to support lifelong learning. Our students consistently perform well on standardized tests; however, our curriculum is much broader than what is evaluated on the Smarter Balanced Assessment Consortium. Beckford students experience an enriched curriculum that engages them as

learners across multiple disciplines, including the arts. By engaging students through multiple modalities, hands-on learning, and an extensive arts curriculum, Beckford teachers inspire students' intrinsic motivation and build their confidence as learners. Beckford teachers also have high expectations for all students, and our programs ensure that all children build the skills they need to be successful at the middle school level and beyond. Because our students have access to passionate experts—from our classroom teachers to our enrichment specialists to our indefatigable administration team—they have role models who embody excellence, motivation, and a dedication to the joy of learning.

INSTRUCTIONAL DESIGN

Framework & Teaching Methodologies

Beckford Charter's proposed teaching methodologies are framed around differentiated and experiential, or inquiry-based, instruction through CCSS aligned units of study in a cooperative group setting. Supporting these methodologies, Beckford teachers will utilize departmentalized instruction to provide professional development by grade-level experts and instructional leads. All our methodologies will be supported by authentic assessments utilizing district, teacher-created, performance, and publisher assessments.

Instructional Framework

Beckford Charter School's curriculum is based on the California State Standards and associated Frameworks in language arts, mathematics, science, social studies, visual and performing arts, and physical education. The curriculum will meet all state and LAUSD standards. We believe that powerful learning and addressing the needs of our targeted populations 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 with opportunities to show their mastery of subject matter in diverse formats.

Teaching Methodologies

The teachers of Beckford Charter, as well as the leadership team, will use current research and student data to drive best teaching methodologies while utilizing rigorous conceptual learning at each grade-level. Standard methodologies include:

- *Academic Rigor*- Students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts.
- *Technology*- we strive to emphasize Science and Engineering practices to provide experiences to children where they are developing and using models, constructing explanations, designing solutions, and engaging in argument from evidence.

- *Clear Expectations*- Teachers clearly define and articulate state standards in “student-friendly” language to ensure academic goals are attained.
- *Collaborative Groupings*- Teachers create small groups in order for students to interact with their peers. Students share their thinking processes that maximize learning. Cooperative groups promote diverse perspectives, student-centered learning, and teamwork.
- *Criteria Charts/Rubrics*- These tools help students to focus to effectively meet and exceed teacher expectations and objectives of the assignment. Charts/rubrics are based upon curricular standards and objectives.
- *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.
- *Small Group Instruction*- Teachers create small groups to target students who need extra instructional time as well as preview and review.
- *Differentiated Instruction*- Teachers provide lessons and assignments within the core curriculum that allow students to perform at their appropriate academic levels while maintaining or exceeding state standards.
- *Higher-Level Thinking*- Teachers design lessons that develop critical thinking skills, which help to solve complex problems with depth and complexity. Students are encouraged to utilize the highest stages of Bloom’s Taxonomy, such as synthesis, analysis, and evaluation. Teachers use Norman Webb’s Depth of Knowledge and Sandra Kaplan’s strategies to differentiate lessons for varied groups of learners.
- *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*- Learning by doing. Students relate to the curriculum through plays, field trips, labs, simulations, and experiments. It is through these involvements that students process, analyze, and conceptualize the experience.

Adhering to the proposed instructional framework and teaching methodologies ensures Beckford Charter’s instructors can successfully meet the needs of all students which include these subgroups: GATE, “Twice-Exceptional,” Special Education, English Language Learners, Under-Achieving/Non-Proficient, General Education, and the Socio-Economically Disadvantaged.

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, related to work year, academic calendars, and schedules.

Beckford Charter Bell Schedule: Instructional Day (All Grades)

Playground Opens 7:45 a.m.

First Bell 8:02 a.m.

Start 8:05 a.m.

Kindergarten Recess (Group A)

Rms.13, 14 9:50 a.m.-10:10 a.m.

Kindergarten Recess (Group B)

Rms. 17, 18 10:15 a.m.-10:35 a.m.

Recess Grades 1st – 5th 10:20 a.m.–10:40 a.m.

Kindergarten Lunch: 12:00 p.m.-12:45 p.m.

Lunch Grades 1st-5th 12:10 p.m.-12:55 p.m.

Dismissal: 2:33 p.m.

Banked Tuesdays Dismissal 1:33 p.m.

Minimum Days – Regular

First Bell 8:02 a.m.

Start 8:05 a.m.

Brunch Lunch

Kinder 10:15-10:45 a.m.

First Brunch: 10:30-11:00 a.m.

Second Brunch: 10:45--11:15 a.m.

Dismissal: 12:44 p.m.

Curriculum and Instruction

Charter School shall comply with and implement all applicable District policies and procedures, as they may change from time to time, related to implementation of curriculum and instruction to meet the California content and performance standards, including the Common Core State Standards, and CAASPP.

Scope and Sequence to be Taught

We at Beckford have continued to pursue multiple and varied professional development opportunities to constantly improve instruction while staying current with standards as specified in our vision. 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.*

Language Arts

We at Beckford are meeting the challenge of implementing the Common Score State Standards through professional collaboration. Multiple teachers consistently attend professional development opportunities and bring that information back to the teaching staff to support us in our transition.

- A rigorous curriculum that exceeds the state content standards for language arts K-5
- Develop students’ reading, writing, listening, and speaking skills to support academics across disciplines
- Support reading using a variety of resources that align with the CCSS. The Treasures Reading Program has become supplemental as teachers use Core Literature, Achieve 3000 (Differentiated Instruction Solutions), Newsela, and other sources to find materials that provide rich content at varying levels to meet students’ needs.

- Critique, justify, and theorize in compositions/writing across disciplines
- Implement a school wide writing program, through the Lucy Calkins *Units of Study*
- Develop students' grammar, spelling, oral speaking, and active listening skills through direct instruction and vocabulary development as well as integration of language arts embedded across curriculum
- Apply vocabulary development in written and oral format
- Demonstrate critical thinking skills specific to Bloom's Taxonomy, using Kaplan's Gifted Techniques and Webb's Depth of Knowledge
- Use technology as a tool for presentation and project exhibits, and digital portfolios
- Construct creative writing stories and poetry
- Devote minimum two hours daily to language arts instruction in grades K-5.

Kindergarten:

- Field trip to theater presentation, Dr. Seuss Musical, that incorporates Language Arts and Performing Arts Standards.

First Grade:

- Spelling bees are used to heighten student interest in spelling lists.
- Writing projects include interview techniques and are published in school newspaper.

Second Grade:

- Students use performing arts to dramatize stories and bring them to life
- Writing assignments that make meaningful connections to real world experiences
- Students write letters to the President
- Write to military personnel through Operation Gratitude
- Book reviews sent to and published by L.A. Times
- Cross-curricular units of study with multiple literary genres

Third Grade:

- On-line homework access and available fluencies, links to research topics, cursive enrichment, reteaching for math, math enrichment, language arts enrichment connections, and E-Mail are made available to the parents by teachers.
- Daily computer lessons from math series publisher: Students are provided with support to continue online lesson at home and take quizzes that evaluate learning and produces enrichment work appropriate to lesson. If student shows a misunderstanding of the day's lesson, then a reteaching assignment will provide extra support.
- We use Dr. Sandra Kaplan's gifted prompts and Norman Webb's Depth of Knowledge strategies to drive our project-based curriculum.
- Writing books are created in all third grade classes to show integration across the curriculum.
- Write poetry books to express all of the genres experienced in our units of curriculum.
- Produce an informative writing product of their choice to show their understanding of the three branches of government and how that understanding contributes to patriotism within our system of government. Students have produced detailed booklets, debates, reenactments, and posters to show their knowledge.
- A walking field trip to a local canyon to increase students' knowledge and awareness of our local Chaparral biome to support our City Wildlife unit. The students use circle-plot techniques to gather data and create a product to show their understanding of local flora and fauna.

Fourth Grade:

- During thematic units, teachers assign project-based learning activities that enrich daily curriculum. For example, during their Medicine Unit students will research a figure in medicine and create a product that not only answers their questions about this figure but also informs a chosen audience of their findings. These projects are assessed both objectively and subjectively through child-generated criteria and rubric charts.

Fifth Grade:

- Students will conduct collaborative unit investigation projects with all Treasure Units and Core Literature Novels across disciplines
- Students are challenged with enrichment activities using Kaplan prompts and Webb strategies with each story.
- Enhanced reading activities using Literature Circles, Core Literature, SRA, and Treasures using multiple genres across curriculum
- Critique, justify, and theorize in compositions/writing across disciplines
- Use technology as a tool for presentation and project exhibits, and digital portfolios
- All students have small stuffed pets that are used to inspire a daily pet journal with entries such as: Your pet is having trouble with finding a common denominator, so what can you do to help it? Your pet was nominated to be our next president. What advice can you give to help you pet in the upcoming debates?

Mathematics

We have embraced the Common Core Standards and have individually and collectively analyzed the components of different programs available to us to determine how to meet the needs of all students. We have implemented a rigorous curriculum that exceeds the state content standards for mathematics:

- Develop students' mathematic proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes
- Enhance mathematics using Engage New York, My Math, Hands On equations, Math their Way and Marcy Cook
- Build a deep understanding of the CCSS math practices to embed lifelong problem solving skills in students.
- Develop understanding of the concepts of computations, patterns, functions, geometry, statistics, and probability
- Apply math skills to daily problem solving situations
- Recognize relevant information and review applications by checking work
- Discern operations necessary to solve word problems
- Connect math across disciplines (music, dance, science, art, technology, and history)
- Develop students' skills using mathematical tools (protractors, calculators, computers, rulers, compasses)

Kindergarten:

- Practices extending patterns and use of money as part of morning business to model real world math applications
- Zero the Hero program is used to promote base 10 understanding
- Graphing is used daily—tally, bar, and pictographs used to enrich understanding of Math comparisons with real world applications

First Grade:

- Participate in multiple activities that involve kinesthetic components that enrich the concept of 100.

Second Grade:

- Students create models of equivalent fractions
- Students measure Mayflower on yard to provide sense of what space limitations were like for the Pilgrims
- Students use math concepts across the curriculum, specifically in STEM activities.

Third Grade:

- Grade level teams for math instruction to support all learners at their appropriate level and pace of instruction.
- Hands-on math activities are presented for all topics to encourage all types of learners.
- TEAMS math programs are available to students who show an advanced inclination.
- Create math projects to support language arts curriculum: geometric webs designed during Core Literature unit reading Charlotte's Web.

Fourth Grade:

- Students use newspaper ads to enrich fraction/ratio lessons
- Students participate in school-wide math scavenger hunts
- Polyhedraville is an activity used to extend knowledge of 3-D figures.

Fifth Grade:

- Grade level teams to identify students who are ready for independent, advanced math studies on Chrome books and teach math lessons using virtual lessons, as well as teacher led instruction.
- Enhance mathematics using Engage New York, Hands on equations, Math their Way and Marcy Cook. Math differentiated to meet the needs of diverse learners.
- Connects math across disciplines (music, dance, science, art, technology, and history)
- Develop students' skills using mathematical tools (protractors, calculators, computers, rulers, compasses)

Science

Our teachers have prepared for the implementation of the Next Generation Science Standards by attending multiple trainings offered by the Los Angeles Unified School District and University of California Los Angeles, as we have proactively prepared for this transition.

- A rigorous curriculum that meets or exceeds the Next Generation Science Standards
- Hypothesize and develop experiments utilizing the scientific method
- Use hands on experiments in the science lab to further research and prove/disprove conjectures
- Integrate science and writing by using the language of the discipline to write like a scientist, using Calkins strategies
- Theorize and view other subjects such as music, art, and theory, as a scientist
- Understand the need for eco-friendly products and life-changes to better our local and global community
- Teach the sciences as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade levels

- Help students learn and apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness
- We incorporate into instruction the eight STEM (Science Technology Engineering and Math) practices in grades K-5 focusing in on STEM Practice 2, 6, and 7 which asks students to ask questions, create models, and use argument backed up with evidence. This is a cross curricular common core skill that all teachers use in their classrooms in Language Arts and Math. Our school provides engineering opportunities for the children to work in groups to build models and put together conclusions. Once their activities have culminated, students have an opportunity to present and defend their conclusions to their classmates.

Kindergarten:

- Students participate in engineering activities in groups, they will build and experiment with materials to determine floatability properties and communicate their observations and conclusions through pictures and words.
- Field trip to America's Teaching Zoo to support science standards.
- Field trip to Long Beach Aquarium to enhance science instruction.
- Field trip to Underwood Family Farm to observe plants/food growing.

First Grade:

- Hatching eggs in class emphasizes math and science concepts.
- Students will participate in engineering activities in groups by building Lego towers with a supportive base. The students will write up their observations focusing on their engineering choices and connections to successful designs, as well as less successful designs.

Second Grade:

- Students make fossils using plaster-of-Paris
- Local middle school forensic students come and work collaboratively to categorize fingerprints
- Field trips to enhance Science curriculum: Discovery Cube, Page Museum and La Brea Tar Pits, Tree People, and walking trips to local site for 'rock hunt'
- Participate in traveling STEM field trips brought to school to enhance Science curriculum: Balance and Motion, Matter
- Students will participate in engineering activities in groups by creating a barrier to prevent a rolling ball to from hitting a group of toy bears. Real life connections to creating walls are discussed and research and all students present their conclusions in various ways.

Third Grade:

- All three areas of science are routinely enriched through daily experiments using the scientific method. Students perform investigations that require inquiry and evaluations.
- We take a weekend fieldtrip to the Griffith Park Observatory to enrich our understanding of the Sun, Moon, and Stars unit.
- The third grade classes grow many crops on campus to help the students better identify with our Structures of Life unit.
- In order to fully appreciate the Matter and Energy unit, we create many hands-on activities to experience all of the facets of the unit.
- Field trips to support/enhance curriculum: California Science Center.
- Students will participate in engineering activities in groups by using straws and paper clips competing for the tallest built structure. Students will draw models and write arguments for justification to explain their outcomes.

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- Students will participate in engineering activities in groups by using straws and paper clips competing for the tallest built structure. Students will draw models and write arguments for justification to explain their outcomes.

Fourth Grade:

- Projects are student created to link careers to the science units incorporating Kaplan's 'Think Like a Scientist' disciplinary strategies
- Electrical wiring of —Polyhedrville extends Magnetism and Electricity unit.
- Students create a circuit board that enriches electrical learning and provides a peer assessment tool
- Telegraphs are student created and the Morse Code is used to communicate between classes to extend the —Wells Fargo story and make a science connection.
- Students will participate in engineering activities in groups of two where one student builds a Lego object with seven out of fifteen pieces and then describes, draws, and explains how to recreate the object for the other student. Extensive Lego activities are used in the classroom with the end goal of improving the use of models and refining written descriptions to foster communication techniques that will enhance note booking, clarity, and accountability.
- Field trip to Griffith Observatory to support Science standards.

Fifth Grade:

- Field trips to the Science Center, Observatory and the Planetarium provide enriching experiences that connect science and the Astronomy curriculum.
- Students will participate in engineering activities in groups where students are given minimal supplies to build a weight bearing bridge tall enough for a specified vehicle to negotiate under. Real life limitation is emphasized; time requirements, material limitations, and financial availability.
- Science classes at the yearly camping trip are also opportunities for application and reinforcement.
- Grade level sleep away Science, Outdoor Learning, and Team Building Camp to provide real life Science experiences in the outdoor environment, while working on collaborative, team-building activities.
- Students use ratios and measurements to plot out the planets' distances on the playground, incorporating Math and Science standards.
- Integrate science and writing by using Kaplan's language of the discipline
- Theorize and view other subjects such as music, art, and theory, as a scientist
- Understand the need for eco-friendly products and life-changes to better our local and global community
- Teach the sciences as a cumulative learning process that builds upon prior knowledge and experiences as students' progress through the grade levels

- Help students learn and apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness

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
- Students will gain first-hand experiences using role-play and interactive units,
- Multicultural days are observed through many curricular activities such as re-creating the measurements of the Mayflower near Columbus Day, measuring our changing shadows on important Equinox days, having a Chinese New Year parade with student-made dragon, creating a —California Worldl of small historical models behind the library for Open House, creating Gold Rush towns, or having mock explorations in group-built ships on our playground
- Holiday performances are scheduled to celebrate and honor our students’ diverse cultures.
- Write scripts and perform in Famous Person performances throughout the grades
- We have heritage presentations and international luncheons throughout the grades
- Students are encouraged to bring information about or artifacts from their culture to share.
- Students’ native languages are respected and included in morning calendar or business activities.

Kindergarten and First Grade:

- Students learn about multicultural holidays and celebrate through parades and performances

Second Grade:

- Students create African rain sticks
- Field trips to enhance Social Science curriculum: Petersen Museum
- Participate in traveling field trips brought to school to enhance Social Studies curriculum: Pioneer Days, Abe Lincoln
- Field trip to In-N-Out to support Social Science curriculum
- Families attend weekend field trips to enhance Social Science curriculum; Skirball Cultural Center to visit the Ellis Island Exhibit
- Students celebrate multi-cultural holidays

Third Grade:

- Multiple field trips to support Social Science standards.
- Visit the Chumash Indian Educational Center and see the canyon where our local Tribes lived and how they survived on a daily basis. The students play the games and walk the area of their local Indian tribe as they see how to become more eco-friendly in their own community.
- Field trip to Leonis Adobe and Autry Museum to support Social Science standards.
- We bring in many local professionals to enrich our students in the area of history of the local inhabitants

- Incorporate multiple art projects to enhance Native Americans curriculum: homes, dream catchers, woven baskets.
- Participate in celebrating multi-cultural holidays.

Fourth Grade:

- Missions are built by groups in class with materials bought with money that the students earn through their entrepreneurial effort, selling bottled water and Gobble-grams.
- Classes travel to a local mission. Students earned their travel money through their own businesses.
- Journals are written to chronicle daily life in a mission.
- Rooms are turned into Gold Rush towns with store keepers, miners, and bankers.
- Field trip to Natural History Museum to support standards.
- Walking field trip to our local library to obtain library cards and research assigned topics.

Fifth Grade:

- Museum field trips provide the opportunities to view realia of the Colonial and Revolutionary War Periods and experience exploration, settlement and conflict.
- Field trip to Ronald Reagan Museum to enhance Social Studies standards. Students are given opportunities to role play in the ‘Oval Office.’
- Field trip to Ralphs Grocery Store to meet Social Studies Standards in economics, math, and to learn about organic foods.
- 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
- Understand cause and effect of historical events
- Use role-play and interactive units to gain first hand experiences
- Students’ cultures and languages are respected and showcased in our Fifth Grade Culmination program

Technology

In the past five years, the teachers at Beckford Charter have seen tremendous growth in our acquisition and integration of technology for instruction and individualized student use. Through a combined effort of teachers, administration, parents, and community, Beckford Charter has been able to focus on a collaborative goal in bringing technology into our daily instruction at school and at home. We strive as a community to equip our students with next generation technology skills, safety in use of technology, and prepare them for college and career readiness in a technologically driven society.

- Administration fought long and hard to get the appropriate bandwidth available for our school so that multiple classrooms, office, and computer lab can use devices seamlessly to access the internet throughout the school day.
- Every class is equipped with Smart Boards, and updated Smart Board technology. These technologies allow teachers to present dynamic and interactive lessons in a visually stimulating way to students. These lessons can be designed by the teacher or retrieved from a massive online database. With our Smart Board programs, documents can be projected and

manipulated. The teacher can connect multiple computers to these boards (i.e. Student Response System and Plicker), and connect Apple TVs to the board for mirroring iPad activities and lessons. The use of the iPad creates better mobility for teachers to roam the room and interact with students more freely while in the process of learning. The teachers have the ability to present student work immediately with feedback, take pictures and videos, as well as share and collaborate with colleagues.

- All classes have been updated with Elmo and document reader technology. The Smart Boards allow students to create presentations that can be projected on the classroom Smart Board.
- All classes have computers and printers and most have computer pods containing many desktops or laptops allowing students to rotate among the computers to work on intervention or enrichment activities.
- All classrooms have access to technology carts that house either ChromeBooks or iPads. These are carts used in the classroom that give all students the ability to work on their own personal device for an allotted amount of time on a daily basis. For primary grades the teachers are using iPad carts for small and whole group differentiated instruction, intervention, and enrichment. In upper grades the students have daily access to personal devices to be used in their classroom for whole group instruction, research, long and short term projects, publishing student writing, leveled on-going activities that align with our curriculum and incorporate online resources from instructional materials to teach the common core standards. These carts also allow third-fifth grades to take district assigned assessments and Smarter Balanced practice assessments. The students can get comfortable taking assessments on one on one devices, while freeing up the computer lab for other classes.
- These technology carts have allowed third, fourth, and fifth grade students to access Google Docs and Google Classroom. Google Docs is a “cloud based” website where projects can be created collaboratively from different locations and writing can be retrieved from any personal device anywhere with instant work saving capabilities. This type of shared document promotes collaboration among students and versatility to work on a project both in and out of school. Google Classroom is also used among these grade levels to post and assign class projects, create Google Slides and research presentations, Excel to produce models and graphs from collecting data from research based activities, publish written students work, and assign and give teacher generated assessments with immediate feedback to students.
- In fifth grade, students use word processing to demonstrate written expression through technology. They explore artistic application appropriate to their grade level with programs such as Garage Band, iMovie, and Keynote.
- Our fifth graders work with data to identify and present information using spreadsheets (Excel)
- Our students increasing computer skills and ability to navigate internet has enable them to broaden their research capabilities.
- Teachers consistently use reading comprehension activities and math skills assessments from websites such as Moby Max for skills placement across the disciplines. We use this data to plan instruction, practice and rewarding games. Edmodo facilitates students collaboration about lessons taught in class. They are able to use these sites to gain peer

assistance on topics discussed in class. We also produce teacher generated quizzes to reinforce class instruction and create classroom surveys.

- Beckford has made it a priority to allocate funds for a comprehensive program of computer instruction to help prepare our students for the technology they will need in their future. We have hired a company named Computer Wise Kids to provide instruction led by a highly qualified professional.
- Every student attends computer classes in our fully equipped lab on a weekly basis. Each grade level receives instruction in specific technology skills aligned with the standards for their grade level.
- Our Computer Lab teacher collaborates with the classroom teachers to provide technology driven instruction to enhance the Common Core Standards. Some activities in this weekly class for all students are; creating virtual museums, coding instructions, activities using Excel, PowerPoint Presentations, 3D architectural programming, collaborative newspaper writing, creating websites and hyperlinks, coding drones to fly specified patterns, creating brochures, extending research activities from concepts and instruction taught in the classroom, leveled instruction such as Moby Max and Razz Kids Reading and Comprehension Practices, and leveled keyboarding tutorials and lessons on the program Typing Tutor. For the primary grades (kindergarten- second grades) in computer lab the students learn basic computer skills, typing, and academic lessons that adhere to the Common Core State Standards.
- The computer lab teacher can now hold kids accountable for typing practice assigned for homework by pulling up completed lessons through out the year for given dates.
- Beckford works hard to have equitable instruction for all students. Upper grades have used technology to help meet the needs of our students with special needs and IEPs. Third, fourth and fifth grades have immersed themselves in core literature instruction that is aligned with the Common Core Standards. Second grade classes create PowerPoint Presentations as culminating projects from standards taught in class. All grade levels work with the RSP teacher to provide students with **IEP specialized websites** that give these students an opportunity to have their core literature books read aloud to them at school and devices outside of school. One website in particular is called Book Share. This site will read aloud to students with IEPs and help them understand grade level material associated with their core literature. Help through technology for students with IEPs is also done for Math. The website used for math is Alecs and students with IEPs or 504 Plans can access this site to review and work on skills being taught in class. Computer Wise Kids also leads after school technological classes such as Minecraft, coding, and remote controlled programming.
- Upper grades have begun using one-on-one devices to access Screen Casts for instructional purposes. Teachers can create these casts to pre-teach and reteach lessons, if a student struggles with a concept taught in class or were absent, these screen casts can be viewed on any device. Screen casts can be used to elevate and enrich instruction for high-level thinkers.
- In the lower grades, students have access to Flash Master hand held devices that provide math fact learning practice and intervention.
- Students and parents access online instructional texts and publisher resources on any device to reinforce lessons and standards taught in class. All students have been given a user name and password for all available websites. These online resources help to catch up absent students, reinforce lessons for struggling students, and help make parents aware of what is being taught in class.

- Staff has consistently written grants to better equip all classrooms with new technology devices. We were notified last week that our Fifth Grade teachers successfully submitted a grant to provide chrome books for each student in Fourth and Fifth Grades, as well as ipads for each teacher for instructional purposes.
- Classroom Smart Boards can be used to help assist in classroom management. Classroom teachers use sites such as Class Dojo and Name Selector. These sites also communicate to the parents daily student behavior reports that can be accessed by parents through emailed reports.
- Go Noodle is an online physical fitness website that allows teacher to provide short breaks for students that involve physical activities. All grade levels use their Smart Boards to project these short fitness videos in their classrooms.
- Fourth and Fifth grade have a free two session program in the field of robotics. The curriculum and materials are donated by Lego Minestorm, taught by one our National Board Certified Teachers and ex-JPL employee. They use EV-3 Robotics Technology mirroring JPL's control system for Mar's Red Rover Mission.

Fourth Grade:

- Students generate pamphlets through Microsoft Office that prompt people to travel to a mission. These are research-based and include a number of internet tasks. Internet safety is emphasized.

Arts

Our stakeholders have consistently and collaboratively strived to fulfill the goals set forth in our original vision to provide enriching and experimental learning experiences that support the state standards for all students. The CCSS have given us the opportunity to teach the whole child as we create multidisciplinary units of study, incorporating arts and enhanced by field trip experiences. Across the grade levels, we use visual art not only to learn required art standards, but the history of art as a reflection of diverse cultures, and as a tool to present information and solve problems. We use art as an integrated component across the curriculum to: diagram plants, seeds, solar systems, rocks, the layers of the earth, balance points, floor plans of missions and Ellis Island, and ships that carried our ancestors across the oceans. We use art to solve math problems and to design structures. Our theater program offers our students those same opportunities; a means to express or show learning using different modalities. We present plays across the grade levels that are content specific while incorporating CCSS of Speaking. Our students have the chance to participate in dance, music, and ballroom dance to further express them selves. By the time a student matriculates from Beckford, they will have participated in each of the arts on their 'Renaissance Journey.'

- Students are exposed to the arts and learn to think creatively and solve problems by imagining various solutions and reject outdated rules and assumptions.
- Teachers work collaboratively to promote the four areas of art education: dance, music, theatre, and visual arts.
- We are in our tenth year participating in an arts wheel program so that every teacher has experienced having a master teacher of the four areas of art in 12-week rotations so that we are now considered teacher trainers.
- Students will dance a piece together, learn to cooperate, and find they must go beyond tradition and authority if they are going to express themselves. Participation in dance fills children with happiness that can carry over into the rest of their education. A dance education cultivates the critical capacities that foster a complex understanding of the

world and its peoples and that educates and refines the capacity for sympathy.
(*Martha Nussbaum, Ernst Freud Distinguished Service Professor of Law and Ethics, University of Chicago: Newsweek International, August 21 – 18, 2006; "Teaching Humanity"*)

- Weekly ballroom dancing for our fourth and fifth graders culminates with a dramatic production.
- We have a chorus working toward a yearly performance.
- The Reflections arts competition is an annually anticipated event for all grades, and we have produced many statewide winners over the years.
- Art Card creations are a prosperous and exciting fundraiser.
- Our after-school orchestra program produces a biyearly program and performs with our chorus.
- Our theatre teacher emphasizes in-class performances that adapt extensions to our literature stories and she assists many grades in their yearly productions of such plays as: James and the Giant Peach, Charlie and the Chocolate Factory, Horton Hears a Who, California Through its History, Folktales, and Famous People Through Time.
- Kindergarten performs a year-end talent show
- Many yearly assemblies emphasize arts as a way to instruct such as: musical, historical recreations of important events by a production company, students performing pieces of Dr. Seuss stories to kick off literature week and the Book Fair, and grade-level productions centered on their literature and social studies curriculum.
- We have several murals completed and an on-going mural created with student participation.
- Book-Creation is used for all curricular areas throughout the grades
- 3-D book reports are displayed proudly in our library
- All of our arts activities are designed to be integrated with other core curricular subjects.
- The music curriculum at each grade level supports the language arts, social studies, and science curricula while meeting the California State Music Standards.
- Since music training supports the brain's ability to process sights and sounds, it may help support emergent literacy skills for all students. Researchers at Long Island University found that music instruction over a three-year period increased children's vocabulary and verbal sequencing ability—key components in the acquisition of reading and language skills. Since children are naturally drawn to music activities, music education may be a uniquely effective way to help develop their reading ability. (*Abigail Connors, early-childhood music specialist and author of 101 Rhythm Instrument Activities for Young Children, Gryphon House, 2004* Music is also based on mathematical principles and proportions. When young children sing even the simplest songs, they absorb elements of math, measured patterns of tones, rhythms, and words without realizing it. Several studies have confirmed this link. (*"When children learn rhythm, they are learning ratios, fractions, and proportions."* Professor Gordon Shaw at the University of California, Irvine)

Field Trips

Every grade level seeks out interactive field trip experiences that actively involve students in curriculum based, real-world, engaging simulations. We also bring these experiences to school to involve a maximum number of students. All of these activities are targeted to specifically support a variety of curricular standards. Descriptions of these trips can be found in the curricular area.

How the Curriculum Addresses

Intervention

- DIBBLE assessment is used to specifically assess students' knowledge in kindergarten through second grade to promote targeted interventions. We will continue to follow District requirements for the use of this program. TRC assessment is administered to assess students' reading and comprehension levels in second grade through fifth grade. We will continue to follow District requirements for the use of this program. This assessment is used to formulate small intervention groups of students with like needs to receive targeted intervention services.
- Teachers work daily with at-risk students in small groups throughout the school day.
- Throughout the year, evening classes are given to parent volunteers to more effectively help support the curriculum during pull-out time.
- Credentialed limited contract teachers are used to evaluate, support learning with use of classroom teacher's lessons, monitor, and report progress for any students not already participating in our Resource Program struggling to meet any academic standards.
- We encourage community members and provide time for them to share their expertise with our students.
- Many teachers volunteer to tutor at-risk students after school.
- We have an after school intervention program on Tuesday which is staffed by teachers and trained paraprofessionals. The students who qualify for this program are identified and targeted by specific assessments. The intervention is specifically targeted at those areas identified through assessments. The program is done in six-week cycles; the students are reassessed after each cycle to determine specific instructional needs.

Parent Communication

- Parent communication has been strengthened by our increasing utilization of technology, which has facilitated multiple means of parent communication to further help support the needs of all students.
- Frequent recorded messages are relayed from our principal regarding current events and concerns through Connect-Ed.
- A monthly newspaper goes to every home with every student
- The school web-site is updated daily with class and campus information, calendared events, links, and videos
- On our school's website all classes post weekly and nightly homework online for all students. If families do not have computer access in their homes, the classroom teachers provide a hard copy of the homework on the Friday prior to the next school week. In addition to having homework posted online for all students, some teachers have branched out to create personal classroom websites with unique links and learning opportunities in connection to the Common Core State Standards. Other teachers have incorporated Google Classroom, Class Dojo, Moby Max, and Edmodo to enrich their curriculum and make their child's process assessable to parents can have knowledge and be involved their child's education at home.

- All teachers are accessible through their LAUSD emails daily. The culture of our school has a response time of 24 hours maximum to respond to parent and community emails.
- Daily homework planners are provided by the school and given to students in grades 3-5.
- Weekly detailed progress reports are sent home in all grade levels that provide information on behavior and academic progress.
- Teachers send home assessment results to parents multiple times through out the school years. The assessments addressed on these notices include Text Reading Comprehension (TRC), Dynamic Indicators of Basic Early Literacy Skills (DIBLES), IAB SmarterBalanced practices tests, District writing assessments, and other standards based teacher generated assessments.
- Academic warning notices are sent in time for the parents to be aware of their child's progress and to be aware of our school's intervention programs and the opportunity in intervention to foster success towards meeting proficient levels on the upcoming report cards.
- Some classrooms use an interactive math folder to communicate math standards being taught, to communicate their child's progress in a leveled groups and resources for support or enrichment at home.
- Classrooms are open every day after school for impromptu meetings.
- Walk-in policy for access to our principal
- A well-run room parent team meets regularly and disseminates information through phone calls and emails to ensure that the entire parent community gets comprehensive information regarding such things as: important school dates, school projects, parent meetings, school events, and information meetings. All emailed information and Connect-Ed notifications are backed up in the form of hard copy flyers sent home to all Beckford families.
- Teachers provide online resources for parents to access student texts and online resources in Language Arts, Math, Social Studies, and Science.

Parent Involvement

BCES has a culture of encouraging parent involvement in and out of every classroom. The staff encourages the parents to participate in their child's learning and success. We also strive to have parents help make important decisions for our school that support our school's goals and vision for enriched studies. Our PTA works tirelessly to provide funds that support building a foundation that facilitates the growth of our students not only academically, but also physically and socially to best meet the needs of the whole child. With parent involvement we can ensure a school environment that is welcoming, exciting, and dynamic for all and students and their parents. This type of school community encourages long lasting relationships and long lasting academic curiosity for life long learning.

- PTA conducts an annual direct appeal fundraiser that raises money to provide materials, technology, personnel, field trips, and enrichment activities.
- PTA also sponsors specific fundraising events, for example: Laps for Laptops, Family Fun Day, restaurant nights, Art Cards, Labels and Box Tops for education, Recycling Fridays, used ink cartage exchange, recycled technology, Gobble Grams, Val-O-Grams, and Casino Night.

- All classes encourage and schedule parents to work with the students in and out of the classroom. The teaching staff invites parents to be part of and support class projects.
- We have been privileged to have one full time parent volunteer who donates materials and works all day and every day to help with the needs of all grade level teachers, supports the classrooms with copied materials, the organization of instructional materials, and assists in communication between grade level teachers to assist in making our teaching more effective. This parent is also useful to taking online resources from all classrooms and creating hard copies for all Beckford students who do not have computers or printing access at home.
- Every classroom has scheduled parent volunteers that assist in small group intervention or enrichment weekly at a set time.
- Assist with organizing materials for large class projects
- Help maintain grade level gardening boxes
- Maintain on going recycling programs for all grade levels
- Support numerous PTA activities that occur during and after the school day
- Volunteer support for our Holiday School Program, where parents assist with decorating, costumes, filming, taking tickets and welcoming the audience.
- Support with school beautification projects brought to us by community partners such as UCLA Art Student Reach Out and local Eagle Scouts Troop 911
- Parents are welcome to bring and share their knowledge and talents in to their child's classroom such as: First and second grade has partnered with a parent who teaches weekly yoga classes to students, third grade has a parent volunteer who was a professional volleyball player and provides physical education and games for those students, fourth grade has a science teacher who comes to the classes and assists in selecting science projects for the end of the year fourth grade science fair. Fourth and fifth grades bring in a parent who is a professional singer to help with the arts in the classroom.
- Parents are encouraged to participate and chaperone our many curricular field trips taken throughout the year.
- Yearly, the entire Beckford staff hosts a Volunteer Appreciation Tea as a thank you to all of our amazing parents who donate their time to volunteer at Beckford and make a difference in our school's community and student achievement.
- Room Parents are a crucial part of our school community. All classrooms have one to two room parents who keep the lines of communication open for all parents in their child's classroom. The Room Parent committee is a structured team of parents who have designed guidelines how to communicate and support all classrooms and parents. Our parents visit the classrooms regularly to check on teacher and student needs, and follow up by attaining assistance and materials needed for the classroom.
- To communicate upcoming events room parents post flyers on the all classroom windows to disseminate information, enlist additional volunteers and obtain needed materials. The information about these events is also posted on our website.
- One year ago Beckford was able to purchase an electronic marquee that communicates to parents important information about our school's schedule, upcoming events, and special and important announcements.
- We have five National Board Certified Teachers who focus a percentage of their 92 hours on parent trainings on topics such as SBAC Informational Meetings, Middle School

Expectations, Gifted Requirements and Guidelines, OLSAT Information meeting for 2nd grade parents and guardians, English Language Resignation Procedures, Technology Awareness, and Common Core Standards Information Meetings.

Parent Communications, Third Grade

- Online homework site includes all language arts and math links for enrichment, Wiki links for academic research, language arts enrichment, comprehension activities, and test-prep work.
- Teacher/parent E-Mail is available on our homework site.
- We encourage opportunities for our parents to volunteer in class, help with web-sites, use their expertise, raise money, participate in career days, participate in all school functions, belong to our school governance programs, and involve themselves in committees such as PTA, ELAC, and a PTA-affiliate called the Bell Fund group that helps our school raise money.
- A daily homework planning sheet is another opportunity for parent communications.
- All teachers send out a Notice of Academic Concern at least five weeks prior to receiving report cards.

Community Involvement

This is an area of tremendous growth that we have concentrated on in building a community support system that will help us collaboratively work with our community to enrich curriculum and encourage students' growth and success for all students academically. Beckford Charter encourages our community to be involved in important school decisions that will not only support our school's vision and goal, but also foster student growth and achievement for all students at our school.

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- We include our community through our monthly Governance meetings, weekend outreach programs such as our UCLA partnership, school beautification, partnership with the Local Boy Scout Troop 911 for projects associated with Eagle Scout acquisition, PTA sponsored family activities that include entire community and encourage our parents and community to come together.
- Our school also reaches out to the community through yearly activities such as Toys for Tots with our local fire fighter station, Porter Ranch Public Library outreach program where the librarian comes to speak to our students, and our long standing relationship with our local university CSUN student teacher program. The student teachers provides our students and classrooms with extra support in multiple grade levels through our every semester.
- The YMCA is also a partner of our community and provides students with enrichment through health programs that advocate healthy living practices and team building among all students. The YMCA health programs include: weekly education health activities such as a Health Fair, Fit Fridays, Complimentary Salad Bars for all students during lunch, and a Healthy Smoothie Day, early morning Zumba classes, and a "Golden Sneaker" for classes with the most students walk to school and participate in Fit Fridays.
- Upper grade classes have been provided with instructional assemblies through Kaiser for health education and with LAPD for cyber-bullying, anger management, and Internet safety.
- A local dentist comes yearly to instruct students in proper oral hygiene habits to all Kindergarten classes. This promotes healthy living and life long healthy habits.

- To continue our school's encouragement for healthy living habits, our local college CSUN comes with Kinesiology students to provide engaging physical activities for all grade levels.
- Our school regularly engages with our local community sponsors and representatives such as Mitch Englander who provided us with money to provide beautiful and durable outdoor furnishings in front of every classroom and new rugs for each classroom. We have also been fortunate to receive brand new laptops for every teacher from LAUSD Board Member Tamar Galatzan.
- All grade levels participate in the generous Donors Choose Program that provides additional needed resources for curriculum enrichment and students support with a focus on technology and technology programs that are used for and with all students. Teachers have also chosen to write grants for their grade levels through LAUSD to get more technology for classrooms in order to help instruct lessons that are driven towards 21st century learning.
- Beckford has a long lasting relationship with the non-profit organization Best Foot Forward that not only provides our 4th and 5th grade students with formal dance training, but also provides a curriculum that builds self-esteem, encourages team building, provides strategies to work through positive failures and encourages persistence. We have implemented this program since we became a charter school four years ago, and all teachers have noticed students' growth, self-discipline, accountability, and improvements for all students in the classroom after participating in Best Foot Forwards dance lessons and activities.
- Many fundraising activities are in collaboration with local businesses in our neighborhood such as Porter Valley Country Club assisting with a golf tournament and casino night, local restaurants work with us to give percentages of earning back for school supplies, Fresh and Easy Grocery store and local shopping malls donate a percentage of parent purchases back to our school.
- Aside from fundraising activities, Beckford builds community connections by hosting free events that brings alumni back to our campus, potential students to come and meet our school community, and promotes future sponsorship by allowing local businesses to come and sell or give away their products and services.
- Kindergarten partners with the DOVE Program (Dedicated Older Volunteers) who sends volunteers to assist the classrooms in any way needed.
- Local public and private high schools will send students to assist in classrooms when their curriculum requires community service hours.
- We have a Peace Corp volunteer assisting in classrooms to obtain experience prior to her assignment.

Community Involvement, Third Grade

- Guide dog trainers come in and teach during our —Rugby and Rosiel story.
- Local numismatic comes to share his hobby of collecting money with third grade as an assembly to introduce Money unit.
- We visit our local Chumash Indian Center, the local public library at Porter Ranch, and a local canyon that was part of the road used to travel between California missions to enrich our students' research experiences in many curricular experiences.
- A local soap stone carver comes in and helps all students create an authentic piece of local Indian jewelry.
- Local professionals brought in yearly for play productions that include skills such as costume making, backdrop creation, music, dramatic training, sound, and light.

- Pestles and mortars are brought by a community member so the children can experience creating acorn meals like our local Indians.

Additional Enrichment Instruction – Music, Dance, Theater, Media Lab, and Physical Education

It is proven that students can learn at a higher rate by applying test-based knowledge paired with hands on experiences with science, the arts, technology and media. Students exposed to the arts learn to think creatively and to solve problems by imagining various solutions and rejecting outdated rules and assumptions. Questions about the arts do not have only one correct answer. An arts education exposes children to the incomparable.

As a separate entity from Beckford Charter School, the Parents for Beckford

Beckford Charter School will seek to continue to provide additional, enrichment programming to all students in the future. The following is a description of the enrichment program today, how each element is fully integrated into the curriculum, and the evidence of research that supports the value of this approach to educating a diverse student population.

Enrichment programs are fully incorporated into the appropriate grade-level curriculum for all levels, K-5, and meet and exceed the established California Common Core Standards. Qualified specialists teach these programs, which include, dance, music, physical education and media lab, and are currently hired through a collaborative process.

Dance

- The dance specialist works with each grade level teaching appropriate State Standards in dance theory as well as instructing students in dances relevant to specific curriculum. In the primary grades, students learn multi-cultural dances and the waltz. They learn the Mambo to help with counting and fractions. In the upper grades, students learn the Virginia Reel, the minuet, and square dancing, as each dance ties into the Gold Rush and the westward movement.
- All fourth and Fifth grade students participate in a ball room dancing program Lessons are taught weekly with a culminating Dance Festival in the spring. Our students are also invited to participate in a District Dance Competition.

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

Physical Education

- Our P. T.A. funds our.Y.M.C.A. physical education program provided to all grades to supplement the states standards, which the teachers implement. This enrichment activity is an important component to providing our students with a healthy mind and body. 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 Beckford, we understand the importance of integrating the theory of physical education with organized and structured play.

- As part of our collaboration with the Y.M.C.A., students participate in after school Zumba classes.
- Many classes now participate in weekly yoga instruction, many taught through our collaboration with parents.
- Teachers have been trained in 'GoNoodle,' and use these short physical activities to provide students with a quick break. Research has shown the increase in focus and achievement after a short break.

Access to a regular physical education program can enhance all aspects of development including academic performance, movement knowledge, motor skills and self-esteem. These benefits can be achieved through quality physical education programs. For optimum results programs should be regular, frequent, developmentally appropriate, success-oriented, and instructed by trained physical education teachers (*McKenzie, Sallis, Faucette, Roby, and Kolody, 1993*)*Media Lab*

How the Curriculum Addresses California Content Standards

All components of the Beckford Charter curriculum plan conform to math and language arts Common Core Standards for California public schools. All instruction will be standards-based and assessed by the SBAC as scheduled by the Department of Education and the Los Angeles Unified School District. Beckford Charter School follows the LAUSD guidelines and expectations for periodic assessments through Interim Assessment Block (IAB) in Language Arts and Math for grades 3-5 and for grades K-2 district created interim assessments in writing and math.

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

General Educational Population will meet the state standards/benchmarks through the lessons being taught, and we will provide the opportunity to participate in differentiated lessons. We will better address our "growing middle" by providing more rigorous academic coursework and extra help where needed to help these students raise their levels of proficiency.

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 Beckford Charter's targeted population based upon data relating to Beckford Charter Elementary's current instructional program and student population. With a focus on best practices in regards to the instructional program, Beckford Charter's API has met district goals for improvement for the past five years. The API for 2008-2009 was 933. Each year, teachers have offered a rigorous daily program of standards-based and differentiated instruction to give the general education population an opportunity to meet and exceed their levels of proficiency. Eighty-eight percent of our English Language Learner population reclassifies by the second grade. Teachers utilize ongoing assessments, collaboration, the "Smart Start" program, and team-teaching approaches to ensure our EL students progress in a solid foundation of reading, writing, listening and speaking.

Beckford Charter has met and in some cases exceeded District mandates for Special Education, including the Modified Consent Decree. All teachers, with direction from administration, adhere to each individual student's IEP, as well as conduct SST's (Student Success Teams) for students who are unsatisfactory in academics as well as work habits or behavior issues. SST meetings recognize the RtI approach, in terms of assisting teachers to attempt a hierarchy of intervention strategies with the goal of enabling struggling students to meet grade level standards. 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 8% GATE population is higher in comparison to the district's norm of 6%. An integral part of Beckford Charter School's instructional program, is a dedication to providing additional enrichment programs. Beckford's teaching staff, together with a professional expert in each one of the designated arts (music, dance, 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 at Beckford, the Arts will play an enormous role in the success of the targeted population.

Textbooks or Other Instructional Resources to be Used

Treasures
Core Literature Books
Multiple websites with leveled reading passages
Units of Study
Foss
Hands on Equations
Engage New York
My Math
Marilyn Burns
Second Step
Technology

Transitional Kindergarten

Charter School shall comply with all applicable legal requirements and District policy regarding transitional kindergarten.

WASC Accreditation

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students, and shall thereafter maintain WASC accreditation at all times.

PROFESSIONAL DEVELOPMENT

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to staff professional development.

Professional Development has been an on-going component and targeted priority of Beckford Charter and an effective tool used to design the materials to meet the curricular needs of our students and teachers. We analyze data, identify needs, and problem solve to determine the course of action for professional development to meet our needs. Professional Development issues, ideas, and products have been driven by the students' and staff's needs as we have embraced CCSS, Next Generation Science Standards, and the new English Learner standards. These recommendations are then forwarded to the Curriculum Committee for formalization of appropriate training and products. Beckford Charter School's Professional Development program will be subject to the approval, implementation, and scheduling by the entire staff. In addition, Beckford Charter School will participate in both site level and district professional development activities. All teachers have pursued opportunities to further their knowledge of and ability to implement these new standards. They have subsequently shared their knowledge with colleagues during weekly designated professional development grade level meetings as well as whole group, cross grade demonstrations.

- Every grade level has representatives who have attended Gifted Training including Sandra Kaplan, District offered classes, and Norman Webb Training.
- Each grade level sent representatives to CCSS training, returning to our site to disseminate and share the information. We organized and participated in additional Math training with our nearby schools. We are also sending representatives to the Instructional Leadership Team meetings.
- Since adopting the Lucy Calkins writing program, our entire staff has participated in trainings to hone our practice.
- As part of our transition to NGSS, all grade levels have attended multiple trainings and are incorporating and are incorporating Language Arts activities into the Science Curriculum.
- All staff has been trained in Multicultural Art Across the Curriculum.
- We have participated in various and frequent technology trainings: Smart Boards, Chrome Books, iPads,
- Staff members attended several Writing trainings at CSUN.
- Our National Board Certified Teachers receive extensive District training in coaching and mentoring new teachers.
- All staff attend English Learner trainings.
- Teachers and paraprofessionals attended DIBELS/TRC training for student assessment.

Grade Level Specific Professional Development

Kindergarten/First Grade

- Annual Kindergarten Conference
- Transitional Kindergarten training
- Connecting Science/History to Common Core

Second Grade

- National Board Coach Training
- Lego Building Training
- Instructional Leadership Team Training

Third Grade

- Smarter Balance Assessment Consortium
- Behavior Management
- Incentive Seminar- Teaching the value of Money
- How Art Can Influence the Brain- UC San Diego
- Instructional Leadership Team Training
- Webinars
- Field Study in Different Demographic Areas

Fourth Grade

- CSUN Drawing Across the Curriculum
- Earth Watch: Environmental Studies and Research in Ecuador
- EV3 Robotics and Lego Programming
- Engineering With Hot Wheels
- Content Integrated Unit Training

Fifth Grade

- Connecting Science/History to CCSS
- Content Integrated Unit Training
- National Board Coach Training
- Integrating Technology into Instruction and Student Participation
- Smarter Balance Assessment Consortium

MEETING THE NEEDS OF ALL STUDENTS

Students in Subgroups:

English Learners

As a District affiliated charter school, Charter School shall implement the provisions of the District's *English Learner Master Plan*, as it may change from time to time, and comply with all applicable federal and state laws and District policies and procedures related to the implementation of the *English Learner Master Plan*.

Beckford Charter continues to work with English Learners to ensure they meet and/or exceed English language proficiency and grade-level standards comparable to their fluent English proficient peers.

The school purposefully budgets an out-of-classroom Limited Contract Teacher as a school coordinator to oversee the EL program and work closely with teachers and families to ensure the Master Plan is being followed and accountabilities are met. Our on-line access to homework, teacher e-mails, and classroom websites are used to communicate with parents in providing them with support that meets the individual needs of their child. Modeled math lessons are available for parents to reinforce instruction through our school website as well as the Khan Academy. Teachers have guided parents toward websites that orally read our core literature selections, thus modeling fluency, intonation, and prosody for our English Learners. There are several resources and programs in place at Beckford to help support our students, their families, and their teachers.

Our Language Acquisition Team works to ensure teachers receive support in meeting the goals for each student. The team officially meets with ELD teachers twice yearly to examine growth/progress, reclassification criteria, CELDT scores, and to answer any questions teachers may have about the status of their students. The team is also available to teachers throughout the school year to monitor consistency with instruction and documentation. Data shows that our work with EL students has been effective. We hold L.A.T. meetings for English learners who are struggling to identify and target their specific language needs. We use that data to plan interventions to meet those needs, and, when, necessary, follow up with an SST to further address our concerns.

In classrooms with EL Clusters there is daily-dedicated EL time for designated instruction to teach our English learners how English works. This instructional block includes: constructive conversations, discourse practices, grammatical structures, and intensive vocabulary lessons. We use English Learner leveled readers, English Learners **Wonders** text to support science and social studies connections to classroom text, and English Learners leveled math readers to solve real world problems. Our teachers with English learners use the District created designated ELD lessons. Teachers utilize **newsela and Readworks** websites that provide content at varied levels to meet the needs of our diverse EL population, and interactive Smart Board lessons. The school adopted writing program provides mentor texts that serve as a model text for EL students to create writing samples at their level. Integrated ELD is used throughout the day and across disciplines where our English learners use English as they develop academic language simultaneously with academic content. With the implementation of CCSS our teachers have researched and created multidisciplinary project based learning activities that incorporate various modalities and give these students multiple ways to show their learning. Beckford has created additional time throughout the school day to have EL students meet in small groups with paraprofessionals for additional instruction in helping them progress through their EL levels. Classroom instruction is also supported by use of realia, computer images, and TPR (Total Physical Response), and pair shared or peer modeling support to encourage students to help and collaboration. Teachers with EL Clusters are using constructive conversation skills to support to students as they create, clarify, fortify, and negotiate in their conversation while engaged in small group and pair shared activities.

Teachers will use the District created Designated ELD lessons, and students will be given opportunities to perform the comprehension of the content in a format that exhibits their understanding of the lesson. Beckford's goals are to help English learners:

- Achieve academic proficiency in all dimensions of the English language.
- Attain academic achievement in all subject areas.

- Develop a positive self-image
- Function effectively and harmoniously in a multicultural society.

We have set a goal of moving students up a minimum of one English language development level each year. 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.

The chart below shows that we have been able to continue to minimize the amount of students who remain long term English Learners and maximize rapid progression to reclassification at Beckford. Our goal for English Learners that are identified in Kindergarten continues to be reclassification by the end of second grade and or the beginning of third grade.

Year	Long Term EL	Percentage
2013-2014	0	0
2014-2015	4	14.0
2015-2016	1	4.0

The chart below shows the amount of students that reclassify each school year. Although District reclassification criteria has shifted from year to year, Beckford consistently is able to reclassify English Learners well before they culminate elementary school.

Year	# ELs	# Reclassified	Percentage
2012-2013	47	4	8.5
2013-2014	44	15	34.1
2014-2015	38	13	34.2

The chart below shows how our English Learners have continued to show growth by scoring Proficient on the California English Language Development Test.

English Learners Scoring Proficient on CELDT	2012-2013	2013-2014	2014-2015
	89.2%	81.3%	88.0%

The chart below shows English Learner Accountabilities as measured by the Annual Measurable Achievement Objectives.

Achievement Objectives.	Met	2012-2013	2013-2014	2014-2015
AMAO 2 < 5 years (Attaining English Language Proficiency) YES 33.3% 60.0% 59.4%	Yes	59.9%	51.4%	64.0%

*AMAO 2 >				
AMAO 3 ELA (Proficiency in ELA)	Yes	57.7%	N/A	N/A
AMAO 3 Math (Proficiency in Math)	Yes	66.7%	N/A	N/A

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall continue to use LAUSD’s GATE identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for testing and processing on a fee-for-service basis.

We are dedicated to identifying our gifted and talented and high achieving population by administering the Otis Lennon Scholastic Aptitude Test to all second graders. We have a system in place for teacher or parent referral for those students to be considered in all other areas of gifted, as well as those students who may qualify in the Intellectual category. Our GATE population is not solely a high-achieving population and is inclusive of diverse students with individual strengths. We then address their needs by incorporating experiential learning and differentiated planning into daily instruction. 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, identifying and applying what they have learned through analysis, synthesis, and evaluation of this information. All teachers have been trained in Sandra Kaplan Gifted curriculum as well as Webb’s Depth of Knowledge instruction to continue to challenge these students. Additionally, the students will present an outcome whether verbal or written at their appropriate advanced academic level. As a result, our 8% GATE population is higher in comparison to the district’s norm of 6%. An integral part of Beckford Charter School’s instructional program, is a dedication to providing additional enrichment programs. Beckford’s teaching staff, together with a professional expert in each one of the designated arts (music, dance, theater, 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 at Beckford, the Arts will play an enormous role in the success of the targeted population.

Gifted/Talented Students: We are committed to engaging in comprehensive strategies for all students enrolled at Beckford Charter School. If we determine to use the District’s GATE identification process and policy and allow Beckford Charter student participation in the Saturday Conservatory of Fine Arts, we will reimburse on a Fee for Service.

Gifted Instructional Activities Across the Grade Levels

- Starting in third grade, students identified as gifted are placed in gifted “clusters” with teachers who have had 16 or more hours of specialized training in gifted education.
- Our upper grade students are encouraged to apply for our EV3/Robotics Lego Programming class offered by a National Board Certified Teacher. These students use the same programming system as the Jet Propulsion Laboratory does to remotely maneuver the Red

Rover on Mars. This technology is used for robotics competitions in high schools and colleges across the country.

- Our fourth grade students are all engaged in Engineering activities that incorporate math and science with the 'Hot Wheel Physical Science Program'. This program promotes collaboration and scientific argumentation using evidence and data to justify a conclusion.
- We have multiple opportunities in our after school Enrichment program to continue challenging and engaging these students such as Computer Coding, Lego Building, Orchestra, and Play Production.

Utilizing multiple means of student assessment data, students are provided with opportunities to participate in homogeneous and advanced instructional activities that are focused and targeted based on their unique educational needs. Fifth grade students who have been identified as advanced are working independently on higher level math activities using personal devices. Our entire third grade population has been placed in fluid groups and transitions to a specific teacher daily for their math block of targeted instruction. The third grade team collaborates to plan instruction that meets the specific skill set of their group of students. Additionally, they plan and incorporate assessments that inform the regrouping of students based on the data. These groupings also inform our assignment of additional personnel to certain groups.

In our increasing use of cross curricular units of study we have incorporated multiple opportunities for our students to use research and project based activities that they can relate to real world problems and solutions. As they present their projects, they are encouraged to become peer teachers.

Students Achieving Below Grade Level

Students achieving below grade level are identified using classroom assessments, anecdotal records/classroom observations, as well as District and State standardized assessments. Beckford Charter will utilize standardized summative and formative assessments which include, but are not limited to: Common Core State Standards Assessment/SBAC for Grades 3rd- 5th (yearly), CELDT/ELPAC (yearly), DIBELS Reading Assessments (every 6-8 weeks), TRC Reading Assessments (2nd-5th grade) CA Treasures Assessments, District Interim Math Assessments (every 6-8 weeks), District Interim Assessments for ELA and Math (2-3 times in a school year), District Science Assessments (4th and 5th grade - 3 times a year), and Science CST (5th grade only –yearly). Data from these different assessments is collected and studied by teachers independently and at bi-weekly or monthly grade-level collaboration meetings. Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers. Once identified, students not achieving grade-level standards are referred to our Intervention Committees and are closely monitored. Beckford provides these students with several interventions throughout the year, based on assessment data and teacher recommendation.

Limited Contract Teacher-Beckford employs two Limited Contract Teachers to provide direct services to students who are not scoring at benchmark on the multiple assessments.

Learning Center - Two resource specialists work with students in small groups to help them master specific skills.

Tuesday Intervention- Both Limited Contract Teachers, 2 Resource Specialists and all teacher assistants and special education aides work directly with students in small groups to reinforce basic skills. The intervention program is research based and is planned by our specialists in collaboration with our classroom teachers. Pre and posttests are administered to monitor progress. These results are analyzed at the end of each intervention session; new groups are formed based on the progress made by students. This information also informs our scheduling of SST meetings to further investigate the reasons a student is struggling.

Daily Intervention-Teacher’s assistants pull students by grade level based on need daily. They work in short intense periods with students. This intervention is planned based on the data analysis results with very small intervention groups based on like academic needs. This intervention is targeted and specific to those needs identified in the data. The pre and post assessments are again used to determine groupings or the need for further analysis of a specific student.

Math Teaming- Our third grade is collaborating with our Resource Specialist to team during their entire daily math block to meet the needs of each child. Math groups were formed based on the assessment results. Smaller groups were formed for students who were not meeting benchmark. These groups also have additional adult support. They plan and incorporate ongoing assessments that inform the regrouping of students based on the data.

The chart below shows the percentage of students scoring Basic, Below Basic and Far Below Basic.

Percentage of Beckford Students Performing Below Grade Level on CSTs

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Math	15.4%	17.5%	14.6%	14.7%	13.1%
ELA	27.4%	25.7%	19.4%	16.0%	18.0%

*Performance Meter Data

Socio-Economically Disadvantaged Students

Beckford Charter ensures that all students are provided with the necessary tools to succeed academically. We provide them with instructional materials with the help of PTA funding and administrative budgeting support so that they have tools necessary for the rigorous demands of the academic program. Our goal is to provide every student with the tools necessary for an equal opportunity to achieve success. We make every attempt to ‘level the playing field.’ Beckford provides a multitude of enrichment opportunities to broaden the experience for the Socio-Economically Disadvantaged Students through exposure to the arts, field trips, and afterschool programs. Fifth grade offers a full or reduced fee to participate in Pali Camp, we provide Thanksgiving baskets to families, we have a clothes closet to ensure children have adequate clothing, a scholarship for our after school orchestra program named in honor of Zachary Champommier, a deceased child of one of our teachers, and a ‘Gobble-gram’ program to raise funds for the fourth grade field trip for those students needing financial support. We are committed to ensuring that all students are equipped with the academic support they need to learn, which has been expanded upon in the ‘Students Achieving Below Grade Level’ section.

Percentage of Socio-Economically Disadvantaged Beckford Students Proficient and Advanced in English Language Arts

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
64%	74%	74%	65%	79%

Percentage of Socio-Economically Disadvantaged Beckford Students Proficient and Advanced in Mathematics

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
54.7%	56.8%	64.9%	78.5%	68.4%

Students with Disabilities

Beckford Charter has met and in some cases exceeded District mandates for Special Education, including the Modified Consent Decree. All teachers, with direction from administration, adhere to each individual student’s IEP, as well as conduct SST’s (Student Success Teams) for students who are performing unsatisfactory in academics as well as work habits or behavior issues. SST meetings recognize the RtI approach, in terms of assisting teachers to attempt a hierarchy of intervention strategies with the goal of enabling struggling students to meet grade level standards.

Students with IEPs are given the opportunities to perform knowledge of content in a multi-modality format that exhibits their understanding of lessons in their general education classroom. There is daily time allotted for collaboration between RSP and general education teachers to meet the needs of all of these students. The program for each child is individually tailored to meet IEP goals with an appropriate balance of push in and pull out specific to that child. Adapting the delivery of instruction by using questioning and discussion techniques to assess individuals understanding and provide appropriate feedback to the students from the teacher better help them evaluate their learning.

Many accommodations and appropriate modifications are made to ensure IEP goals are met such as: extended time provided, priority seating, multi-modalities with hands-on materials, students have the ability to type instead of writing on an individual device, dictation and peer note-taking to assist students, repeated and written directions, visual aids, check-lists for organization and preparation help, modified classwork and homework, concepts maps, leveled targeted computer programs for students to use at home and at school (EarRobics, Razz Kids, and Book Share), in lower grades high frequency cards, graphic organizers, modeling by teacher and peers, small group pre-teaching and re-teaching, and heterogeneous grouping within the classroom. Many intervention plans are in place such as daily aid time for small group reteaching or preteaching, additional adult class support of individuals, pullout possibilities, and after school intervention programs for math and language arts. Parent volunteers are welcomed into the classroom and are scheduled on a regular basis to help in the classroom for more support. Frequently, a variety of assessments are given to these students to progress, monitor, and drive instruction to best fit and meet the individual needs of our learners. Through the analyzing of students data teachers and RSP teachers work collaboratively to guide instruction that ensures success for these students.

Other students with IEPs may require speech, Adapted PE, psychological support, behavioral support, and occupational therapy. Teachers and staff who work with these students collaborate to ensure that they are not missing valuable activities or lesson in their general education classroom meet the students' needs. Mainstreaming students from our Emotional Disturbed classroom throughout the school day is a priority for all grade levels. All teachers and specialized staff members collaborate with one another on a regular basis to make sure all IEP goals and educational needs are met for success of all Beckford students.

Our third grade collaborates with our Resource Specialist to team during their daily math block to meet the needs of each child. Our Resource Specialist 'pushes in' to the class with students with I.E.P.'s during this time period as an additional teacher to meet their needs. After initial placement tests each child was placed in a designated math group based on the assessment results. The teachers met with our Resource Specialist to formulate groups and assign additional adult support for the groups with struggling students. These groups with targeted students are much smaller, use additional manipulatives, and have additional adult support. The third grade team collaborates with our Resource Specialist to plan instruction that meets the specific skill set of their group of students. Additionally, they plan and incorporate assessments that inform the regrouping of students based on the data.

Special Education

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

Conversion Affiliated Charter

1. District Affiliated Charter School's Special Education Responsibilities

a. General Requirements

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

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

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

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs ("IEPs") in the format required by the District and will enter accurate assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review. The District Affiliated Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

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

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

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

b. Transferring Students

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

c. Assessments

The referral process shall include Student Success Team (SST) meetings to review prior interventions, accommodations and modifications and to recommend further

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

Upon a parent's request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

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

e. Least Restrictive Environment

The District Affiliated Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The District Affiliated Charter School general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the District Affiliated Charter School. Assessment and standardized

testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

f. Staffing Requirements

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

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

g. Student Discipline/Inclusion

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

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

2. Procedural Safeguards/Due Process Hearings

The District may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the District Affiliated Charter School if the District determines that such action is legally necessary to ensure

compliance with federal and state special education laws and regulations or the Modified Consent Decree.

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

3. Complaints

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

4. Funding of Special Education

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

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

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

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

***Modified Consent Decree Requirements**

All District affiliated charter schools chartered by the Los Angeles Unified School District ("LAUSD or the District") Governing Board are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of

students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All District affiliated charter schools are required to use the current version of the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

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

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

The MCD requires all District authorized schools, including District affiliated charter schools, to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

Percentage of Students with Disabilities Proficient and Advanced in English Language Arts

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
68%	67%	60%	37%	34%

Percentage of Students with Disabilities Proficient and Advanced in Mathematics

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
38.2%	43.3%	45.0%	45.9%	41.2%

“A TYPICAL DAY”

BCES uses a banked time schedule which meets the required minute schedule of the State of California. A typical day begins at 8:05 for students in grades kindergarten through fifth. Dismissal time on Monday, Wednesday, Thursday, and Friday is at 2:33. On Tuesday, dismissal time is at 1:33 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. During the rest of the day, students can be seen receiving a rigorous standards-based program in science, art, physical education, and health at various times.

On a typical day, you will see technology enhancing teaching and learning. Students use the computer as a tool for learning and showing what they have learned. A visitor would see document cameras and projectors being used in every classroom to enhance instruction.

Similarly, the arts are alive at BCES. Our fifth grade classes continue to participate in a ballroom dance program that culminates in a District-wide competition. Teachers and students throughout the grade levels use dance and drama to bring literature to the stage as a means to enhance learning. We have received recognition as a runner-up for the Bravo Award.

On a typical day, you will see students learning in whole group situations, small group situations, and individually in targeted instruction with the classroom teacher. Teacher assistants, under the direction of the classroom teacher, can be seen assisting with instruction and promoting learning on a daily basis. A visitor might also see our chorus rehearsing for an upcoming performance in conjunction with our orchestra. Of course, parents play a big part in our typical day. They can be seen working with student groups, acting as mentors in our arts as well as providing invaluable support to the school on a daily basis. We are fortunate to have parents with arts expertise that help us produce plays that are coordinated with our curriculum.

Beckford Charter Bell Schedule:

Instructional Day (All Grades)

Playground Opens: 7:45 a.m.

First Bell: 8:02 a.m.

Start: 8:05 a.m.

Kindergarten Recess (Group A)

Rms. 13, 14 9:50-10:10

Kindergarten Recess (Group B)

Rms. 17, 18 10:15-10:35

Kindergarten Lunch: 12:00- 12:45

Grades 1-5

Recess: 10:20-10:40

Lunch: 12:10-12:55

Dismissal: 2:33 p.m.

Banked Tuesdays Dismissal 1:33 p.m.

Minimum Days - Regular

First Bell 8:02 a.m.

Start 8:05 a.m.

Brunch Lunch

Kinder 10:15-10:45 a.m.

First Brunch: 10:30-11:00 a.m.

Second Brunch: 10:45--11:15 a.m.

Dismissal: 12:44 p.m.

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES, AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data MiSiS and other data systems used or required by the District.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§47605(c)(1), 60605.)

Charter School shall work toward meeting the student outcome goals set forth in the LAUSD’s Performance Meter or equivalent, as it may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

Charter School shall comply with all applicable laws, regulations, and District policies related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Our Vision for Student Outcomes

Beckford Charter’s curriculum includes an integrated, inquiry-based K-5 curriculum aligned with Common Core State Standards (CCSS) for ELA and Math, California ELD Standards, Next Generation Science Standards, and California State Standards for Social Studies. Cross-curricular, hands-on project-based enrichment activities meet or exceed State Standards for Music, Art, Physical Education, and Technology. The Beckford program embraces the following key elements: **Standards are Essential:** CCSS serve as a benchmark for what students at each grade level need to learn. These standards are a crucial aspect of making sure we are meeting the academic needs of

all students. They also serve as a guide for teachers, administrators, parents, and students themselves as to the specific, basic knowledge and skills the students must master.

Challenging Curriculum: The goal of Beckford is to provide a challenging, 21st Century curriculum that will not only meet but also exceed the minimum thresholds established by the District and the State.

Trained Teachers: If students are going to be held to high standards, they need teachers who know the subjects and know how to teach those subjects. Strategies for significant and on-going teacher professional development using the selected curricula are included in the Beckford program.

DESIRED OUTCOMES OF THE SCHOOLS INSTRUCTIONAL PROGRAM

Language Arts: Students will be able to read, write, listen and speak effectively. Students will be able to incorporate the language of the discipline and give concrete examples when writing and speaking. Furthermore, they will actively read and listen and be able to locate and interpret information. Students will be able to combine these skills to compose meaningful writing and oral presentations.

Mathematics: Students will understand and apply formal logical reasoning, analytic and symbolic processing, arithmetic and pre-algebraic manipulation and construction. Students will also make sense of problems and persevere in solving them, including creating their own word problems to gain further understanding of the applications of such processes.

Science: Students will acquire proficiency in the fundamental concepts and terms of various branches of science, such as Physical, Life, and Earth. In addition, students will learn about Ecology. Students will formulate their hypothesis and conduct experiments utilizing the scientific method as they engage in hands-on critical thinking experiments in our Science Lab. They will apply their skills to gain further understanding of the environment whenever possible by utilizing such resources as our “6 raised garden boxes” and our on-campus recycling program.

History and Social Studies: Students will demonstrate an understanding of culture, diversity and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. They will demonstrate an understanding of the rights and the origins, functions, and sources of power, authority, and governance.

Technology: Students will each make a digital portfolio of their projects created in the Computer Lab and on classroom computers. 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 Keynote/PowerPoint. Students will understand the use of current technology and its real world applications. Students in 3rd grade will have formal keyboarding instruction at the beginning of the school year, and these skills will be reinforced in 4th and 5th grades. All students at Beckford will have regularly scheduled time to utilize the Computer Lab as well as the portable iPad carts and Chromebook carts.

Arts: Students will develop knowledge of and appreciation for the arts such as music, visual arts, theatre, and dance/creative movement. This will be promoted through an academic curriculum intertwined with enrichment instruction by specialists.

Physical Education: Each student 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 ballroom dancing.

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Summative Assessments

Beckford Charter will utilize standardized summative assessments which include, but are not limited to: Common Core State Standards Assessment/SBAC for Grades 3rd- 5th (yearly), TRC, DIBELS, CELDT/ELPAC (yearly), and Science CST (5th grade only – yearly). These assessments give teachers a common measure of student performance as well as an indication of what may need to be reviewed. Teachers and administrators can make decisions regarding instructional programming based on how a student performs in relation to other grade-level students who take the same test(s).

Over the course of our Charter we have gleaned much from the summative assessments/CST data and have set goals for our future Charter term:

Measurable Goals

Smarter Balanced Assessment Consortium & Science CST):

The school's overall score will be in the top 10% or higher and Subgroups will exceed the benchmark score.

85% (or greater) of students will score proficient or advanced in English Language Arts (ELA)

- Fewer than 4% of students will score in the below basic or far below basic range in ELA
- 82% (or greater) of students in 3rd grade will score proficient or advanced in ELA
- 86% or more of all students will score proficient or advanced in Math
- Fewer than 3% of students will score in the below basic or far below basic range in Math
- 90% of fourth and fifth grade students will score proficient on the CST science test
- 85% or more of English Learners will acquire English Proficiency (AMAO1- CELDT Annual Growth or ELPAC)
- 80% of students will have 96% or higher attendance

Beckford Charter Gains in Student Achievement Over Time

Beckford has shown consistent growth in its API score over the last four years. Beckford's goal will be to maintain our school score that falls in the top 10% of scores obtained through the new annual summative assessment, Common Core/Smarter Balanced Assessment Consortium (SBAC) testing.

Year	API Score
2012-2013	933
2011-2012	924
2010-2011	912
2009-2010	896

In addition, the school is committed to continually improving its similar schools ranking. Over the past four years as an Affiliated Charter school, Beckford has experienced a strong API score in our Local District, and has also significantly improved in comparisons with similar schools. (See chart below.)

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Statewide API Rank	9	9	9	10	10
Similar Schools API Rank	7	7	7	7	7

*CDE 2010-2014

Over the past five years Beckford Charter has made steady gains in student achievement. In the 2010-2011 year before Beckford first became an Affiliated Charter school, the school had an API score of 912, well above the State API benchmark of 800. The next year when Beckford became an Affiliated Charter our API score increased to 924. With school wide focused efforts we continued to increase our API score to 933 in 2012-2013. Even with such a high school-wide API score it was apparent from the data that an achievement gap existed among the subgroups. The English Learners and Socio-Economically Disadvantaged subgroups scored above the district benchmark of 800, English Learners scoring 874 and Socio-Economically Disadvantaged scoring 883. However, our Students with Disabilities scored below the district benchmark, scoring 736 in 2010-2011. After mindful attention to this subgroup we increased 28 points with a score of 764 in the 2012-2013 school year.

Subgroups	2010-2011	2011-12	2012-2013	3-Year Weighted Average	Improvement Over Time
All Students	912	923	933	923	+21
African American	877	880	875	877	+0
Asian	965	983	972	975	+8
Filipino		904	952		+48
Latino	855	888	906	883	+52
White	931	925	938	931	+0
Socio-Economically Disadvantage	836	883	876	865	+4
English Learners	841	874	884	867	+43
Students w/ Disabilities	761	764	778	767	+17

*CDE – School API Growth 2010-2013

Although Beckford's subgroups made great improvement in API scores, they did not meet the proficiency benchmarks from 2011 and 2013 as shown on the Annual Measurable Objectives by Subgroup (see below).

Subgroup	AMO ELA 2011	CCC ELA 2011	AMO MATH 2011	CCC MATH 2011	AMO ELA 2012	CCC ELA 2012	AMO MATH 2012	CCC MATH 2012	AMO ELA 2013	CCC ELA 2013	AMO MATH 2013	CCC MATH 2013
All	67.7	80.3	68.5	84.8	78.4	83.3	79.0	85.5	89.2	82	88.1	87.3
African American	Y	65.7	/	74.3	Y	71.9	/	78.1	/	70	N	76.7
Asian	Y	91.5	/	91.5	Y	95.1	Y	95.1	Y	93.4	Y	94.7
Latino	N	67.4	Y	74.7	Y	73.0	Y	78.2	Y	73.9	N	82.6
White	Y	86.2	Y	89.9	Y	85.3	Y	87.3	Y	84.2	N	89.9
Socio Disadvantaged	N	64.9	N	67.6	Y	76.1	Y	74.6	Y	67.9	N	76.5
English Learners	N	64.7	Y	82.4	Y	76.5	/	76.5	/	69.2	/	76.9
Students w/Disab	N	51.4	/	58.3	Y	76.0	/	51.9	/	49.9	/	63.6

*CDE Percent Proficient Annual Measurable Objectives by Subgroup 2011-2013

Beckford provides numerous supports to these Subgroups in an effort to meet proficiency requirements including two Limited Contract Intervention Teachers, Learning Center, daily targeted, small-group instruction by highly trained teaching assistants, and after school Tuesday intervention provided by our Resource Teachers, Limited Contract Teachers, and trained Paraprofessionals. In addition, several grade levels are teaming during their math block to provide differentiated instruction for our various subgroups to meet their specific learning needs. Our Socio-Economically Disadvantaged Students receive additional support from our PTA and specific grade-level fundraisers to provide them with the materials they need to succeed.

API Scores for these Subgroups at Beckford Charter exceed those of the district and the state. (See table below).

Subgroups	2013 Growth API Score		
	Beckford Charter	LAUSD	State Grades 2-5
All Students	924	749	790
African American	881	697	708

Asian	984	908	906
Latino	887	728	744
White (Not Latino)	925	871	853
Socio-Economically Disadvantaged	883	731	743
English Learners	874	667	721
Students with Disabilities	764	572	615

* School Report – API Growth (CDE 2013)

During the years 2010-2013, CST results indicate that Beckford Charter has a higher percentage of students achieving at a proficient or advanced level than both the district and the state averages.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced Level (meeting or exceeding the state standards).

Subject	Beckford Charter			LAUSD			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
ELA	80.6%	84.0%	82.0%	44%	48%	47%	54%	56%	55%
Math	85.4%	85.3%	86.9%	43%	44%	45%	49%	50%	50%
Science	/	/	89.2%	47%	51%	52%	57%	60%	59%

*CDE Star Report 2010-1013

Since Beckford became an Affiliated Charter, the students have shown growth in the ELA and Math categories. Both of these numbers far exceed those achieved by the District and state overall.

Year-End Attendance Data	2012-2013	2013-2014	Change
96% or higher Student Attendance Rate	77%	80.3%	+3.3
91% or lower Chronic Absence Rate	5.9%	5.3%	-0.6

In order to be considered an “Excelling” school, Beckford needs to continue to improve our student attendance rate, while consistently decreasing our Chronic Absence Rate. We have an ongoing program that recognizes classes and individual students for their excellent attendance. We also continue to send letters to parents of those frequently absent students to inform them of our attendance policy. These strategies have proven successful in the past several years as can be seen by our improvement in our attendance rates and decreasing chronic absence rate. (see table above)

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

As a District affiliated charter school, Charter School shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, periodic and/or benchmark assessments. Charter School shall be responsible to pay all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

Beckford Charter for Enriched Studies will utilize standardized formative assessments which include, but are not limited to: DIBELS Reading Assessments (every 6-8 weeks for Kindergarten-Second Grade), TRC Reading Assessments (every 6-8 weeks for Second-Fifth Grades) CA Treasures Assessments (weekly and per unit), District Interim Math Assessments (every 6-8 weeks), and District Interim Assessments for ELA and Math (2-3 times in a school year). Those students who do not meet benchmark scores on the DIBELS Assessment are also assessed frequently using 'progress monitoring' to determine if those students are making progress toward meeting benchmark. In addition, Beckford will utilize authentic formative assessments. Authentic formative assessments are ongoing and can better evaluate the student over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios of significant work, journals, in and out-of-class work samples, homework, teacher-created tests, teacher observations, checklists, rubrics, anecdotal records, publisher-provided criterion referenced tests, and projects. Also known as performance assessments, these types of assessments allow for meaningful application of essential knowledge and skills and provide a wealth of data for teachers to evaluate student improvement, performance, and achievement.

Beckford Charter for Enriched Studies believes that formative assessments are ongoing and afford teachers an opportunity to develop daily lessons that meet the needs of all students based on their strengths and weaknesses. We are committed to ensuring that each student reaches his or her proficiency level in the areas of language arts and mathematics.

We use a variety of assessment tools in order to form a comprehensive representation of student achievement. Data from these different assessments is collected and studied by teachers independently and at bi-weekly or monthly grade-level collaboration meetings. Additionally, the administration examines and discusses data and plans how to utilize that information in an ongoing basis throughout the year with teachers, parents, and our Intervention Team.

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

Formative Assessments

DATA ANALYSIS AND REPORTING

School-Specific Provisions

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

- Data from combined assessments continuously evaluated by teachers and administration, as it becomes available, in order to meet each student's and class's educational needs.
 - Planning is used to identify and prioritize professional development planning and implementation.
 - School-wide data is also shared in a public forum at monthly Governance Council meetings, when it's available, in order to discuss other program development and education intervention priorities.
- District assessment results and authentic assessment results are communicated to parents (by teaching staff) through the school year.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.

School-Specific Provisions

Individual classroom teachers are accountable for assessing their students' achievements using a school-wide grading scale with regard to standards-based, grade-level, work and achievement of grade appropriate content standards, as well as showing progress towards mastering the skills, knowledge, and attitudes required for advancing to the next grade level. Student progress towards meeting expected student outcomes are monitored frequently at each grade level by student assessments aligned to the school's, district's, and state's curricular standards as appropriate for each grade level and content area.

Student progress toward achieving the school's desired grade-level standards will be communicated to students' parents by providing timely feedback on class assignments, homework assignments, and by means of the 6-week Below Proficient Parent Reports, Weekly Progress Reports, Parent/Teacher Conferences, and triannual district aligned report cards.

The LAUSD Progress Report uses a 4-point scoring rubric that aligns with classroom teachers' daily work assignments. Students earn a "4" for Advanced Proficient Levels; "3" for Benchmark Proficient Levels; "2" for Partial Proficient Levels; and "1" for Not Proficient Levels. The academic standards include specific learning topics in the different subject areas for each grade level: Language Arts including reading, writing, listening, and speaking; Mathematics; History and Social Science; Science; Health Education; Physical

Education; and the Arts. The standards for lifelong learning (i.e., work and study habits) include use of time, independence, organizational skills, and quality and completeness of work. The standards for character development (i.e., learning and social skills) include respect, cooperation, dependability, responsibility, self-control, and the ability to play fairly.

Standardized Testing

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

As a District affiliated charter school, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall be in accordance with the provisions of this Charter and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Any governance model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Charter School shall adhere to the requirements of Article XXVII of the LAUSD-UTLA CBA, as it may be amended from time to time, including but not limited to provisions related to Local School Leadership Council composition and responsibilities, and provisions regarding councils and committees (e.g., Title I School Site Councils).

Charter School shall comply with the Brown Act and the Public Records Act.

All staff and representatives of Charter School, including members of Charter School’s local governing council, members of school committees and other councils, and school administrators, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its local governing council are and remain consistent with applicable laws, District policy, any applicable District-UTLA waiver(s), and the provisions of this Charter.

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, as they may change from time to time.

LOCAL GOVERNANCE STRUCTURE, PROCEDURES, AND OPERATIONS

School-Specific Provisions

The Beckford Charter for Enriched Studies Governance Council complies with The Brown Act and our school’s local site governance is operating effectively. Beckford Charter’s Governance Council meets at least nine (9) times per year, on a monthly basis, to discuss policy and make decisions for

the school. The Chair may call special meetings at anytime, as long as all members and the public are notified at least 24 hours in advance of the meeting. All teachers, parents, and community members are encouraged to attend Governance Council meetings. A decision-making quorum shall consist of a majority of the Council. As a 14-member council, 9 voting members constitute a quorum. Non-members who wish to speak to the Council may place their names on the Public Comment sign-up sheet prior to each meeting. Each speaker will be give three (3) minutes to speak during the appropriate time in the agenda. An agenda of the Council Meeting will be available online and publically posted in a window display no less then three (3) days before the meeting.

Beckford's Governance Council is a consensus-oriented, decision-making body for Beckford Charter for Enriched Studies. It has the responsibility for allocating categorical block grant resources and setting the policies and procedures to achieve the school's program goals, thus promoting the best educational program possible for students. The attainment of consensus among all members of the Council shall be a primary goal. If consensus cannot be reached, decisions will be made by a majority vote of the members present, with the exception of Bylaws changes, which must be decided by a two-thirds majority of the Council.

Beckford 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 Beckford's Governance Council. Material revisions of charters are governed by the standards and criteria in Section 47605. (Ed Code 47607(a)(2). Any material revisions to the charter may be made only with the approval of the LAUSD Board of Education. Beckford will consult with the District in making a determination as to whether or not a proposed amendment or change to the charter constitutes material revision.

Beckford Charter for Enriched Studies maintains a Governance Council that is the chief site based decision-making body for the school under the authority of the ESC Northwest superintendent and under the ultimate authority of the Los Angeles Unified School District of Education. The Governance Council is governed in it's operations and it's actions by the charter petition and the Bylaws of the Governance Council of Beckford Charter for Enriched Studies, which can be revised as needed.

Subject to LAUSD policies and procedures for Affiliated Charter Schools, Beckford's Governance Council has autonomies for aspects of its operation including: 1. School-site budgeting; 2. Authority to reduce class sized below District norms, where possible; 3. Instruction, curriculum, and assessments; 4. Professional development; 5. Class scheduling and the "banking" of time for professional development; 6. Enrollment processes; and 7. School site specific policies. We abide by LAUSD policies and procedures concerning school governance, and currently have and will continue to have all school councils operating effectively in shared decision-making. We will continue to fulfill our fiduciary responsibility and effectively lead and manage Beckford Charter for Enriched Studies.

Members of the Governance Council serve two-year terms; one half of the teacher members and one-half of the parent members will be elected each year. The composition of the Governance Council and the election process are subject to an approved waiver from the UTLA collective

bargaining agreement. Absent a waiver, the Governance Council's composition and election process must abide by Article XXVII of the Collective Bargaining Agreement.

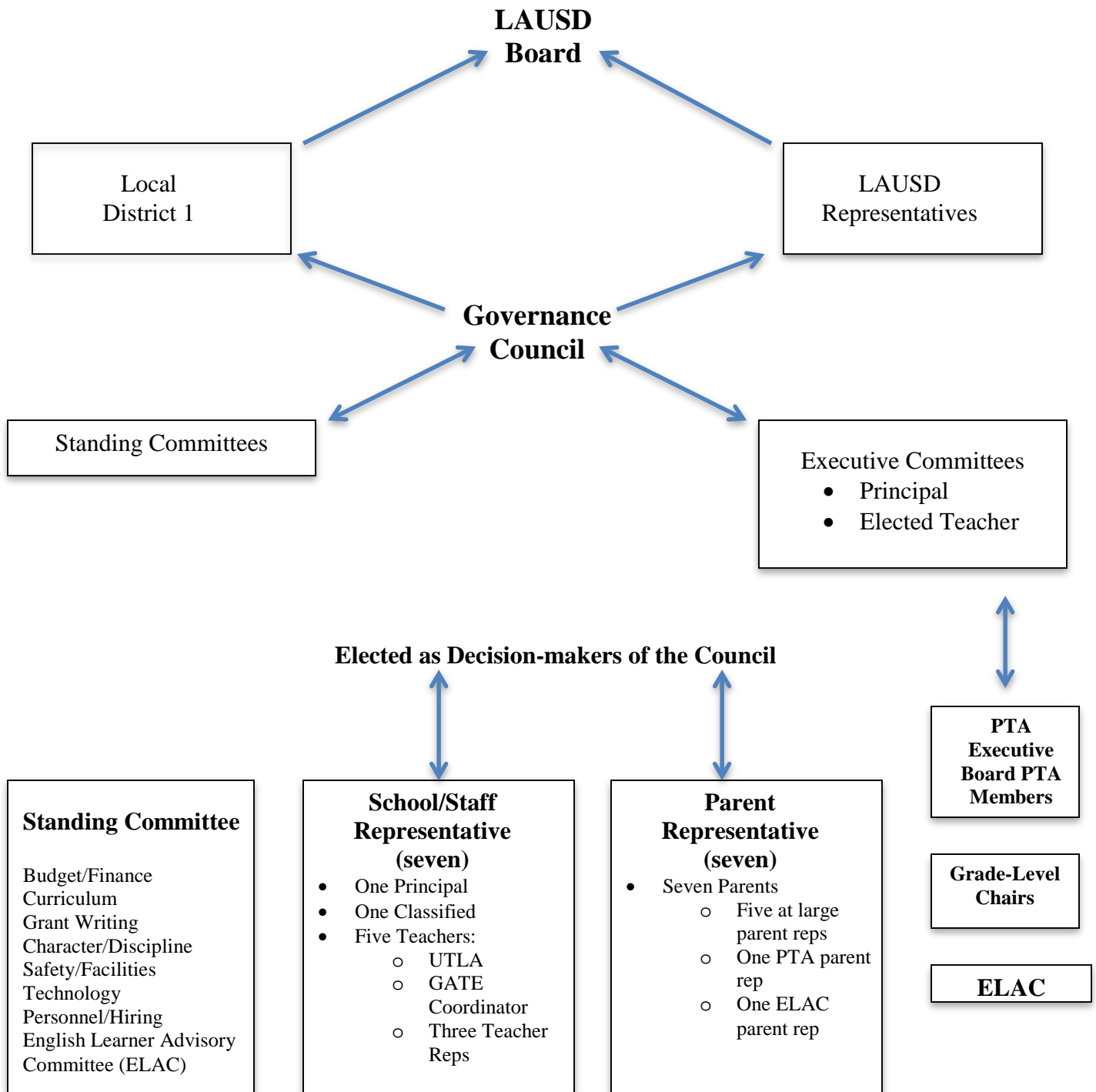
Elected as Decision Makers of Council

School Staff Representation (7)	Parent Representation (7)
7 staff members, including: <ul style="list-style-type: none">• 1 principal• 1 other staff• 5 teacher representatives	7 parents, including: <ul style="list-style-type: none">• 7 parent or community member representatives

Standing Committees that Report at Governance Council Meetings

- Budget/Finance
- Curriculum
- Grant Writing
- Character/Discipline
- Safety/Facilities
- Technology
- Personnel/Hiring
- English Learner Advisory Committee (ELAC)

BECKFORD CHARTER FOR ENRICHED STUDIES
GOVERNANCE COUNCIL ORGANIZATIONAL CHART



Election, Terms and Responsibilities

Elections for the parent representatives of the Governance Council will be held each fall, on a date determined by the Election Committee, appointed by the Council each year.

Each elected term will be for two (2) years except for the one PTA representative. Each parent nominee must submit his or her name, contact information, and a candidate paragraph stating why he or she wants to run for a seat on the Beckford Charter Governance Council at least seven days before the scheduled election. Any changes to the election process must be passed by two-thirds vote of the Council at least 30 days before Election Day.

Elections for teacher members will be held each fall. Each elected term will be for two (2) years.

The other staff representative at the school shall be elected by all members of the staff who are not teachers. The election will be held during the fall. The Other Staff Representative is a one (1) year term.

All vacant seats shall be filled within one (1) month. If there are no available Alternates to fill a vacancy, the Council will hold a special election, which shall be conducted according to Election guidelines set forth in Article III, Section B of the Governance Council Bylaws.

The elected representatives have the fiduciary responsibility to represent their constituency.

Members of the Governance Council shall excuse themselves from participating in decisions about matters that may involve potential or actual conflicts of interest. Such conflicts may arise whenever a Council member may either receive some advantage or suffer some disadvantage because they have personal, business, or monetary interests in a matter before the Governance Council. Council members shall either excuse themselves voluntarily or be excused by a majority of voting representatives if the Governance Council determines that there is an actual or potential conflict of interest, which may be brought to the attention of the Governance Council by any person. If the conflict would involve entering into a financial transaction with the member of the Governance Council, the Council as a whole cannot enter into the transaction regardless of recusal.

The Council's duties shall include, but are not limited to:

- Assuring compliance with categorical programs
- Overseeing and evaluating effectiveness of school curriculum, programs, and appropriate assessments
- Developing the schedule of school activities, events, policies, and procedures
- Establishing and maintaining fiscally-sound budget practices
- Interviewing and selecting personnel through the Council's hiring committee from candidates selected from the eligibility list established by the LAUSD Personnel Commission
- Establishing and maintaining a Student-Parent-Teacher Compact in accordance with District guidelines
- Establishing and maintaining the effectiveness of the Council's committees
- Implementing and monitoring programs funded by private donations
- Developing a dispute-resolution process for staff, students, and parents, as required, for any grievance procedure for staff, UCP complaint procedures, and other types of procedures.
- Facilitating communication and collaboration among members of the school community and between the school and the Porter Ranch/Northridge community at large
- Facilitating innovation, consensus, and problem solving to achieve all of the above
- Amending and revising the Council bylaws, as required
- Monitoring, supporting, and assisting in the execution of Beckford Charter policies and plans in accordance with District guidelines, including developing the LCAP (Local Control Accountability Plan) and reviewing the SPSA (Single Plan for Student Achievement)

Governance Council Officers

The officers of the Council shall include a Chair, a Vice Chair, a Secretary, and a Parliamentarian. These officers shall perform duties prescribed by the Governance Bylaws and Robert's Rules of Order.

The officers shall be nominated and elected during the first Council meeting after the new Council has been elected, by a majority vote of Council members. The term of each officer shall be for one (1) year. Only Council members who will be commencing their second year of service on the Council are eligible to be Chair. In the event that no member meets this requirement or no member meeting this requirement wants to be Chair, the Chair will be nominated by the Council and elected by a 2/3 vote. All officers must be current members of the Council.

The duties of the Council Chair include:

- Oversees the decisions and actions taken by the Council
- Sits on the Executive Committee
- Prepares an agenda and distributes it to the members prior to all meetings. Said agenda is to be posted publicly on the school's website and in the school's main hallway 72 hours before each meeting and distributed to Council members via email at least 48 hours before each meeting
- Conducts all meetings in accordance with Governance Council Bylaws

The Vice Chair participates as a vital part of the Council leadership. The Vice Chair understands the responsibilities of the board chair and is able to perform these duties in the chair's absence at regular Governance Council meetings, as well as Executive Committee meetings when called upon to do so, and to perform other duties as assigned by the Chair.

The duties of the Secretary shall be to:

- Record the proceedings of all meetings of the Council, then distribute to Council members
- Keep all agendas, sign-in sheets, and meeting minutes in a file, which will be stored in the Principal's office
- Post meeting minutes publicly
- Provide meeting minutes and reports presented in Council meetings to the school's designated webmaster to be posted on the school website. The Parliamentarian is an expert in rules of order and the proper procedures for the conduct of Council meetings.

The Parliamentarian assists in the interpretation of bylaws and rules of order and the planning and conduct of meetings. The Parliamentarian votes and takes part in discussion of items on the agenda.

Executive Committee

Beckford Charter has an Executive Committee comprised of the Principal, one teacher elected yearly by the teachers who are voting members of the Governance Council, and one parent elected yearly by parents who are voting members of the Governance Council. Vacancies on the Executive Committee shall be filled immediately.

The Executive Committee:

- Helps to prepare the agenda for Governance Council meetings

- Deals with routine matters not requiring the attention of the full Governance Council or its committees. Refers issues to the Governance Council or its committees as appropriate
- Meets monthly, but may convene more or less frequently as necessary to conduct its business

The Executive Committee may not exercise the authority of the Governance Council with respect to material issues concerning the school’s operation nor the terms and conditions of the Charter.

Committees

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

Standing and Ad Hoc Committees may include but are not limited to:

- Budget/Finance
- Curriculum
- Grant Writing
- Character/Discipline
- Safety/Facilities
- Technology
- Personnel/Hiring
- English Learner Advisory Committee (ELAC)

Other committees shall be formed as the need arises. New Standing and Ad Hoc committees shall be established by the Council with the exception of ELAC, which will be elected each year in a special election, per LAUSD guidelines.

Committees are advisory and may be composed of Council members, Alternates, and community members, each serving with equal standing. Each committee, at a minimum, should include one staff member and one parent member of the Governance Council. The Committee chairperson must establish a meeting agenda and submit a summary of all meetings to the Council Chair. Committees may elect a chairperson at their first meeting. In the event that no one accepts the chairperson position, the Beckford Charter Governance Council Chair will appoint a chairperson. The

committee shall determine their meeting dates and times. Notice of meetings shall be posted on the Governance Council bulletin board in the main hallway and at least 72 hours before each committee meeting, as well as on the online school calendar and through weekly E-blast communication. Committees shall follow the Governance Council's Committee Guidelines.

Standing Committees

Budget and Finance: Prepares school budget each year, based on various sources of funding received and the needs of the school

Curriculum: Researches and develops curriculum recommendations based on the educational program outlined in the Charter

Grant Writing: Responsible for researching, evaluating, and applying for grants

Character/Discipline: Established to foster positive behavior in students by reviewing school policies and recommending best practices related to discipline, anti-bullying, citizenship, and character development

Safety/Facilities: Oversees the safety and security of the students and all other school community both on the campus and on the school perimeter.

Technology: Surveys technology inventory, develops/refines the school technology plan, contributes to the school-wide technology curriculum, and works with the Grant Writing Committee on pursuing technology-related grants

English Learner Advisory Committee (ELAC): Per LAUSD policy, when our school has more than 21 English learner students, we shall establish an elected English Learner Advisory Committee (ELAC). The responsibilities of the ELAC include:

- Advising the Council on the development of the Single Plan for Student Achievement (SPSA), especially those sections related to English Learners
- Assisting in the development of the school's needs assessment and language census
- Advising the Principal and staff on the school's program for English Learners
- Advising in the development and approval of the school's LEP budget

Personnel/Hiring Committee - A Hiring Committee will be established in the event of a position opening. The Governance Council and its Hiring Committee shall have responsibility for personnel

selection decisions, including the setting of applicable interview and selection procedures and the determination of prerequisite job qualifications. All candidates for the position of Principal/Administrative Staff/Teaching Staff and Enrichment Teaching Staff will be interviewed and selected for recommendation to the District by a selection committee. The selection committee shall be composed as follows:

1 Administrator

1 Clerical

2 Teachers

1 UTLA Representative

3 Parent/Community members (one member from the Governance Council designated by the Chair, and one member from PTA)

In the event of a time-sensitive hiring situation and one or more members of the Hiring Committee are unavailable to participate in the interviews, the hiring process can proceed with: one Administrator, one Teacher, and one Parent/Community Representative (from Governance or PTA,).

STAKEHOLDER INVOLVEMENT

School-Specific Provisions

Parents play a very active role in our school, and their involvement is the key to success for Beckford Charter. The collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and continue to be involved in all levels of decision-making at Beckford Charter, their primary role will be to help to fulfill our goal of an enriched education experience for all children.

Involvement in the Governance Council and its various Standing/Ad Hoc Committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. This collaboration among teachers and parents enables our school to continue to meet the unique and changing needs of Beckford Charter's students. All Governance Council and Standing/Ad Hoc Committees 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 publically posted (at the school site and on the school's website) at least 72 hours in advance. All meetings will be held in accordance with the posted agenda and any items raised during any "public comment" period will be added to a later agenda for official discussion. The Governance Council and Standing Committees will also comply with all Brown Act requirements related to special meetings. Minutes of meetings will also be posted in a public area and on the school's website.

In addition to having a voice on the Governance Council, all parents are given the opportunity to participate and be involved in their child's education. Our Welcome Packet given to each student at the start of each school year outlines the various volunteer opportunities through out the year. These opportunities include events and communications such as informative Room Parent Orientations, a Beginning of the Year Ice Cream Social, Back-to-School Night, Open House, parent education meetings for CCSS ELA/Math/Science and SBAC Updates, Parent/Teacher/Student Surveys, Parent Teacher Conferences, parent Participation in the classroom, campus beautification, community-building events such as UCLA Partnerships and local Eagle Scout Projects, and weekly newsletter. Beckford Charter announces these opportunities through weekly ConnectEd blasts, as well as through the school's website, and hard copy flyers to each classroom.

Included in the Welcome Packet is the Student-Parent-Teacher Handbook, which outlines the responsibilities of all three parties as providing the best education possible for each student. Each spring the Governance Council reviews the Student-Parent-Teacher Handbook for effectiveness, and approves the handbook as part of the Governance business to make it available for the Welcome Packet at the beginning of the following school year. Each year parents, students, and teachers review and sign this handbook. It is essential that parents, students, and teachers have a relationship, communicate, and work together for each student to be successful.

Along with parent organizations such as PTA, parents will have access to school facilities through the on-campus Parent Center, Coffee with the Principal Program, and various community meetings that come up from time to time.

In addition to maintaining a parent representative on the Board and the parent participation on the PTA, parents will be strongly encouraged to contribute volunteer time to our charter school. The principal shall maintain comprehensive list of volunteer opportunities including but not limited to the following; volunteering in the classroom/school, small group assistance, attending parent-teacher conferences, attendance at charter school board meetings, participation in planning and attending of fundraising activities.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and the District's Uniform Complaint Procedures.

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

Charter School shall provide the appropriate Local District and the Charter Schools Division with copies of all collective bargaining waivers and/or exemptions within 10 days of the execution date of the waiver/exemption.

Charter School shall notify the appropriate Local District and the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Local District in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Local District immediately of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Charter School shall comply with and implement all District policies and procedures related to the creation, use, maintenance, storage, and transfer of student records.

When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, 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, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements (subject to an applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing.

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions regarding salaries, classifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

Selection of the principal shall remain the purview of the LAUSD Superintendent.

Certificated Personnel

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

Classified Personnel

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the current merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified 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 in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergencies, as they may be changed from time. Charter School shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to child abuse and neglect reporting and awareness training, and employee-to-student sexual abuse.

HEALTH, SAFETY AND EMERGENCY PLAN

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergencies, including but not limited to the creation, maintenance, and implementation of a Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures.

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon District request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its administrators, other staff, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

As a District affiliated charter school, in order to protect and promote the health and safety of pupils and staff, Charter School, including its staff, contractors (vendors), and volunteers, shall adhere to the policies and procedures of the District related to fingerprinting and criminal background clearances.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all staff, contractors (vendors), and volunteers adhere to the policies and procedures of the District related to tuberculosis examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of pupils as a condition of attendance and screening for vision, hearing, and scoliosis.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Ed. Code section 234 et seq.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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 District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. Integration Program resources currently provided to certain District affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and/or other reasons, at the sole discretion of the District.

FEDERAL PROGRAM COMPLIANCE

As part of the District, which is a recipient of federal funds, Charter School shall meet all programmatic, fiscal, and other regulatory requirements of the Every Student Succeeds Act (i.e., the reauthorized Elementary and Secondary Education Act), as it may be amended from time to time.

ELEMENT 8 – ADMISSION REQUIREMENTS

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

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(2)(A)). As an existing District school that has converted to become a District affiliated charter school, Charter School’s first priority is to admit students who reside in the former attendance boundary of the school. (See Ed. Code § 47605(d)(1)). If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(d)(2)(B)). Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School shall have first priority admission preference and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(d)). The school shall provide a second priority admission preference for prospective students residing within LAUSD boundaries, but not residing within the attendance area of Charter School. (Ed. Code § 47605(d)(2)(B)).

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist. As seats become available, Charter School shall fill the seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

In the event that the total enrollment of Charter School approaches the school’s operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance boundary of the school, Charter School shall immediately consult and coordinate with its Local District administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within the school’s former attendance boundary who wish to attend.

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School’s lottery and enrollment process, the student may be withdrawn and referred back to his/her school of residence in accordance with District policy. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

School Specific Provisions for Beckford Charter

Beckford Charter for Enriched Studies will conduct three prospective parent tours per school year; in February, March, and April. Student enrollment for the upcoming school year will begin annually to correspond with the Open Enrollment Period for the District, typically from mid-March to early May. Interested families may receive application and enrollment information at the tour, on the Beckford website, or by visiting or calling the Beckford school office.

Lottery Procedures

Regardless of whether it expects to reach its capacity, Beckford shall conduct a lottery to establish a waitlist from which it can draw in the event it does not reach its capacity. At the end of the application period, the names of non-resident applicants will be organized by applicant, address, and grade level and a lottery shall be conducted in the following manner:

First, lottery applicants will be divided into two groups: one for students residing outside of Beckford's boundaries, but within LAUSD boundaries, and one for students residing elsewhere within the state of California. Within each of these groups, the students will be subdivided by the grade for which they are applying, (one subgroup at a time). The lottery will be held on Beckford's campus. Family members of lottery applicants and any other members of the public are welcome to attend, but attendance is not required. The school administrator and a representative from Beckford's Governance Council shall conduct the random drawing of names from the box to establish grade-level wait lists in the following manner:

First, the names of all Kindergarten student applicants who reside within LAUSD boundaries, but outside of Beckford's boundaries, will be randomly drawn and placed on a Kindergarten wait list.

Non-resident students applying after the Application Period shall be added to their respective waitlists in the order of application.

After the Lottery, families of applicants may call the school or come to the office in person to inquire about their child's position on the waitlist. The waitlists for each grade level shall be held in the Carpenter office, accessible only to office staff and administration. Lottery preference will be given first to pupils that reside within LAUSD attendance are and to students currently attending Beckford Charter and their siblings. Beckford Charter will designate a deadline, and all interested students will be considered for the public random drawing

If, at the beginning of or during the school year, space becomes available, Beckford administration may offer enrollment to students in order from the grade-level waitlists. An administration representative will contact these prospective students' families by phone and notify them of the open position and also notify them when application materials will be due. The prospective student's family will have 48 hours to reply.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

If Charter School offers an SAS Program, it shall not consider any student's eligibility or interest in the program in determining admission to Charter School. Once a student has been admitted/enrolled in Charter School, Charter School may accept and process an application from the student per SAS Program participation guidelines.

MAGNET PROGRAM

If Charter School offers a District Magnet Program, Charter School shall comply with the admissions rules and procedures established by the District's Court-ordered Integration Program consistent with the Crawford court order.

HOMELESS AND FOSTER YOUTH

Charter School shall 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. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, 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, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

GENERAL PROVISIONS

The fiscal operations of Charter School, a District affiliated charter school, will be supervised by LAUSD. Charter School will not have a separate audit but will be included in the annual audit for LAUSD. Charter School shall adhere to all District financial policies and procedures, including but not limited to, policies and procedures related to procurement, student body funds, student store, payroll, imprest funds, payment approval for goods and services.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to student discipline and behavior.

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall implement alternatives to suspension and expulsion, especially in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Charter School acknowledges that the District’s 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 other due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

STUDENTS WITH DISABILITIES

Charter School shall implement District policies and procedures ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be determined in coordination with the appropriate LAUSD Special Education Service Center and/or other appropriate District office.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows 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 District policies and procedures. An IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504

Plan, Charter School's 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 School's failure to implement 504?

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District's Student Information System and shall make such outcome data readily available to the Charter Schools Division upon request.

READMISSION

Charter School shall comply with all District policies and procedures related to requests for readmission by students expelled from Charter School.

GUN FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

A student residing within the territorial boundaries of the District who opts not to attend Charter School may contact the appropriate Local District to seek assistance in enrolling in another District school. Alternatively, the student may pursue an inter-district transfer in accordance with current enrollment and transfer policies of the District, or seek enrollment at another charter public school.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

As a District affiliated charter school, all administrators, faculty and staff of Charter School are LAUSD employees. All such employees will be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

Charter School agrees to resolve any claim, controversy or dispute (“Dispute”) arising out of or relating to the Charter, except for any claim, controversy or dispute that is in any way related to revocation of this Charter, pursuant to the terms of this Element 14.

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

- 1) Notification of 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 District by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School: Beckford Charter for Enriched Studies
c/o School Principal
19130 Tulsa Street
Northridge, Ca 91326

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

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place 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 Charter School. 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 the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified 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 Superintendent or his/her designee.

ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER

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

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

ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

In order to close Charter School, the LAUSD Board of Education must take a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School’s request to revert to a District traditional school.

In the event of a Closure Action, unless express LAUSD Board action directs otherwise, Charter School shall revert to a District traditional school.

REVOCATION OF THE CHARTER

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

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

Pursuant to AB 97, Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation,

unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request authorization to revert voluntarily to a District traditional school, Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for processing a request to revert to a District traditional school.

CLOSURE PROCEDURES

In the event of a Closure Action, Charter School shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the LAUSD Board of Education. To the extent that they are not already District property or rights, all assets of Charter School shall be automatically transferred to LAUSD. The District reserves the right to conduct a close out audit or other audit.

Charter School shall issue written notification of the school's closure as a District affiliated charter school, and reversion to a District traditional school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District affiliated charter school and information regarding how to enroll or transfer the student to an appropriate school. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the CSD.

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

ADDITIONAL PROVISIONS

FACILITIES

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Charter School shall adhere to all applicable district, state, and federal laws, regulations, and policies regarding facilities.