



LOS ANGELES UNIFIED SCHOOL DISTRICT

CALABASH CHARTER ACADEMY
A DISTRICT AFFILIATED CHARTER SCHOOL
23055 EUGENE STREET
WOODLAND HILLS, CA 91364

Renewal Petition

Submitted
March 14, 2016

TERM OF PROPOSED CHARTER

JULY 1, 2016 TO JUNE 30, 2021

TABLE OF CONTENTS

| | |
|---|----|
| Assurances and Affirmations | 3 |
| Element 1 – The Educational Program | 4 |
| Element 2 – Measurable Pupil Outcomes and | |
| Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured | 60 |
| Element 4 – Governance | 66 |
| Element 5 – Employee Qualifications | 74 |
| Element 6 – Health and Safety Procedures | 76 |
| Element 7 – Means to Achieve Racial and Ethnic Balance | 77 |
| Element 8 – Admission Requirements | 78 |
| Element 9 – Annual Financial Audits | 81 |
| Element 10 – Suspension and Expulsion Procedures | 82 |
| Element 11 – Employee Retirement Systems | 84 |
| Element 12 – Public School Attendance Alternatives | 85 |
| Element 13 – Rights of District Employees | 86 |
| Element 14 – Mandatory Dispute Resolution | 87 |
| Element 15 – Exclusive Public School Employer | 88 |
| Element 16 – Charter School Closure Procedures | 89 |
| Additional Provisions | 91 |

ASSURANCES AND AFFIRMATIONS

Calabash Charter Academy (also referred to herein as “Calabash Charter Academy” “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: | <i>Esther Gillis</i> |
| • The address of Charter School is: | <i>23055 Eugene Street Woodland Hills, CA 91364</i> |
| • The phone number for Charter School is: | <i>818-224-4430</i> |
| • Charter School is located in LAUSD Board District: | <i>4</i> |
| • Charter School is located in LAUSD Local District: | <i>Northwest</i> |
| • The grade configuration of Charter School is: | <i>TK-5</i> |
| • The number of students in the first year of this Charter will be: | <i>435</i> |
| • The grade levels of the students in the first year will be: | <i>TK-5</i> |
| • Charter School’s scheduled first day of instruction in 2016-2017 is: | <i>August 16, 2016</i> |
| • 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). | <i>465</i> |
| • The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: | <i>Single Track</i> |
| • The bell schedule (start and end of day) for Charter School will be: | <i>8:00am-2:28pm</i> |
| • The term of this Charter shall be from: | <i>July 1, 2016 to June 30, 2021</i> |

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

The Calabash Charter Academy site (the former Calabash Street School) is located in the West San Fernando Valley. Calabash has the distinction of being one of the smallest schools and lies on the western border of LAUSD boundaries. The school opened in 1959.

In the immediate geographic area of Calabash, there are 58 private, independent charter schools, public schools with both LAUSD and Las Virgenes Unified School options available for families that reside within a 5-mile radius of our school (see Figure 1). Calabash is essentially competing to maintain its status as the highest quality education available for 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 that 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 options presumed to offer better educational programs, including private schools, smaller high performing schools in the district, and magnet programs. During the 2009-2010 school year, our enrollment was a low 332. Our enrollment has steadily increased since the school became a charter in 2011. Calabash continues to attract a high number of neighborhood children and annually maintains a waiting list of over 200 non-resident students every year.

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

Figure 1: Elementary Schools Within a 5-Mile Radius of Calabash Charter Academy

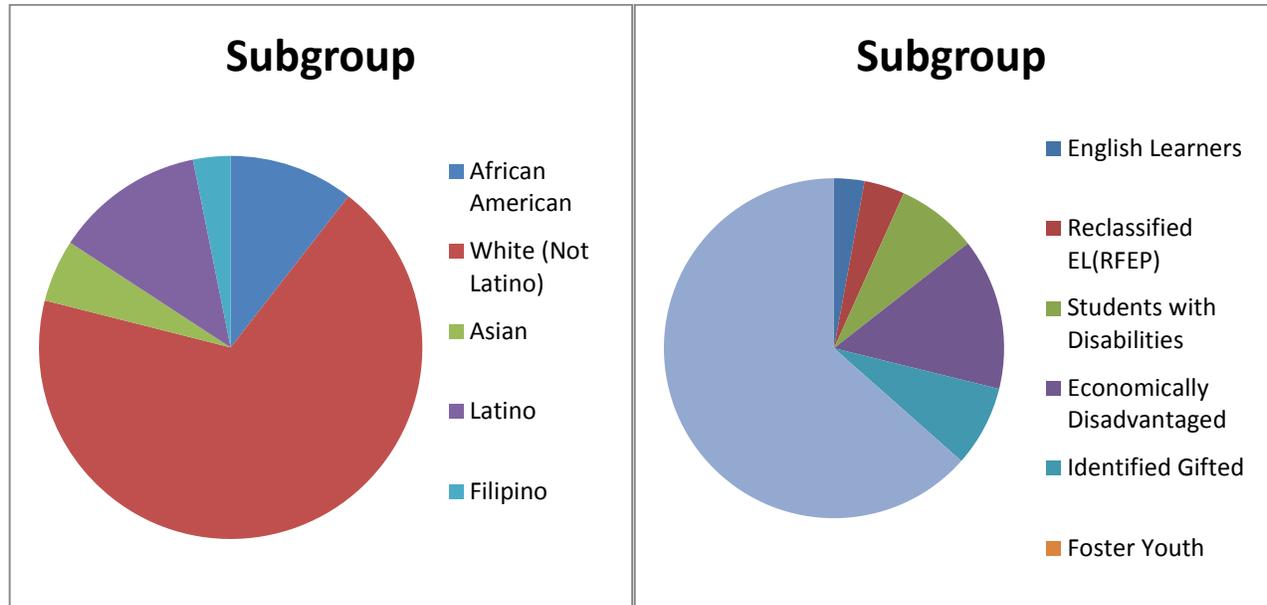
| Name of School | Private | Public | 2013 Growth API score (if available) |
|--------------------------------------|---------|--------|---|
| Adat Y'Shua Academy | X | | |
| Academy for Enriched Studies | | X | |
| Agbu Manoogian-Demirdjian School | X | | |
| Bay Laurel Elementary | | X | 914 |
| Bertand Avenue Elementary | | X | |
| Blythe Street Elementary | | X | |
| Boulevard School | X | | |
| Calvert Charter for Enriched Studies | | X | 804 |
| Cantara Street Elementary | | X | |
| Canoga Park Elementary | | X | |
| Canoga Park Lutheran School | X | | |
| Chaparral Elementary | | X | 908 |
| Child's World | X | | |
| Chime Charter | | X | 815 |
| Garden Grove Elementary | | X | |
| Green Gables School | X | | |
| Hamlin Street Elementary | | X | 865 |
| Hart Street Elementary | | X | 703 |
| Haynes Elementary | | X | 909 |

| | | | |
|--|----|----|-----|
| Ivy Academia | | X | 822 |
| Justice Street Academy Charter | | X | |
| Kadima Hebrew Academy | X | | |
| Kirk O'The Valley School | X | | |
| Lycee International De Los Angeles West Valley | X | | |
| Limerick Avenue Elementary | | X | |
| Lockhurst Drive Elementary | | X | 868 |
| Lupin Hill Elementary | | X | |
| Melvin Avenue Elementary | | X | |
| Multicultural Learning Center | X | | |
| Nestle Avenue Charter | | X | |
| Nevada Avenue Elementary | | X | |
| N.E.W. Academy Canoga Park | | X | |
| Newcastle Elementary | | X | |
| Our Lady of the Valley | X | | |
| Parkhill School | X | | |
| Pinecrest Woodland Hills School | X | | |
| Pomelo Community Charter | | X | |
| Reseda Elementary | | X | |
| Round Meadow Elementary School | | X | 902 |
| Serrania Avenue Elementary | | X | 879 |
| Shepherd of the Valley Lutheran School | X | | |
| Shirley Avenue Elementary | | | |
| Stanley Mosk Elementary | | X | |
| St. Bernardine of Sienna School | X | | |
| St. Catherine of Siena School | X | | |
| St. Mel School | X | | |
| Stepping Stone Montessori School | X | | |
| Sunny Brae Avenue Elementary | | X | |
| Tarzana Elementary | | X | |
| Topanga Learn-Charter Elementary | X | | |
| Vanalden Avenue Elementary | | X | |
| Viewpoint School | X | | |
| Welby Way Elementary | | X | 961 |
| West Valley Christian School | X | | |
| Wilbur Charter for Enriched Academics | | X | |
| Winnetka Avenue Elementary | | | |
| Woodcrest Schools | X | | |
| Woodlake Elementary Community Charter | | X | 878 |
| Woodland Hills Charter Academy | | X | 968 |
| Woodland Hills Private School | X | | |
| Total Area Schools | 23 | 35 | 58 |

STUDENT POPULATION TO BE SERVED

At present, Calabash Charter Academy serves 435 students in transitional kindergarten through fifth grade. Our student body is ethnically, racially, linguistically, culturally, and economically diverse and represents local communities of Woodland Hills, West Hills, Canoga Park, and other surrounding areas.

The student population we serve is as diverse as the make-up of the city of Los Angeles: 65% of the students are classified as White, 12% Latino, 10% African American, 5% Asian, and 3% Filipino.



In addition, our school's educational program serves students of all abilities. Approximately 8% of our students are identified as Gifted and Talented, 3% as English Language Learners, 8% Special Education students, and 15% Socio-Economically Disadvantaged. This diversity can be a challenge; however, at Calabash Charter Academy, we believe that every student, no matter what their background, has the potential to meet or exceed academic standards.

Calabash teachers fulfill the requirements for GATE credentials and meet the needs of our high achieving and high ability students. Our GATE population of 8% in 2014-2015 exceeds the LAUSD average of 6%.

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA

Address: 23055 Eugene St., Woodland Hills CA 91364

| LAUSD Schools | # of Students [2014] | % Students Eligible for Free/ Reduced Lunch | % of Special Ed. Students | % of English Learners | % Major Ethnicity #1 | % Major Ethnicity #2 | % Major Ethnicity #3 | 2013 Growth API | Met Schoolwide Growth Target? | Met Subgroup Growth Targets? | 2011-2013 API 3 Year Average | 2013 API Statewide Rank | 2013 API Similar Schools Rank | 2013-2014 School Performance Framework Classification (SPF) |
|------------------------|-----------------------------|--|----------------------------------|------------------------------|-----------------------------|-----------------------------|-----------------------------|------------------------|--------------------------------------|-------------------------------------|-------------------------------------|--------------------------------|--------------------------------------|--|
| Calabash | 430 | 19% | 9% | 5% | White 67% | Latino 13% | Af. Am. 11% | 888 | Yes | Yes | 882 | 9 | 5 | Achieving |
| Canoga Park | 820 | 92% | 10% | 58% | Latino 90% | Asian 4% | White 3% | 752 | No | Yes | 754 | 3 | 4 | Watch |
| Capistrano | 417 | 70% | 17% | 31% | Latino 57% | Asian 20% | White 16% | 861 | N/A | N/A | N/A | 8 | 9 | Achieving |
| Hamlin | 466 | 41% | 9% | 26% | Latino 32% | White 30% | Asian 27% | 865 | Yes | Yes | 876 | 8 | 7 | Watch |
| Hart | 857 | 87% | 10% | 68% | Latino 90% | White 4% | Asian 3% | 703 | No | No | 724 | 1 | 1 | Watch |
| Haynes | 413 | 22% | 11% | 2% | White 62% | Asian 19% | Latino 12% | 909 | Yes | Yes | 909 | 9 | 6 | Achieving |
| Justice | 389 | 29% | 13% | 3% | White 43% | Latino 33% | Asian 14% | 901 | Yes | Yes | 888 | 9 | 4 | Achieving |
| Lockhurst | 326 | 19% | 18% | 14% | White 53% | Latino 25% | Asian 16% | 868 | Yes | Yes | 863 | 8 | 2 | Watch |
| Nevada | 472 | 91% | 12% | 42% | Latino 78% | Asian 9% | White 6% | 811 | Yes | Yes | 801 | 5 | 8 | Service & Support |
| Pomelo | 649 | 13% | 14% | 4% | White 63% | Asian 16% | Latino 15% | 876 | Yes | Yes | 888 | 8 | 1 | Achieving |
| Shirley | 553 | 75% | 15% | 25% | Latino 82% | White 10% | Asian 4% | 824 | Yes | No | 833 | 6 | 8 | Watch |
| Vanalden | 403 | 72% | 15% | 29% | Latino 71% | White 16% | Asian 5% | 850 | Yes | Yes | 827 | 7 | 7 | Achieving |
| Woodlake | 509 | 18% | 11% | 13% | White 54% | Latino 20% | Asian 16% | 878 | Yes | Yes | 872 | 8 | 2 | Achieving |
| Charter Schools | # of Students [2014] | % Students Eligible for Free/ Reduced Lunch | % of Special Ed. Students | % of English Learners | % Major Ethnicity #1 | % Major Ethnicity #2 | % Major Ethnicity #3 | 2013 Growth API | Met Schoolwide Growth Target? | Met Subgroup Growth Targets? | 2011-2013 API 3 Year Average | 2013 API Statewide Rank | 2013 API Similar Schools Rank | 2013-2014 School Performance Framework Classification (SPF) |
| Ingenium | 407 | 83% | 5% | 23% | Latino 70% | White 9% | Af. Am. 5% | 773 | No | No | 792 | 4 | 1 | N/A |
| Ivy Academia | 1154 | 12% | 9% | 6% | White 33% | Latino 29% | Af. Am. 9% | 822 | Yes | No | 844 | 7 | 7 | Achieving |
| NEW Academy | 481 | 91% | 8% | 47% | Latino 92% | White 2% | Asian 1% | 814 | Yes | No | 817 | 6 | 7 | Service & Support |

GOALS AND PHILOSOPHY

Mission and Vision

Mission Statement

At Calabash Charter Academy, our mission is to provide our students with a well-rounded educational experience, while emphasizing the importance of being a responsible, respectful, helpful, and safe member of our Calabash family and community.

Our Motto

Calabash Charter Academy: *Shaping the future, one child at a time.*

Vision Statement

At Calabash Charter Academy, our vision is part of a diverse school community, committed to providing an excellent, strong, and challenging academic program in an enriching environment with high expectations for each student to reach their individual potential as a responsible, contributing member of our society.

- Integrate the arts, movement, health, and technology into a standards-based curriculum to create a well-rounded child, capable of achieving his/her full potential within a developmentally appropriate, child-centered program.
- Includes hands-on, investigative learning with indoor and outdoor inquiry based science and computer labs, library media center, and special offsite fieldwork (Pali Outdoor Education in its 12th consecutive year).
- Places an emphasis on multi-disciplinary, project-based learning which encourages students to make real world connections across the disciplines (STEAM), thus creating lifelong learners.
- Develops and advances best practices for engaging students and parents, training teachers, promoting educational excellence, collaboration, and innovation.
- Highlights social and community values that nurture self-esteem and respect for self and others.
- Focuses on the health and well-being of all students to maximize academic achievement and social/emotional growth.
- Purposefully involves all stakeholders—parents, students, faculty, administration, and local community partners—in the continuous growth and success of our school.

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

To be an effective citizen the 21st Century, students must be able to exhibit a range of functional, critical and healthy thinking skills related to information, media, and technology. This requires knowledge and expertise that is mastered through problem solving, communication, collaboration, and self-awareness. A student today must be able to adapt efficiently in order to work and contribute to the ever-changing social and global society. The new millennium was ushered in by a dramatic

technological revolution. We now live in an increasingly diverse, globalized, and complex, media-saturated society. According to Dr. Douglas Kellner at UCLA, this technological revolution will have a greater impact on society than the transition from an oral to a print culture (Kellner, Douglas; *New Media and New Literacies: Reconstructing Education for the New Millennium*). A well-educated person in the 21st century needs to have the following six survival skills advocated by Tony Wagner in his book, The Global Achievement Gap:

- Critical Thinking and Problem Solving
- Collaboration across Networks and Leading by Influence
- Agility and Adaptability Initiative and Entrepreneurialism
- Effective Oral and Written Communication
- Accessing and Analyzing Information
- Curiosity and Imagination

In addition to the rapid advances of technology, the United States has had dramatic change in its economic structure. Students must be prepared with skills of creativity and innovation in order to become successful contributing adults. "Because other nations have, and probably will continue to have, the competitive advantage of a low wage structure, the United States must compete by optimizing its knowledge-based resources, particularly in science and technology, and by sustaining the most fertile environment for new and revitalized industries and the well-paying jobs they bring" (*Rising Above the Gathering Storm, Committee on Prospering in the Global Economy of the 21st Century: An Agenda for American Science and Technology* National Academy of Sciences, National Academy of Engineering, Institute of Medicine, 2007).

Goals of the Calabash Charter Academy

The primary goal for Calabash Charter Academy is to provide an engaging, innovative instructional program which challenges all students to become confident 21st Century Learners. We wish to accomplish the following:

- Maximize student success, based on state academic standards and additional assessment techniques (performance and district interim assessment, differentiated assignments, student-led conferencing, and student portfolios).
- Expand multiple modality learning opportunities for all students, with an emphasis on enriched learning experiences, differentiated for subgroups (children identified below grade level, Gifted and Talented, Special Needs, and English Language Learners).
- Promote the use of assessment data to plan innovative instruction using progressive teaching methods, and to create a highly qualified staff through targeted professional development.
- Actively encourage the West Valley community to participate in opportunities that shape the dynamic learning environment at Calabash Charter Academy (Science Fair, Scholar Museum, Wings Over Wendy's, and Community Worker Presentations).
- Through thoughtful, thorough ongoing communication and articulation with neighboring middle and high schools, Calabash will continue to build the foundation for an outstanding public education for all its students.

How Learning Best Occurs

Learning best occurs when all teachers, parents, and community members fulfill their joint, collaborative responsibility to provide a culture of education that challenges and nurtures the development of every child. Calabash Charter Academy will provide each student a wide-range of opportunities to broaden their learning, in order to become successful, contributing citizens in our community and the world at large. We will work with the community to provide additional enriching opportunities for our students; ballroom dance, art, drama, horticulture, music, movement, as well as technology and media resources. At Calabash, our focus is on educating the whole child (socially, emotionally, and academically). We need to redefine what a successful learner is and how we measure success (<http://www.wholechildeducation.org/>).

Working together fosters an atmosphere focused upon the importance of education, which in turn inspires shared learning. Our job, as effective educators, is to instill a love for learning within the heart of each of our students. "Learning is effective when it creates a learner's appetite for more learning and an insatiable desire to share the learning with others" (*The Dirt on Learning* by Thom & Joanie Schultz, p. 46). Learning best occurs when all stakeholders have a voice and that voice is respected. Students, teachers, parents, support staff, and community members are all encouraged and appreciated for their efforts to make Calabash Charter Academy an amazing place to receive an education.

Learning best occurs when project-based curriculum is aimed at engaging students in addressing real-world problems, issues important to humanity, and questions that matter. The study, by the Cognition and Technology Group at Vanderbilt University (*Educational Psychologist*, 27 (3): 291-315), examined student competence in basic math, word problems, planning capabilities, attitudes, and teacher feedback. Students who had experience in the project-based work were more successful in all categories.

First, we must continue to maintain a high level of student interest in learning, by helping and supporting them to see the real-world connections and applications of their educational experiences. Renate Caine illustrates on p. 113 of her book *Making Connections*, one interactive element that is essential to learning: "Teachers must immerse learners in complex, interactive experiences that are both rich and real."

Second, we must instill and ignite a student's curiosity, which is fundamental to lifelong learning. "*Curiosity and thus learning thrive when connected to and/or emergent from contexts which are familiar and meaningful to the learner*" (*From Teaching to Mentoring* by Lee Herman and Alan Mandell).

Third, we must be flexible and dynamic in how and what we teach. "Differentiation in response to student readiness does not suggest we abandon the curriculum, but rather that we adapt our teaching in ways to make the curriculum appropriately challenging for a range of learners" (*Differentiation in Practice* by Carol A. Tomlinson and Cindy A. Strickland).

Fourth, we must motivate learners to be resourceful, so that they will continue to question and to learn outside the formal school day. "What you learned in the classroom should now be a foundation for a journey of lifelong learning," emphasized Kern Community College District Trustee Stu Witt (Commencement Speech, Cerro Coso Community College, May 14, 2011).

Fifth, we must provide an atmosphere where learning is fun. Renowned psychiatrist William Glasser has written and spoken about the strong connection between fun and learning. "Fun is the genetic payoff for learning." Glasser's Choice Theory identifies fun as a basic need that drives human behavior.

Learning best occurs when students are engaged. The traditional picture of a classroom is a roomful of students sitting quietly at their desks while the teacher does all the talking. Today, we know that is not how learning best occurs. The person doing the most learning is the one doing the most talking {Bruner (1986) and Vygotsky (1978)}. At Calabash, we want our *students* to TALK! To accomplish this, we utilize a variety of instructional strategies. These strategies include; SDAIE, Sandra Kaplan's Depth and Complexity, Marcia Tate's Brain Based Learning, Number Talks, and Talk Moves. We pair up, team up and get students moving - being sensitive to different learning styles and modalities. Rather than teacher created questioning, our inquiry based learning requires a student driven questioning environment. This environment is fun and engaging, thus making learning meaningful and memorable.

Variety is essential for learning to take place (John Dewey, Jean Piaget). At Calabash, we purposefully plan and execute interdisciplinary lessons with experimentation, research projects, field trips, visual context, online learning (discussion forums), class discussions, wikis and blogs to enable learners to actively create and share knowledge. Children learn best when they are allowed to construct a personal understanding based on experiencing things and reflecting on those experiences (http://www.thirteen.org/edonline/concept2class/constructivism/index_sub5.html).

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), 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 #L: BASIC SERVICES

| ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable) | SPECIFIC ANNUAL ACTIONS | MEASURABLE OUTCOMES | | | | | |
|---|--|--|-----------|-----------|-----------|-----------|-----------|
| | | Method for Measuring: Annual Review of School Compliance with Credentialing and Assignment Requirements. | | | | | |
| | | Baseline | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| The school will assign 100% of teachers in accordance with their credentials, including subject matter and EL authorizations. | Annual review of school compliance with credentialing, assignment requirements, and of teacher hiring procedures by Principal. | 100% | 100% | 100% | 100% | 100% | 100% |

ACCESS TO INSTRUCTIONAL MATERIALS

STATE PRIORITY #L: BASIC SERVICES

| ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable) | SPECIFIC ANNUAL ACTIONS | MEASURABLE OUTCOMES | | | | | |
|--|---|--|--|--|--|--|--|
| | | Method for Measuring: Annual Williams Instructional Materials Review and Certification Process/Annual Budget Review/Annual Inventory | | | | | |
| | | Baseline | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| <ul style="list-style-type: none"> The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter. 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. Each student with an IEP will have full access to all instructional materials to participate fully in the program set forth in the IEP.. | <ul style="list-style-type: none"> Annual Williams Instructional materials review and certification process. Annual budget review and planning to ensure funds are available for instructional materials. Annual review of ELD and special education programs to identify and obtain all instructional materials needed. (Principal and ELD Coordinator and Resource Specialist) Provide a collection of technology for teacher check-out to provide students with disabilities access to core instructional materials Provide consumable materials/textbooks for all students for English Language Arts, mathematics, Social Studies, Science, Health, updates library materials and physical education equipment per student suggestions Provide additional district-approved Common Core instructional materials, applications for iPods, and a collection of grade level and developmental appropriate non-fiction informational texts, on an in-school check-out basis, for various reading and instructional activities | Schoolwide 100% EL: 100% Students w/ IEP's: 100% | Schoolwide 100% EL: 100% Students w/ IEP's: 100% | Schoolwide 100% EL: 100% Students w/ IEP's: 100% | Schoolwide 100% EL: 100% Students w/ IEP's: 100% | Schoolwide 100% EL: 100% Students w/ IEP's: 100% | Schoolwide 100% EL: 100% Students w/ IEP's: 100% |

FACILITIES MAINTENANCE
STATE PRIORITY #L: BASIC SERVICES

| ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable) | SPECIFIC ANNUAL ACTIONS | MEASURABLE OUTCOMES | | | | | |
|---|---|---|--|--|--|--|--|
| | | Method for Measuring: Internal and District Annual Review | | | | | |
| | | Baseline | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| The school will achieve and maintain an overall “good” rating or better on annual review(s) of school facilities. | <ul style="list-style-type: none"> Internal and/or District annual review(s) of the state and condition of its facilities. Ongoing maintenance and repair log, with bi-annual inspection of school facilities by Plant Manager and Principal. | “Good” or better rating on annual review | “Good” or better rating on annual review | “Good” or better rating on annual review | “Good” or better rating on annual review | “Good” or better rating on annual review | “Good” or better rating on annual review |

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: CAASPP SBAC CELDT and/or ELPAC | | | | | |
| | | Baseline | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| Consistent with the charter, the school will annually increase the number of students achieving proficiency level and above as measured by the CAASPP SBAC English Language Arts and Mathematics assessments. | <ul style="list-style-type: none"> The school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards – driving educational program in order to (1) yield improved academic performance outcomes for all students, including English Learners, (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. Annual review and modification of English Language acquisition program for English Learners to ensure adequate yearly progress and access to core curriculum. Ensure programs for English Learners are designed to include the new California ELD Standards. Provide paraprofessional to work under the direction of a highly qualified teacher to provide intervention services to students, English Learners, Foster students, and low-income students as well as other at-risk students to increase their achievement levels. Provide day-to-day subs to provide additional assistance for teachers and additional intervention to raise student achievement, working as an intervention teacher. | Schoolwide CAASPP Benchmark Levels of Performance English Learners CAASPP Benchmark Levels of Performance Meet or exceed AMAO 1 target(s) | Schoolwide CAASPP Benchmark Levels of Performance English Learners CAASPP Benchmark Levels of Performance Meet or exceed AMAO 1 target(s) | Schoolwide CAASPP Benchmark Levels of Performance English Learners CAASPP Benchmark Levels of Performance Meet or exceed AMAO 1 target(s) | Schoolwide CAASPP Benchmark Levels of Performance English Learners CAASPP Benchmark Levels of Performance Meet or exceed AMAO 1 target(s) | Schoolwide CAASPP Benchmark Levels of Performance English Learners CAASPP Benchmark Levels of Performance Meet or exceed AMAO 1 target(s) | Schoolwide CAASPP Benchmark Levels of Performance English Learners CAASPP Benchmark Levels of Performance 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: LAUSD Parent School Experience Survey | | | | | |
| | | Baseline | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| <p>The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four workshops annually.</p> <p>2) I am a partner with this school in decisions made about my child's education.</p> <p>(3) The school provides me with information (verbal and written) I can understand.</p> <p>(4) School staff takes my concerns seriously.</p> <p>(5) This school provides opportunities to help me support my child's learning.</p> | <ul style="list-style-type: none"> * Maintain an effective program for interactive parent and family involvement that includes meaningful opportunities for providing and gathering parental input for decision-making, sharing and receiving information, and teaching and learning how to support the educational program. * Provide guidelines for parents to express and resolve concerns, in accordance with the charter. Teachers will plan and provide literacy and mathematics workshops to help parents support their children's academic success. * Provide copies of data and other information as well as refreshments for advisory groups, particularly groups representing English Learners * Provide programs for parents, including literacy, mathematics, and science family workshops to help parents support their children's academic progress at home and serve as liaison to build strong partnership between home and school * Provide opportunities for parents to build education literacy by attending conferences on current and relevant academic topics such as Common Core State Standards and needs of English Learners. | 36% | 39% | 42% | 45% | 48% | 51% |

STATEWIDE ASSESSMENTS
STATE PRIORITY #4: STUDENT ACHIEVEMENT

| ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable) | SPECIFIC ANNUAL ACTIONS | MEASURABLE OUTCOMES Method for Measuring: CAASP SBAC | | | | | |
|--|---|--|---|---|---|---|---|
| | | 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 assessment. | <p>The school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards – driven educational program in order to (1) yield improved academic performance outcomes for all students, including English Learners, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development.</p> <p>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.</p> | <p>Schoolwide: CAASSP Benchmark Levels of Performance</p> <p>English Learners: CAASSP Benchmark Levels of Performance</p> <p>Low Income Students: CAASSP Benchmark Levels of Performance</p> <p>Foster Youth: CAASSP Benchmark Levels of Performance</p> | <p>Schoolwide: >=1% above benchmark proficiency levels</p> <p>English Learners: CAASSP >=1% above benchmark proficiency levels</p> <p>Low Income Students: >=1% above benchmark proficiency levels</p> <p>Foster Youth: >=1% above benchmark proficiency levels</p> | <p>Schoolwide: >=2% above benchmark proficiency levels</p> <p>English Learners: CAASSP >=2% above benchmark proficiency levels</p> <p>Low Income Students: >=2% above benchmark proficiency levels</p> <p>Foster Youth: >=2% above benchmark proficiency levels</p> | <p>Schoolwide: >=3% above benchmark proficiency levels</p> <p>English Learners: CAASSP >=3% above benchmark proficiency levels</p> <p>Low Income Students: >=3% above benchmark proficiency levels</p> <p>Foster Youth: >=3% above benchmark proficiency levels</p> | <p>Schoolwide: >=4% above benchmark proficiency levels</p> <p>English Learners: CAASSP >=4% above benchmark proficiency levels</p> <p>Low Income Students: >=4% above benchmark proficiency levels</p> <p>Foster Youth: >=5% above benchmark proficiency levels</p> | <p>Schoolwide: >=5% above benchmark proficiency levels</p> <p>English Learners: CAASSP >=5% above benchmark proficiency levels</p> <p>Low Income Students: >=4% above benchmark proficiency levels</p> <p>Foster Youth: >=5% above benchmark proficiency levels</p> |

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: API (CDE) or Equivalent | | | | | |
|--|---|---|---|---|---|---|---|
| | | Baseline | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| The school will meet or exceed state targets (or locally determined equivalent targets while state is developing the new state target) schoolwide, for English Learners, low-income students, foster youth, and for all numerically significant subgroups, as required by law and the charter. | <p>See Statewide Assessments above.</p> <p>During the period that state standardized test data is unavailable, and consistent with the charter, the school will use the grade-level appropriate internal benchmark assessments (e.g., DIBELS, curriculum-based assessments, and periodic assessments) described in the charter, together with historical data, to estimate/calculate growth API-equivalents schoolwide and for all numerically significant subgroups in order to measure progress towards and achievement of this goal.</p> | Not currently available | Will meet or exceed state targets schoolwide and for all numerically significant subgroups. | Will meet or exceed state targets schoolwide and for all numerically significant subgroups. | Will meet or exceed state targets schoolwide and for all numerically significant subgroups. | Will meet or exceed state targets schoolwide and for all numerically significant subgroups. | Will meet or exceed state targets schoolwide 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 |
| Not applicable | | n/a | n/a | n/a | n/a | n/a | n/a |

**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: Annual CELDT and/or ELPAC | | | | | |
|--|---|--|------------------|------------------|------------------|------------------|------------------|
| | | Baseline | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| The school will increase the number of English Learners who make adequate annual progress by 1% each year. | <p>Based on analysis of current and historical AMAO 1 (CELDT) results, the school has determined that it needs to improve the number of English Learners who make adequate yearly progress toward language proficiency.</p> <p>CELDT Proficiency: 2012: NA 2013: 33% 2014: 30% 2015: 37%</p> <p>Provide professional development opportunities to:</p> <ul style="list-style-type: none"> * Attend training (PD Teacher X) on Common Core implementation strategies for English language arts lesson design and delivery, with a focus on informational text comprehension * Participate in on-site literacy expert support and peer coaching (Day-to-Day Substitutes for release time) to evaluate, plan, and refine research-based reading intervention strategies and activities to meet the individual literacy development needs of struggling students * Implement SRA online program schoolwide to support development of life-long readers who read with fluency and comprehension * Develop a collection of grade-level and developmental-level appropriate non-fiction informational texts, on a check-out basis, for guided reading and literature circle instructional activities. * Provide all English Learners with a need-appropriate individual English/primary language dictionary to support access to core curriculum, as provided in the charter. | English Learners increase of >=3% Maintain scores above 49% | Increase of >+2% | 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: RFEF Data | | | | | |
|--|---|--|-----------|-----------|-----------|-----------|-----------|
| | | Baseline | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| The school will annually increase the number of English Learners who reclassify as Reclassified Fluent English Proficient (RFEF) by at least 2%. | <p>Monitor Long Term English Learners (LTEL's) progress (Language Acquisition Team)</p> <p>Provide paraprofessional to work under the direction of a highly qualified teacher to provide intervention services to students, English Learners, Foster students, and low-income students as well as other at-risk students to increase their achievement levels.</p> <p>Provide day-to-day subs to provide additional assistance for teachers and provide additional intervention to raise student achievement, working as an intervention teacher.</p> <p>Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas.</p> <p>Purchase ELD Common Core aligned materials.</p> | English Learners 38% | 40% | 42% | 44% | 46% | 48% |

**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 |
| Not applicable | | n/a | n/a | n/a | n/a | n/a | 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 |
| Not applicable | | n/a | n/a | n/a | n/a | n/a | 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: Student Attendance Rates | | | | | |
|--|--|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| | | Baseline | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| The school will annually increase the number of students that attend 173-180 days each school year (i.e. achieve individual attendance rate of 96% or higher). | <p>Increase annually the percent of students attending 173-180 days.</p> <p>Maintain attendance incentive programs.</p> <p>Utilize PSA counselors to contact families whose student is absent more than 7 days during the school year.</p> <p>Promote and strengthen the home-school partnership through programs and activities implemented by the staff.</p> <p>Provide additional intervention services and provide parent trainings specifically to serve the unique and individual needs of low income students and foster youth.</p> | Schoolwide 75% | Schoolwide 76% | Schoolwide 77% | Schoolwide 78% | Schoolwide 79% | Schoolwide 80% |
| | | English Learners 30% | English Learners 33% | English Learners 36% | English Learners 39% | English Learners 41% | English Learners 44% |

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. | <p>Decrease the number of students missing 16 or more school days each year.</p> <p>Maintain attendance incentive programs.</p> <p>Utilize PSA counselors to contact families whose student is absent more than 7 days during the school year.</p> <p>Promote and strengthen the home-school partnership through programs and activities implemented by the staff.</p> <p>Provide additional intervention services and provide parent trainings specifically to serve the unique and individual needs of low income students and foster youth.</p> | Schoolwide 7% | Schoolwide 6% | Schoolwide 5% | Schoolwide 4% | Schoolwide 3% | Schoolwide 2% |
| | | English Learners 30% | English Learners 33% | English Learners 36% | English Learners 39% | English Learners 41% | English Learners 44% |

| 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 |
| Not applicable | | 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 |
| Not applicable | | 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: Monthly School Suspension Data | | | | | |
| | | Baseline | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| The school will maintain the number of suspension incidents at 0% for all subgroups: 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. Implement a "Safety Monitor" program that trains and supports student leaders in serving as "Safety Monitors" to help prevent, de-escalate, and resolve conflicts and support all students. | Schoolwide 0 suspensions | Schoolwide 0 suspensions | Schoolwide 0 suspensions | Schoolwide 0 suspensions | Schoolwide 0 suspensions | Schoolwide 0 suspensions |

**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: Monthly School Expulsion Data | | | | | |
|---|---|--|------------------|------------------|------------------|------------------|------------------|
| | | Baseline | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| The school will maintain the number of expulsion incidents at 0% for all subgroups: 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. Implement a "Safety Monitor" program that trains and supports student leaders in serving as "Safety Monitors" to help prevent, de-escalate, and resolve conflicts and support all students. | Schoolwide 0% | Schoolwide 0% | Schoolwide 0% | Schoolwide 0% | Schoolwide 0% | Schoolwide 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 |
| Not applicable | | n/a | n/a | n/a | n/a | n/a | n/a |

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

| ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable) | SPECIFIC ANNUAL ACTIONS | MEASURABLE OUTCOMES Method for Measuring: Annual Review of Master Schedule and Student Schedules | | | | | |
|--|---|---|---|---|---|---|---|
| | | Baseline | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| 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, Media Lab, Dance, Music, Physical Education) to 100% of its students every year. | Conduct an annual review of the school's master schedule, student schedules, and other information. | Maintain 100% of students having access to the core subjects and the school's enrichment program. | Maintain 100% of students having access to the core subjects and the school's enrichment program. | Maintain 100% of students having access to the core subjects and the school's enrichment program. | Maintain 100% of students having access to the core subjects and the school's enrichment program. | Maintain 100% of students having access to the core subjects and the school's enrichment program. | Maintain 100% of students having access to the core subjects and the school's enrichment program. |

[OTHER STUDENT OUTCOMES]

STATE PRIORITY #8

| ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable) | SPECIFIC ANNUAL ACTIONS | MEASURABLE OUTCOMES | | | | | |
|--|---|---|-----------|-----------|-----------|-----------|-----------|
| | | Method for Measuring: Review of Teacher/Parent Surveys, Student Work Samples School- and District- based Writing Performance Assessments | | | | | |
| | | Baseline | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| <p>100% of students will use the schoolwide writing program, Write..., and math program, EngageNY, which will be taught by ALL teachers in all grade levels.</p> <p>Maintain training of all teachers and paraprofessionals in Write... and EngageNY Math.</p> <p>100% if the students have online access to BrainPop.</p> <p>Implement SRA online reading program schoolwide to support development of life-long readers who read with fluency and comprehension.</p> | <p>Provide off-site professional development for both Write...and EngageNY for all teachers, as school budget allows.</p> <p>Continue on-site training of teachers and paraprofessionals in Write... and EngageNY Math through current grade-level "experts" on staff.</p> <p>All classrooms display or have portfolios of student work samples from schoolwide writing program "Learning Headquarters" and EngageNY.</p> | <p>Maintain 100% of students being instructed and having access to the school's adopted writing program, "Learning Headquarters"</p> <p>Maintain 100% of students being instructed and having access to the school's adopted math program, EngageNY</p> | | | | | |

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

Calabash Charter Academy will serve as an academic arena to develop life-long learning in all children. The school shall provide a safe, supportive, and challenging environment that encourages students to maximize their learning {Education Week Research Center: Student Health - Highlighting the data behind nutrition, physical activity, and healthy environments, this webpage from the nation's leading education newspaper provides good resources for addressing the whole child (<http://www.edweek.org/rc/issues/student-health/>)}. Highly-qualified teachers, support personnel, and diverse classroom environments will provide optimal opportunities for every student's individual needs to be supported in their educational development. Outdoor and indoor classroom instruction will take into account the multiple modalities of learning (Gardner), the development of the whole child (Piaget, Erikson & Lev Vygotsky's), and the differences of abilities among students (Marcia Tate).

Calabash'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. Calabash 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, Calabash teachers inspire students' intrinsic motivation and build their confidence as learners. Calabash teachers have high expectations for all students. Our diverse programs ensure that all students build the skills they need to be successful in life. Because our students have access to passionate stakeholders (classroom teachers, supportive parent community, enrichment specialists, and administration team), they have role models who embody excellence, motivation, and a dedication to the joy of learning.

INSTRUCTIONAL DESIGN

Calabash teaching strategies are based upon methodologies of noted research educators, Professor Sandra Kaplan and Marcia Tate. A specialist in brain-based learning strategies for fourteen years, Tate has synthesized her research into twenty highly effective methods for delivering instruction. These methods, along with Sandra Kaplan's methodology for teaching all subject matter with greater depth and complexity for all learners, are included in student instruction at Calabash.

Focused on modifying core and differentiated curriculum to meet the diverse needs of our students, as suggested by Kaplan, is another tool utilized by Calabash staff. Teachers research the latest learning techniques, disseminate information at Professional Developments, participate in vertical and cross grade level meetings, and implement instructional best practices to propel student achievement. Grade levels will have the option of adjusting current District math/science assessments to allow students to demonstrate the depth and breadth of their knowledge. These assessments will contain more constructed, response type questions so that teachers may clearly identify areas of strength and weakness and be able to work collaboratively to adjust curriculum and assessments to meet the needs of the students. Avenues of future learning will then be planned.

The teachers of Calabash Charter Academy use current research and student data to drive instruction focusing on current teaching methodologies, while utilizing rigorous conceptual learning at each grade-level. Standard methodologies include:

Academic Rigor-Teachers design lessons that are engaging and meaningful. Students are held accountable for a firm understanding of the connection between thinking and knowledge. Our methodologies encourage students to gain a deep conceptual understanding of topics or concepts and maintain a high level of engagement throughout the learning process.

Clear Expectations- Teachers explicitly define and articulate the state standards in student friendly language. Descriptive criteria and models of work that elaborate these standards and expectations are displayed in every classroom, as well as in the Daily Instructional Focus.

Collaborative Groupings— Throughout the instructional day, teachers create flexible heterogeneous and homogeneous small groups. This supports all students sharing their ideas and strategies to maximize student achievement. Cooperative groups promote diverse perspectives, student-centered learning, and teamwork. This allows teachers to make observations and assess students, while facilitating their learning.

Criteria Charts/Rubrics - These tools help focus and give students clear expectation to effectively meet and exceed grade level objectives and standards. Students are able to understand and self-evaluate their own work and learning as they progress towards rigorous standards. This allows teachers to give continuous effective feedback to the students.

Direct Instruction - Teachers provide strategically planned direct instruction using multimedia and multiple modality techniques appropriate to the developmental needs of their students to teach standards based lessons.

Guided & Independent Practice - Teachers provide students with appropriate time to be successful at demonstrating their understanding of the concepts or skills being taught with a variety of learning modalities and manipulatives in order for each student to achieve success.

Small Group Instruction - Teachers create small heterogeneous and homogeneous flexible groups to target students who need extra instructional time, as well as to preview, review and enrich.

Differentiated Instruction - Teachers provide lessons and assignments within the core curriculum that allow students to perform at or beyond their academic levels while maintaining or exceeding state standards.

Higher-Level Thinking - In preparing students for the future, we believe our task is to help them develop the critical reasoning skills that will enable them to think flexibly, solve complex problems, and make sense of their place in the world around them. We encourage our students to move beyond the rudimentary knowledge level of Bloom's Taxonomy to the more sophisticated levels of analyzing, evaluating, and creating.

Integration of the Arts - The Arts are a key component of our school. Teachers use drama, dance, music, and visual arts to enhance and deepen the learning experience across the curriculum.

Experiential Learning - Teachers create opportunities for exploration of the major concepts through direct experiences. 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 curriculum. These experiences are the launch-pads to create new ideas.

Adhering to the proposed instructional framework and teaching methodologies ensures Calabash Charter Academy instructors can successfully meet the needs of all students. These subgroups include: GATE, 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.

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

Calabash Charter Academy’s Bell Schedule:

- 7:55 a.m. - Bell to line up
- 8:00 a.m. - Bell to begin class

- 10:00 a.m. - Recess begins
- 10:20 a.m. - Bell to end recess

- 12:00 p.m. - Lunch begins
- 12:45 p.m. - Bell to end lunch

- 2:28 p.m. - Bell at end of school

REGULAR SCHOOL HOURS

- Grades K – 5 7:55 a.m. – Students line up
- 8:00 a.m. – Class begins
- 2:28 p.m. – School ends
- After School Playground 2:28 p.m. – 6:00 p.m.

BANKED TUESDAYS

- Grades K – 5 7:55 a.m. – Students line up
- 8:00 a.m. – Class begins
- 1:28 p.m. – School ends
- After School Playground 1:28 p.m. – 6:00 p.m.

MINIMUM DAYS

- Grades K – 5 7:55 a.m. – Students line up
- 8:00 a.m. – Class begins
- 12:33 p.m. – School ends
- After School Playground 12:33 p.m. – 6:00 p.m.

SHORTENED DAYS

- Grades K – 5 7:55 a.m. – Students line up
- 8:00 a.m. – Class begins
- 1:53 p.m. – School ends
- After School Playground 1:53p.m. – 6:00 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.

The scope and sequence of skills taught across the grade levels and the different subjects the school plans to teach have been outlined below. *All CCSS are addressed with cross grade-level planning so students receive consistent instruction.*

How the Curriculum Addresses California Content Standards

All components of the Calabash Charter Academy's curriculum plan conform to the frameworks for California public schools. Instruction will be standards-based and assessed by the California Standards Tests as scheduled by the Department of Education and the Los Angeles Unified School District. Calabash Charter Academy determines the extent to which they will implement District adopted curriculum and periodic assessments. Calabash Charter Academy Governing Board supports a well-established curriculum committee that is directly involved with the administration and School Leadership Committee in identifying and aligning curriculum, materials, instructional activities, interventions, and periodic, formative assessments aimed at meeting the California Content Standards in each subject area. Student learning is the focus of this committee's work. Calabash, as an affiliated LAUSD Charter School, will follow the California State Frameworks and the California Content Standards for curriculum delivery and student learning. The specific scope and sequence of skills to be taught are derived from these frameworks and standards. Students will be tested and graded upon these standards. Calabash will use the California Content Standards for English Language Arts, Math, Science, Social Studies, Health, and visual and fine arts as the primary source for developing lessons and focusing on student learning. Currently Calabash uses the same textbooks as a typical LAUSD school.

Language Arts

- A rigorous curriculum that exceeds the CCSS for language arts K-5
- Integrate and infuse critical thinking skills, such as Depth and Complexity, Bloom's Taxonomy, and Webb's Depth of Knowledge Dimensions, into the District's state adopted reading program and supplemental core literature
- Develop students' reading and writing skills to support academics across disciplines
- Apply speaking and listening skills by effectively engaging in a range of collaborative discussions and presentations delivered clearly using appropriate projection, expression, eye contact, and clear speech to varied audiences
- Develop critical reading skills
- Support reading using the California Treasures Reading Program
- Enhance reading using Literature Circles, Reader's Theatre, SRA and SRA online, Raz-Kids, and Writer's Workshop
- Critique, justify, and theorize in compositions/writing across disciplines

- Utilize school-wide writing program “Learning Headquarters”
- 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 the curriculum
- Apply vocabulary development in written and oral format
- Demonstrate critical thinking skill specific to Webb’s Depth of Knowledge and Bloom’s Taxonomy
- Use technology, such as laptops, Chromebooks, and iPads to conduct and complete informative, persuasive, narrative writing assignments, oral presentations, digital portfolios, and exhibits
 - Evaluate assignments in the upper grades through submission via Google Classroom, providing peer collaboration and revision to provide immediate feedback regarding criteria and quality
- Construct creative writing stories and poetry
- Devote a minimum two hours daily to language arts instruction in grades K-5

Mathematics

- Provide students with a rigorous curriculum that exceeds the CCSS for mathematics K-5
- Develop students’ mathematics proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes
- Enhance mathematics using EngageNY, Hands-On Equations, Math Their Way, Marcy Cook, Kim Sutton, Curtis Center at UCLA, and Brain Pop
- Develop understanding of the concept 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
- Develop students’ mathematical proficiency and mastery by utilizing state adopted texts, resources, and Eureka Math to provide rigorous conceptual and computational skills in a variety of mathematical processes to meet and exceed the CCSS
- Facilitate students’ use of the eight Mathematical Practices as outlined in the CCSS
 - Provide opportunities for students to generalize math skills to daily life across disciplines
 - Build upon understanding of the concepts and vocabulary of computations, patterns, functions, geometry, statistics, and probability
- Differentiate instruction through varied groupings to meet student needs from intensive to advanced
 - Support the identification of relevant information to plan and solve problems using multiple pathways in written and oral form, both independently and collaboratively in small groups
 - Advance student skills by integrating manipulatives to assist students with modeling problems

- Extend classroom instruction through technology by providing access to posted sample responses, videotaped lessons, enrollment in advanced math courses, and ascertaining student progress in supplemental programs such as Brain Pop, Xtramath, and IXL
- Connect math across disciplines (music, dance/creative movement, science, art, technology, and history)
- Develop students' skills using mathematical tools (number lines, tape diagrams, number bonds, geo-blocks, geo-boards, fraction circles, number generators, cards, base ten blocks, tangrams, straw-cubes, protractors, calculators, computers, rulers, and compasses)

History and Social Studies

- Provide students with a rigorous curriculum that exceeds the State Content Standards for history and social studies
- Help students to understand their own place in the world through studying communities, cities, states, and countries in terms of geographical settings and periods
- Develop research skills to reinforce content and dig deeper into topics.
 - Interact with primary resources as historical evidence to understand the people and time periods being studied
 - Hone students' geography skills utilizing map activities
- Assist students in identifying needs in the community and help implement group efforts to support those needs, such as book drives, toy drives, low-waste lunches, recycling, and art-supply drives
- Teach critical thinking skills to help students relate over time historical events and be able to find parallels and patterns
- Help students interpret geographical and historical information to draw conclusions
- Understand cause and effect of historical events
- Utilize role-playing and interactive units to gain first hand experiences

Science

- Provide students with a rigorous curriculum that meets or exceeds the Next Generation Science Standards based on the Framework for K-12 Science Education and developed by the National Research Council
 - Guide students to develop an understanding of the three disciplinary core ideas (content), scientific and engineering practices, and cross-cutting concepts in the following domains:
 - Physical sciences, life sciences, earth and space sciences, biology, chemistry, and physics
- Conduct investigations by using the FOSS, 2nd edition, transitioning into the 3rd edition-Next Generation kits and Mystery Science Program
- Apply scientific method to explore and discover new products and ideas, students learn to form questions, research, hypothesize, gather and analyze information and draw conclusions for their data

- Engage in the 8 science practices throughout the disciplines, which help students understand how science knowledge develops and how scientific investigation and inquiry is supported:
 - Ask questions and define problems for further exploration
 - Develop and use models to represent abstract concepts
 - Plan and carry out investigations and learning to fine-tune their research methods
 - Analyze and Interpret data so as to bring out their meaning and relevance in scientific inquiry
 - Use mathematics and computational thinking and merging the two fields of science and engineering
 - Construct explanations for scientific phenomena and design engineering solutions under specific constraints and criteria
 - Engage in argument, using evidence to defend a new idea
 - Read, interpret, and produce scientific and technical text as a fundamental practice in our science instruction
- Encourage students to use a variety of ways to present their research, including through writing and use of technology
- Hypothesize and develop experiments utilizing the scientific method
- Integrate science and writing by using the 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

Science Enrichment

- Enable students to feel an investment in the agricultural process through participation in the farm-to-table model. Grade-level teachers lead students in a hands-on experience to grow their own vegetables, culminating in harvesting and eating what they have grown.
- Use hands-on experiments in the science lab to further research and prove/disprove conjectures
- Kindergarten: Trees, Wood and Paper, Animals (including fish, snails, worms, isopods, ladybugs, and more)
- First Grade: State of Matter, Air and Weather, Plants and Insects
- Second Grade: Pebbles, Sand and Silt, Insects and Plants, Balance and Motion
- Third Grade: Solar System, Matter and Energy, Living Systems
- Fourth Grade: Magnetism and Electricity, Rocks and Minerals, Environments
- Fifth Grade: Living Systems, Weather and Planetary Science, Mixtures and Solutions

Technology

- Provide students with a rigorous curriculum that exceeds the State content standards for technology

- Teach word processing to help students demonstrate written expression through technology
- Explore artistic applications appropriate to grade level with programs such as PowerPoint, Garage Band, iMovie, Claymation, and Keynote
- Teach students to work with data to identify and present information using spreadsheets (Excel)
- Teach students Computer programming and coding to prepare for college and beyond
- Enable students to broaden their research capabilities by using the Internet
- Teach students to identify and choose relevant information to enhance research
- Help students utilize up-to-date sources of information relevant to study
- Teach students to be good digital citizens with emphasis on respect, safety, and privacy online
- Allow students to demonstrate creative thinking to develop innovative products and processes using technology
- Guide students to use digital media to communicate and work collaboratively
- Teach students to apply digital tools to gather, evaluate, and use information
- Help students apply their critical thinking skills to plan and conduct research
- Provide technology instruction for primary students with a focus in the following areas:
 - Mastery of basic keyboarding skills (function of various keys, speed and accuracy, using the home keys)
 - Basic Internet research skills, safety, and responsibility
 - Introduction to tables and spreadsheets
 - Introduction to basic Word processor skills
 - Introduction to email (in 3rd grade - students email only students within their grade level through the Computerwise program)
 - Introduction to creating informative presentations
 - Multimedia presentation and movie project
 - Introduction to Programming
- Provide technology instruction for upper grade students with a focus in the following areas:
 - A 1-to-1 Chromebook program that incorporates the best practices of a traditional program with a modern, blended learning approach
 - Google Classroom – LMS implementation
 - Collaborative work through Google Apps for Education – Drive, Docs, Sheets, Slides, etc.
 - Student films – screenplay writing, digital storyboard creation, and video/sound editing
 - Coding Club – basic syntax, language specific, game-based learning
 - Digital portfolios
 - Weebly and Google Sites – website development

Additional Enrichment

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. Questions about the arts do not have only one correct answer. An arts education exposes children to “out of the box” thinking opportunities. In 2000, Boston University's Project Zero expanded upon Harvard's study and proved that "students who study the arts seriously are taught to see better, to envision, to persist, to be playful and learn from mistakes, to make critical judgments and justify such judgments." Calabash Charter Academy's current "arts-based" enrichment and ballroom dance programs are financially supported by Calabash's PTO. Calabash PTO shall maintain liability insurance sufficient to cover any and all Calabash PTO sponsored activities and shall present a certificate of insurance as evidence of such insurance coverage on at least an annual basis to the District's Division of Risk Management & Insurance Services. Calabash Charter Academy will conform to and operate under the District's Donation Policy.

Calabash Charter Academy will seek to continue to provide this 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 each grade-level's curriculum, and meet and exceed the established California Content Standards. Qualified specialists are hired to teach these programs, which include dance, music, art, drama, library, and media lab; most of which are currently reviewed through a collaborative process involving the PTO with input from the principal. This collaboration continues each year, when the administration, faculty, and PTO schedule instruction in these specific areas into the school day so that every student in the school has the opportunity to participate.

Music

- The music curriculum at each grade level supports the language arts, social studies, and science curricula while meeting the California State Music Standards.
- Students learn basic sheet music reading skills, recognition of auditory notes, and how to understand musical pacing.
- Students learn rhythm using sheet music, musical instruments such as maracas, tambourines, musical sticks, and drums, and are able to clap and sing in tempo. Upper grade students use recorders and keyboards to integrate these skills.
- Since music training supports the brain's ability to process sights and sounds, it supports 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-repeated, 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).

Drama

"The future of our nation depends on our ability to create-and to be creative. During the coming decades our most important national resources will be human resources. If our nation is to continue to meet the challenges of the future, today's schools need to develop creative leaders." From *Performing together: The Arts and Education*, jointly published by The American Association of School Administrators, The Alliance for Education and The John F. Kennedy Center for the Performing Arts in 1985.

- Students are engaged in a variety of drama techniques that allow them to resolve conflicts in healthy, creative, and stimulating ways.
- Comprehension is increased when students portray characters in literature and make inferences using tolerance and empathy to create different situations and outcomes. Cause and effect is emphasized when improvisation and plot and character development are studied.
- Drama encourages the art of public speaking with poise, clear pronunciation, expression of ideas, confidence, and good communication skills.
- Students learn the language and tools of the discipline with stage directions, dialogue, and script reading. This is displayed through tableau, skits, pantomime, and improvisation activities.
- Drama lessons are aligned with the California State Standards and promote self-awareness, self-control, spatial awareness, and collaboration with peers.
- Drama can be used across the curriculum to promote active learning, to give students a kinesthetic and empathetic as well as an intellectual understanding of a topic. Studies have shown that this approach yields greater depth of understanding and a marked improvement in retention.

Visual Arts

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

- Across-curricular art lessons include the principles of design: balance, emphasis, movement, pattern, repetition, proportion, rhythm, variety and unity, making connections with math and science.
- Visual Art is taught with rigorous content to achieve state's standards, and challenges all students to create their own works, and respond to works of art and the ideas they impart.
- Students learn an appreciation for art in all forms, from all cultures, and explore the use of different media.
- Art nurtures inventiveness as it engages children in a process that aids in the development of self-esteem, self-discipline, cooperation, and self-motivation.

Media Lab

- The Library Media Center (LMC), opened in 2005, is the hub of our school. Our collection is continually developed and designed to maintain and support all curricular needs and interests of students and staff. Students learn to navigate this child-friendly environment at an early age, and are instructed in library skills from K-5. We currently coordinate many services through the LMC, including Junior Achievement, author visits, collaboration with Los Angeles Public Libraries, Read Across America celebrations, SRA- ConnectEd, book fairs, chess club, and after school Homework Club. Students are invited to visit the Library Media Center during recess, lunch and after school. Currently supported by the District and PTO, affiliated charter designation would enable Calabash Charter Academy to continue to offer the services of this high level Library Media Center, fostering the love of reading and appreciation of the written word.
- All grade levels utilize our Computer Media Lab. The grade level curriculum is incorporated into well-planned lessons and projects. Whole class access to computers enables our teachers to effectively integrate technology used by students to better understand the concepts mandated by State Standards. Students are taught etiquette and safe use of social networks.
- Calabash has made it a priority to use some of our funding to have a company named Computer Wise Kids to bring in a comprehensive instructional program led by a highly qualified professional. He collaborates with the classroom teachers to provide technological driven instruction to enhance the Common Core Standards. Some activities in this weekly class taught to all classes 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 around the Calabash campus, creating brochures, extended research activities from concepts and instruction taught in the classroom, leveled instruction such as ConnectEd and Razz Kids Reading and Comprehension Practices, and leveled keyboarding tutorials and lessons on the program Typing Tutor. The computer lab teacher can hold kids accountable for typing practice assigned for homework by pulling up completed lessons throughout the year for given dates.

STEAM (Science, Technology, Engineering, Art and Math):

Our newest, innovative curriculum Science, Technology, Engineering, Art and Math skills are essential to the success of the student of the future.

- Much of STEAM education has traditionally begun in middle school; however, research has shown that young children who experience hands-on STEAM learning are better equipped and more likely to pursue and be prepared for STEAM fields in high school, college, and careers. Calabash currently has strong science and math programs. The hands-on science laboratory, using FOSS kits, has increased student interest in science and test scores remain high as shown in the 2015 CST Science Scores for 5th grade with 80% proficient or advanced. Our innovative EngageNY Math Program has boosted Calabash's math proficiency scores. Over the next five years, Calabash teachers will incorporate more math and science problem-solving curriculum to assist our students in thriving in a more technological world.

Kindergarten Enrichment at Calabash Charter Academy

Language Arts: Family Literacy Night, Book it Reading Incentive, Raz Kids Reading online, Dr. Seuss Week

Math: Family Math Night, 100th Day School Event, Math Games for enrichment and differentiation, Dance and Music, Math Journals

Science: Science Lab, Earth Day Festival, Five Sense Festival, Garden, Family Science Night

Social Studies: Multicultural Dance, Pillars of Character, Pen pals and Partnerships with Community Workers, Ned Show

Health and Physical Education: Daily PE Program, YMCA, Jump rope for Heart, Walk-a-thon, Dance- multicultural Dance Festival

Arts: Jaxx theatre program, Reader's Theatre, Music, Directed Draws

1st Grade Enrichment at Calabash Charter Academy

Language Arts: Literacy based Collaborative Projects, Autobiography using writing process, Spelling menus for differentiation, Student written plays, Raz kids

Math: Mental math, Lego Robotics, Math Focus Standards, Problem based learning, Tool Kits for mathematical exploration

Science: Weekly Science Lab exploration, Brainpopjr videos, Lego Robotics, Garden, Mystery Science Videos

Social Studies: Community Speakers, Second Step, Pillars of Character

Health and Physical Education: UCLA PE Coach grant in physical education, Nutrition Logs, Dance for Rhythm, timing and body exploration, Community Speakers, Ned program

Arts: Jaxx theatre program, Multi-cultural festival, Music, Visual Arts

2nd Grade Enrichment at Calabash Charter Academy

Language Arts- Cross-curricular units of study with multiple literary genres, students write pen-pal and military personnel, Operation gratitude, performing arts to dramatize stories, field trip to Civic Auditorium, Real Authors and illustrators visit, theme project to extend the learning, Family literacy night

Math: Use of manipulative such as base 10 blocks, clocks, money, fractions, measure using various units of measurement on the yard, Family Math night, Real world use of graphs to organize information, Number talks and concept lessons

Science: Hands on Science lab and science journal, Field trips such as Ocean Discovery Center and La Brea Tar Pits, Scholastic Science news with STEM emphasis , NGSS discussed during grade level meeting, Hands on Life Cycle larva and insect, garden planting

Social Studies: Brain-pop, Patriotic songs and research projects, Learning about Multi-cultural through dance

Health and Physical Education: Pre- President's Fitness Award, YMCA student play program and character growth, UCLA Grant, Couch Pray, Walk-a-thon, Marathon Kids

Arts: Ceramics, Multi-cultural festival, Music, Visual Arts

3rd Grade Enrichment at Calabash Charter Academy

Language Arts: Scholastic Reading Lab online, Daily Journaling, Monthly writing- Narrative, persuasive, and Informative, Daily Fluency and Reading Logs, Dr. Sandra Kaplan's Depth and Complexity prompts and Norman Webb's Depth of Knowledge

Math: Engage New York- problem solving, project based learning, Xtramath- online fluency of math facts, Heterogeneous and homogeneous groupings for problem solving applications, Hands-on manipulatives-Math Toolkits, Problem solving using tape diagrams, number bonds, and RDW (read it, draw it, write it) approach

Science: Weekly Science Lab hands-on Investigations, Mystery Science, LegoRobotics- STEAM, Community Scholars invited to share and teach about their careers

Social Studies: Scholar of the Week, Wings Over Wendy's- Vietnam and WWII first hand experiences, Scholar Museum –students research then create/perform a monologue about themselves as a scholar for the community, Multicultural Festival- Each grade level researches a different culture and shares dance and art from that group, California Landmark project- Students research a famous California landmark (the history of the landmark) and create a report and 3D model of the landmark

Health and Physical Education: Weekly sessions with PE Coach from physical Education Grant, YMCA, Bucket Fillers program to teach social/emotional growth- Second Step, Red Ribbon Week, Garden- healthy foods

Technology: Typing Tutor, ComputerWise Kids, Researching across curriculum using in class laptops, Ipods for pre-teach, re-teach and enrichment apps, Brainpop and Brainpopjr

Arts: Keyboarding- students have weekly lessons with a professional concert pianist to learn basic music skills, Song Writing- Students write their own lyrics to familiar tunes to remember factual information across the curriculum, Acrylic oil Painting on canvas taught by local community artist, Facing Math program which integrates art, math and reading skills

4th Grade Enrichment at Calabash Charter Academy

Language Arts: Original Plays, Original Poetry books, Original Novels, Core Literature, Online SRA Reading program, Depth and Complexity lesson planning from Sandra Kaplan, Use of enrichment resources in Treasures Reading program for differentiation, Reader's Theatre activities, Integration of fine arts and reading

Math: Integration of lessons across the curriculum, Cooperative groups, Engage New York math program, Math manipulatives such as Legos for fractions, School-wide Family Math Night, Homogeneous and Heterogeneous group problem solving

Science: Science Lab Weekly hands-on investigations, Foss Kits, Science Family Nights, Cooperative Group activities, Science Hunts

Social Studies: Integration of arts and social studies, Multicultural Day, Gold Dust reenactment, Curricular trips, Mission builds

Health and Physical Education: Ballroom Dance, PE Coach Prey Lessons, Health Food Labeling unit, Red Ribbon Week, Ready, Set, Gold! Olympic Mentor throughout the year

Technology: Weekly Computer Lab Lessons, Online research in the classroom, School-wide Lego Robotic Nights, Online homework, Brainpop and Brainpopjr

Arts: Recorders, Partnership with Los Angeles Chamber Orchestra, Ballroom dance, Music, Multi-cultural Festival, Plays, Instrumental music, Theatre of Hearts/Youth First Group

5th Grade Enrichment at Calabash Charter Academy

Language Arts: SRA online reading program, Treasures enrichment resources, Historical Reenactments, Depth and Complexity Lesson planning, Primary Source Research

Math: Engage New York Math program, Hands-on Equations, Family Math Night, Cooperative group problem solving, Real Life data analysis

Science: Family Science Night, STEAM Lesson planning, Science Lab hands-on weekly lessons, Science Fair- Community involvement, Camp Pali Science Field trip

Social Studies: Community Volunteers with first-hand accounts of historical events, Houghton Mifflin Social Studies program, Interactive Journals, Ready, Set, Gold! Olympic Mentor throughout the year

Health and Physical Education: Monthly Character Counts Focus Areas, Presidential Fitness program, Coach Pray weekly lessons, Ballroom Dance, Red Ribbon Week

Technology: Weekly Computer Lab visits, Ipad used for IAB assessments, Online research with laptops, Library of Congress resources, Online homework

Arts: Ballroom Dance, Jaxx Theatre, Visual and Digital arts

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 will be an on-going component of Calabash Charter Academy and an effective tool used to design the curricular needs of our students and teachers. Professional Development issues, ideas, and products will be driven by the students' and staff's needs and interests, which are then forwarded to the School Site Council for formalization of appropriate training and products. Data analysis of test scores (formal and informal classroom assessments) will identify specific areas of need in professional development. Topics include Depth and Complexity, Depth of Knowledge (DOK), Language Arts program, GATE strategies, health exercises, new district mandates to be implemented, ELD programs, differentiation best practices, data analysis of recent test scores, and technology implementation. Calabash Charter Academy's Professional Development program will be subject to the approval, implementation, and scheduling by a committee. In addition Calabash Charter Academy will participate in both site level and District professional development activities.

Professional development and grade level planning meetings occur once a week, with extra optional professional development opportunities as much as three to four times a month. A committee meets to create a logical and efficient schedule of PD meetings, with flexibility for urgent issues that may arise. This schedule is set three months at a time. The committee also decides who will lead each meeting. This is based upon areas of need and experts in those fields. These experts include lead teachers, teachers with expertise in specific subjects, outside resources, technology coordinators, and other school staff members.

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

MEETING THE NEEDS OF ALL STUDENTS

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*.

Calabash Charter Academy currently uses the LAUSD Master Plan for the Education of English Language Learners as a guide to provide opportunities for non-English speaking students to become fluent in and literate in English. Teachers will use the District Approved Reading Program to allow all students the opportunity to exhibit their understanding of the lesson. Students will be reclassified as they demonstrate growth.

Each student that registers for school attendance receives the Home Language Survey as part of the enrollment packet. Included in the Calabash enrollment packet is the "Instructional Program for English Language Learners" Parent Brochure which is published by LAUSD and informs parents of the different programs available for English Learners, as well as a description of the proficiency levels. Parents are informed at the time of enrollment (based on the response to the Home Language Survey) that their child's English proficiency will be assessed using the CELDT to determine identification and eligibility for EL services. Parents are also informed of the Master Plan instruction program options when invited to view the "Instructional Programs for English Learners" video/DVD. Parents are then able to select a program by completing the "Initial Assessment of Home Language Results and Confirmation of Program Placement" form supplied by the LAUSD. Classroom teachers are authorized to teach English Learners in accordance with NCLB and State laws. Calabash will participate in the Master Plan Program Survey, as would a typical elementary school. Dates to file this survey are determined by LAUSD. LAUSD and the Local District will provide training to complete this survey. Students will be tested using CELDT on a yearly basis and the ELL progress folder will measure progress. Students will be graded and parents notified on both the student's progress towards ELL standards as well as progress towards ELA standards.

Specific instructional strategies used to assist English Learners include the use of realia, Total Physical Response, Pair Share, paraphrasing, Thinking Maps, cooperative learning, praise, scaffolding, imagery, reciprocal teaching, KWL charts, as well as research based Cognitive Academic Language Proficiency using the idea of comprehensible input +1 from researchers Cummins and Krashen, as well as Asher.

English Learners are identified through the use of a combination of the Home Language Survey, Teacher evaluation, and the California English Language Development Test (CELDT). If a student has a language other than English on the Home Language Survey, the Principal will call the student's parent/guardian to determine the level of English spoken at home. The teacher will also complete an

informal assessment of English skills in the classroom. The Principal will ensure that the student completes either a Pre-Las, BINL, or informal inventory of home language. If the determination is made that the child is likely an English Learner, the child is tested using the CELDT and the teacher assigns the child an ELD level based on the LAUSD portfolio system.

Parents are notified of the designation and are asked to choose a program that they believe would best meet their child's needs. Calabash currently uses the English Immersion model, but students can be placed on bilingual waivers at the parent request. Parents are kept informed on the progress report as well as receiving official CELDT results on an annual basis.

Children are supported by 45 minutes of direct ESL instruction on a daily basis and progress is monitored through the use of the portfolio and a yearly CELDT examination. When the child progresses through the 5 levels of ELD, and scores an overall average of 4 or 5 with no subarea below 3 and scores Basic on the EST ELA portion, the child is ready for reclassification. The Language Appraisal Team evaluates candidates and gets input from the parent/guardian and then recommends them for reclassification. Parents are notified that their child has successfully completed the ESL criteria and are asked to sign a form to solidify the child's reclassification. All RFEP criteria are recorded in the SIS system as the child progresses through the steps of reclassification.

The EL coordinator is responsible for EL monitoring and updating SIS data for English Learners. Currently, Calabash uses the California Treasures English Language Development program by Macmillian/McGraw Hill, as well as other supplementary materials as the primary curriculum for English Learners.. This Curriculum Committee will continue to research, develop, and model ways to improve existing programs to better meet the goals for increased achievement in all areas (reading, writing, listening and speaking). The Committee will also focus on developing a student’s pride in their language and culture and the ability to positively relate to other cultural groups. Translators, if needed, are provided for all parent meetings in the parent’s native language.

Data shows that our work with EL students has been effective.

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 Calabash. 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.

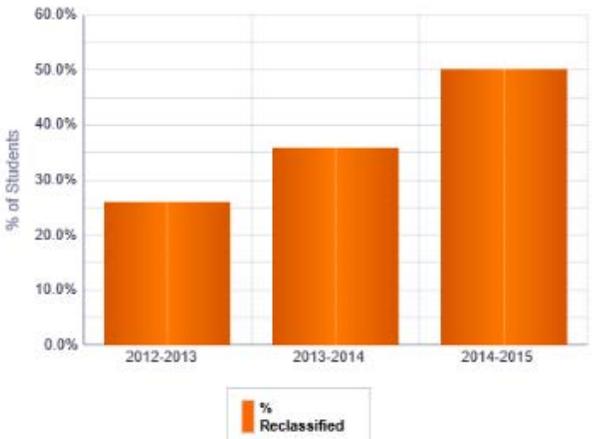
| Year | Long Term English Learners | Percentage |
|-------------|-----------------------------------|-------------------|
| 2013-2014 | 2 | 18.2% |
| 2014-2015 | 1 | 11.1% |
| 2015-2016 | 2 | 14.3% |

Reclassification Rates over Three Years-The chart below shows the amount of students that reclassify each school year. Although District reclassification criteria have shifted from year to year, Calabash consistently is able to reclassify English Learners well before they culminate elementary school.

Reclassification Rates Over Three Years

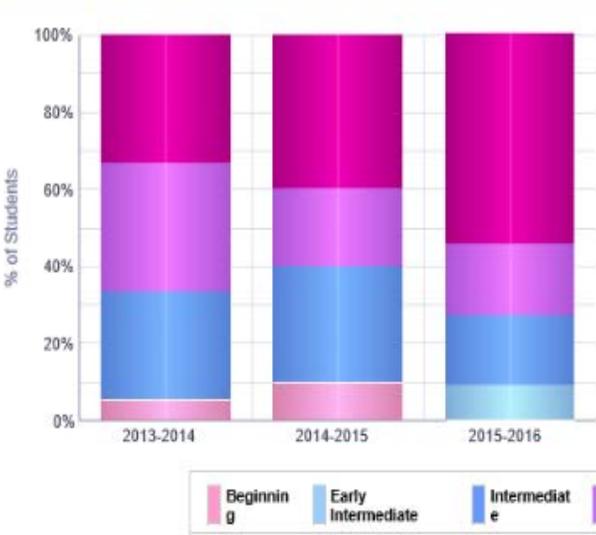
* Results are not available by SLC

| School Year | # EL | # Reclassified | % Reclassified |
|-------------|------|----------------|----------------|
| 2012-2013 | 31 | 8 | 25.8% |
| 2013-2014 | 28 | 10 | 35.7% |
| 2014-2015 | 20 | 10 | 50.0% |



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

California English Language Development Test (CELDT) Performance Trend



| | 2013-2014 | 2014-2015 | 2015-2016 |
|----------------------|-----------|-----------|-----------|
| % Advanced | 33% | 40% | 55% |
| % Early Advanced | 33% | 20% | 18% |
| % Intermediate | 28% | 30% | 18% |
| % Early Intermediate | 0% | 0% | 9% |
| % Beginning | 6% | 10% | 0% |
| Grand Total | 18 | 10 | 11 |

CELDT Annual Achievement Levels- The charts below show English Learner Accountabilities as measured by the Annual Measurable Achievement Objectives.

CELDT Annual Change
Annual Measurable Achievement Objective #1

School Year: 2014-2015 vs. 2015-2016

| Grade Level | INCREASE | NO CHANGE | DECREASE | Total |
|--------------------|----------|-----------|----------|----------|
| FIRST GRADE | 4 | | | 4 |
| SECOND GRADE | | | 1 | 1 |
| THIRD GRADE | 1 | | | 1 |
| FOURTH GRADE | 1 | | 1 | 2 |
| FIFTH GRADE | | 1 | | 1 |
| Grand Total | 6 | 1 | 2 | 9 |

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CELDT Annual Change by Performance Levels
Annual Measurable Achievement Objective #1

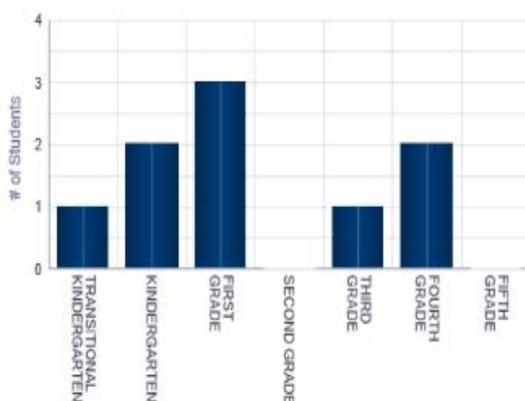
School Year: 2014-2015 vs. 2015-2016

| | | 2015-2016 | | |
|--------------------|----------------|--------------|----------------|----------|
| Prev School Year | Previous Level | INTERMEDIATE | EARLY ADVANCED | ADVANCED |
| 2014-2015 | BEGINNING | 1 | | 3 |
| | EARLY ADVANCED | | 1 | 2 |
| | ADVANCED | 1 | | 1 |
| Grand Total | | 2 | 2 | 5 |

Report ID: AGG17FS.2

Meeting CELDT Criteria for Reclassification: Possible Fluent English Proficiency (FEP)
Annual Measurable Achievement Objective #2

Time Occurrence: FEBRUARY 2015-2016



| Grade | # Tested | # Possible FEP | % Possible FEP |
|---------------------------|-----------|----------------|----------------|
| TRANSITIONAL KINDERGARTEN | 1 | 1 | 100% |
| KINDERGARTEN | 5 | 2 | 40% |
| FIRST GRADE | 4 | 3 | 75% |
| SECOND GRADE | 2 | 0 | 0% |
| THIRD GRADE | 2 | 1 | 50% |
| FOURTH GRADE | 3 | 2 | 67% |
| FIFTH GRADE | 3 | 0 | 0% |
| Grand Total | 20 | 9 | 45% |

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.

All second grade students take the OLSAT to determine if they meet the eligibility as GATE students. We also identify students in high achievement through tests and intellectual ability (IQ tests). Our GATE population is not solely a high-achieving population.

We are committed to engage in comprehensive strategies for all students enrolled at Calabash Charter Academy. Teachers will provide GATE students with lessons and projects encouraging the students to use depth and complexity in their cognitive thinking skills and creativity. They will be asked to demonstrate their understanding and will be able to analyze each subject by defining, describing and identifying what they have learned. Many students at Calabash demonstrate an ability to achieve beyond grade level.

Calabash is committed to provide these students with opportunities to study the core curriculum in-depth. Higher level, creative and logical thinking activities provide for the individualized in-depth, complex and novel learning environment that define a high quality gifted program.

Annually, Calabash teachers attend professional development seminars, conferences and workshops to acquire current teaching strategies to best meet the needs of our Gifted and high achieving students.

When a classroom teacher recognizes advanced achievement by a student, that student is referred to the gifted coordinator. The coordinator, and an administrator review the students' scores, achievements and records and a determination is completed as to whether or not to proceed with gifted identification. As an affiliated charter school, Calabash completes a fee for service form to be sent to the Charter Office for approval and then to the LAUSD GATE office for screening. Currently Calabash is able to complete GATE testing in house. Calabash understands that the psychologist must be LAUSD authorized to complete GATE testing. When GATE testing is completed at the school site, processing will be completed by LAUSD GATE office for a fee for service at their current rate. Students who meet the high achievement criteria and the single subject criteria will be identified by the gifted coordinator, a fee for service form will be completed and processing of these students will be completed by LAUSD GATE office at the current fee for service rate per student.

Classroom teachers employ the differentiation strategies of compacting, tiered assignments, flexible skills grouping, questioning strategies, interest grouping, independent projects, and learning centers in each curriculum area and in response to student need. Programs and curriculum may include, but are not limited to: Algebraic Key Books, Sandra Kaplan Icons, theatrical productions, podcasts, and Internet research projects. We are committed in engaging in comprehensive strategies for all students enrolled at Calabash.

Students identified as gifted in the visual and performing arts may participate in the LAUSD visual arts program. If we determine to use the District's GATE identification process and policy and allow Calabash students participation in the Saturday Conservatory of Fine Arts, we will reimburse on a Fee for Service.

Progress in the GATE program is reported to parents during the progress reporting period and the parent conference period, which is conducted once per year. Gifted students are encouraged to provide student feedback on their learning during these conferences.

All identified students will be assessed on a yearly basis using the LAUSD assessment tools and the classroom teacher will maintain files in the students' CUM folders.

Teachers plan for horizontal curriculum alignment during grade level meetings, as well as vertical curriculum alignment between grade levels during professional development opportunities to ensure a continuum of learning that reflects one or more years above grade level.

Gifted and Talented students at Calabash show a 98% achievement in the proficient or advanced range on the ELA portion of the CST and a 99% achievement in the proficient or advanced range in mathematics.

Students Achieving Below Grade Level

The curriculum and structure of Calabash is designed to maximize the learning opportunities of low achieving students. Low achieving students are thoroughly integrated into the entire student body at the school and fully participate in all aspects of the curriculum. Calabash holds high expectations for all students. With the emphasis on cooperative learning at Calabash, all students gain meaningful knowledge, learn powerful strategies for solving problems, and develop positive perspectives on the value of learning. All students, will realize that everyone has unique skills and abilities that are needed to solve problems. We believe that this sense of awareness and feeling of being part of a larger group provides for an increase in positive attitudes towards school, learning, and success.

Calabash identifies all low achieving students and monitors their progress on a yearly basis. The principal is responsible for providing this information to teachers at the beginning of each school year. A running record of the students' scores completed by the principal is presented to the teacher so that they can see a longitudinal view of scores for the student. The Curriculum Committee is responsible for researching and developing ways to improve existing programs to better meet the goals of academic achievement in all areas.

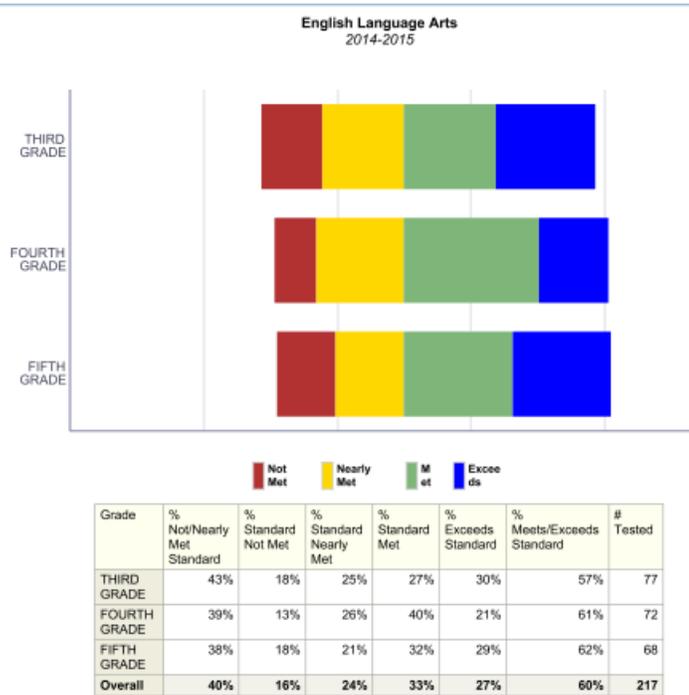
Calabash believes that individualized attention is paramount to increased student achievement and recognizes that socioeconomically disadvantaged students may require such individualized attention. Students who are identified as students at risk may be referred to the in-house tutoring and mentoring program and/or the extended learning program (when funds are provided by LAUSD) where such additional individualized attention can be provided. Parents of low achieving students are invited to attend SST (Student Success Team) meetings with the classroom teacher and the administrator. During this process, progress is discussed, specific strategies are developed, and long term goals are created.

In an effort to have all students become successful, the principal will compile a running record of students at risk, or scoring Basic, Below Basic, or Far Below Basic. This list, called the "watch list" will be used by teachers to assist in team planning during grade level meetings, to help support the student's learning, to apply appropriate teaching methodologies, and to be a guide in monitoring progress throughout the student's elementary experience. It is the goal of our instructional program to have each student score well enough on Smarter Balanced Assessment and Interim Assessments to be removed from our "Watch List". Underachieving/non-proficient students will be provided intervention during independent work time in the classroom. In addition, teachers collaborate with credentialed substitute teachers and paraprofessionals to target specific weaknesses in achievement. The goal is to have each student performing at least at the proficient level.

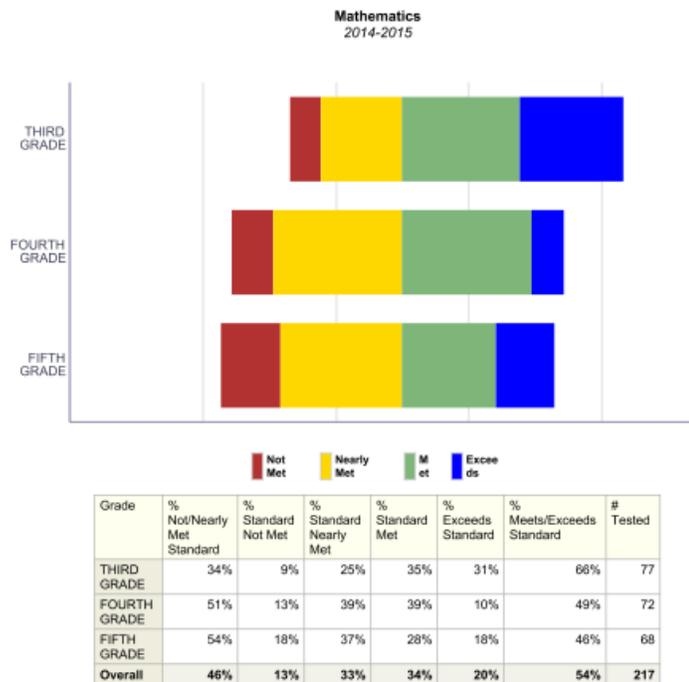
Percentage of Calabash Students Performing Below Grade Level on CST's

| | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Mathematics | 27% | 25.1% | 19.8% | 26.8% | 21.3% |
| English Language Arts | 23% | 28.9% | 28.8% | 27.3% | 25% |

Calabash Charter Academy CAASPP 2015 Test Results for English Language Arts



Calabash Charter Academy CAASPP 2015 Test Results for Mathematics



F

Socio-Economically Disadvantaged Students

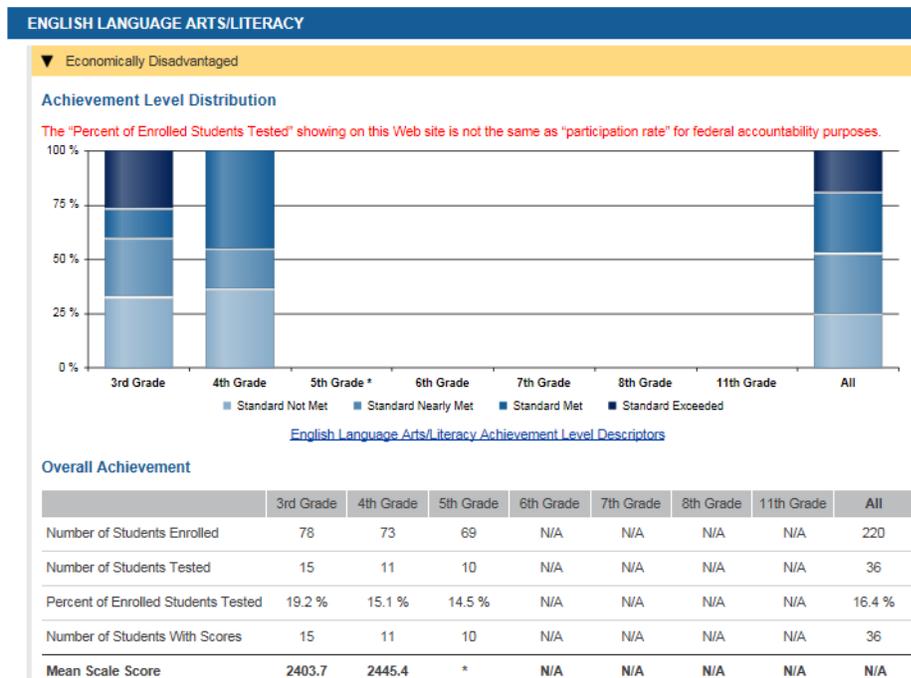
Calabash Academy Charter ensures that all students are provided with the necessary tools to succeed academically. We provide them with instructional materials with the help of PTA funding and administrative budgeting support so that they have tools necessary for the rigorous demands of the academic program. 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.” Calabash 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 needy families, and we offer a scholarship for our after school orchestra program. We are also 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 Calabash Students Proficient and Advanced in English Language Arts

| | | | | |
|-----------|-----------|-----------|-----------|-----------|
| 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| 29% | 74% | 41.9% | 46.3% | 50.9% |

Calabash Charter Academy CAASPP 2015 English Language Arts Economically Disadvantaged

Results by Economic Status

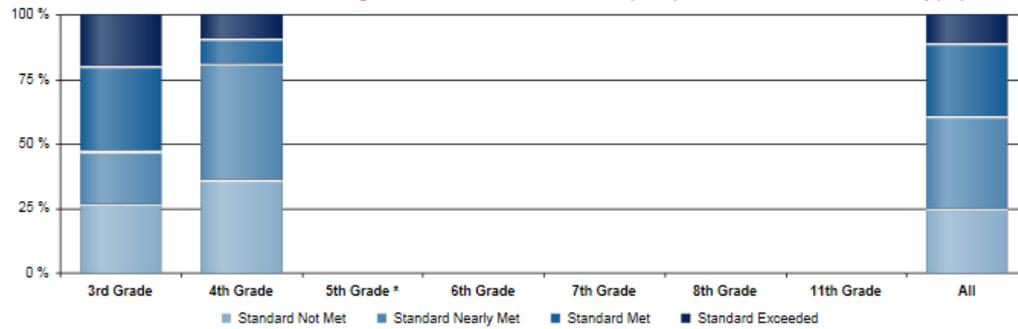


Percentage of Socio-Economically Disadvantaged Calabash Students Proficient and Advanced in Mathematics

| | | | | |
|-----------|-----------|-----------|-----------|-----------|
| 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| 41% | 56.8% | 51.6% | 46.3% | 52.8% |

Calabash Charter Academy CAASPP 2015 Mathematics Economically Disadvantaged

The "Percent of Enrolled Students Tested" showing on this Web site is not the same as "participation rate" for federal accountability purposes.



[Mathematics Achievement Level Descriptors](#)

Overall Achievement

| | 3rd Grade | 4th Grade | 5th Grade | 6th Grade | 7th Grade | 8th Grade | 11th Grade | All |
|-------------------------------------|---------------|---------------|-----------|------------|------------|------------|------------|------------|
| Number of Students Enrolled | 78 | 73 | 69 | N/A | N/A | N/A | N/A | 220 |
| Number of Students Tested | 15 | 11 | 10 | N/A | N/A | N/A | N/A | 36 |
| Percent of Enrolled Students Tested | 19.2 % | 15.1 % | 14.5 % | N/A | N/A | N/A | N/A | 16.4 % |
| Number of Students With Scores | 15 | 11 | 10 | N/A | N/A | N/A | N/A | 36 |
| Mean Scale Score | 2425.9 | 2423.6 | * | N/A | N/A | N/A | N/A | N/A |
| Standard Exceeded | 20 % | 9 % | * | N/A | N/A | N/A | N/A | 11 % |
| Standard Met | 33 % | 9 % | * | N/A | N/A | N/A | N/A | 28 % |
| Standard Nearly Met | 20 % | 45 % | * | N/A | N/A | N/A | N/A | 36 % |
| Standard Not Met | 27 % | 36 % | * | N/A | N/A | N/A | N/A | 25 % |

Students with Disabilities

Calabash Academy 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 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 (SRA, 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. Their needs are met by teachers and staff who work with these students and collaborate to ensure that students are not missing valuable activities or lessons in their general education classroom. 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 Calabash students.

All our teachers collaborate with our Resource Specialist to meet the needs of each child. Our Resource Specialist "pushes in" with students with I.E.P.'s, to act as an additional teacher to better meet their goals as stated in their IEP's. These groups are much smaller, use additional manipulatives and scaffolds, and have additional adult support. Together the team plans and incorporates 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 adaPTOtions, 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 adaPTOtions 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.

Students in Other Subgroups

Homeless Youth

Homeless Youth would be supported in the same way as mentioned above based on their educational and social-emotional needs in order to promote academic success and student achievement. Through our School Administrator we will work to ensure equal access to all school curriculum and enrichments, meal programs, as well as other applicable services available at Calabash (e.g. tutoring, counseling, PTO parent support for school supplies/transportation). Our School Administrator is responsible for implementation of the Homeless Education Program, which helps to serve these families in transition by providing advocacy and referral services as needed.

Foster Youth

Foster youth would be supported in the same way mentioned as above based on their educational and social emotional needs in order to promote academic success and student achievement. Our School Coordinator is designated as the Foster Youth Achievement contact at Calabash Charter Academy. Through Foster Youth Achievement we would enhance educational outcomes and academic achievement for youth living in foster care by providing counseling, tutoring, and other needed school supports. Our School Coordinator will work with community agencies such as the Department of Children and Family Services and social workers to ensure the success of Foster Youth.

“A TYPICAL DAY AT CALABASH CHARTER ACADEMY”

| Activity Time Block | Description Structure & Strategies | Integrated Opportunities for Program Enrichment | Outcomes |
|---|--|---|---|
| Morning Routine School-wide Assembly and Physical Fitness 8:00-8:20 am | Morning Assembly held weekly; Principal, PTO, and Student Council announcements Grade level-focus on Physical Education Standards with assistance of parents and community members. Brain based fitness strategies are used. | <ul style="list-style-type: none"> . Flag Salute . Character counts . Recognition of attendance . Dedications/inductions (school garden, book fair, recycling, and community service initiatives) Preparing for the Presidential Fitness Award Integrate Across Curricular Themes with Physical Activity. | <ul style="list-style-type: none"> - Engage all community members in one setting. - Venue to dispense timely, critical initiatives (such as, student code of conduct, and upcoming events) - Enlist broad-based stakeholder participation - Opportunity to celebrate and reflect on achievements to daily life-style based on physical fitness. Integrated lifelong physical awareness. |
| Language Arts Block 8:20-10:00am | Team teaching in flexible groups of standards-based content, enhanced with District Adopted Reading Program <ul style="list-style-type: none"> - Lecture/discussion - Team teaching - Departmentalized thematic unit extensions - Universal Themes | <ul style="list-style-type: none"> . Cooperative Grouping . Differentiated curriculum for different learning groups . ConnectEd - SRA . Hands-on, inquiry based instruction . Literature circles . Accumulation of student portfolio . The Classics . Flexible Grouping | <ul style="list-style-type: none"> - Provide a stimulating, engaging & challenging environment for each and every student - Cross disciplinary projects as means to enhance critical thinking, resourcefulness, - Cross disciplinary learning through the thoughtful use of technology to create an end product - Effective writing and speaking skills |

| | | | |
|---|--|---|---|
| <p>Writer's Workshop 10:20-11:00am</p> | <ul style="list-style-type: none"> - Writing Extensions Thinking Maps -Thematic Unit Extensions - Differentiation (GATE, ELD, Resource) Re-teaching Skills ELD Instruction | <ul style="list-style-type: none"> . Library Media Center Computer Lab Reader's Theater | <ul style="list-style-type: none"> - Grade level reading - Critical writing skills |
| <p>Mathematics Block 11:00-12:00</p> | <ul style="list-style-type: none"> -Engage NY Math - My Math - Departmentalized Instruction - Cooperative Learning - Hands-on Manipulative Math - Intervention | <ul style="list-style-type: none"> . Flexible Grouping . Hands-on equations . Math Their Way . Marilyn Burns . Marcy Cook Hundred's Day Pi Day | <ul style="list-style-type: none"> - Students reach benchmark, proficient or advanced levels of proficiency in district, state and/or teacher generated assessments - Refined teaching content with supplemental sources to create students who effectively apply math problem solving skills to real world scenarios |
| <p>Lunch 12:00-12:45</p> | <ul style="list-style-type: none"> - Sustenance - Recycle - Library Media Center Game Table Chess Club Computer Lab Literacy Garden Student Council | <ul style="list-style-type: none"> . Green Team Recycling . Community Garden (via Science Lab) . Nutrition Partnership | <ul style="list-style-type: none"> - Global awareness - Cooperative play - Character education |
| <p>Afternoon Routine Health, Social Studies, and Science Block 12:45 -2:28</p> | <ul style="list-style-type: none"> -Standards-based curriculum - Interactive/hands-on modalities to illuminate abstract concepts. Mainstreaming of Special Ed students These days alternate to allow for a concentration of activity | <ul style="list-style-type: none"> - State and district standards- based curriculum - Interactive activities & models - Hands-on Science Lab - Outdoor Garden Lab - Science Interactive Notebooks - Simulations - Learning through the arts, musicals, | <ul style="list-style-type: none"> - Full integration of arts & academics with real world examples - Cause & Effect .Community Outreach & Partnerships with: <ul style="list-style-type: none"> - Book Ends - Food Drive - Guide Dogs of America |

| | | | |
|---------------------------------------|--|---|---|
| | | <p>multicultural dances, studying photography and paintings</p> <ul style="list-style-type: none"> - Exhibits and Presentations - Pali Outdoor Education Field Study Trip - History simulations - Field Trips - Expert Visits - Junior Achievement - Too Good For Drugs - Character Counts - Second Step | <ul style="list-style-type: none"> - Book Exchange - Toy Drive - Coat & Clothing donations Ink Cartridges and Cell Phone recycling. City of Los Angeles- LAUSD Recycling Program Earth Day Celebration – Love the Lorax Science Fair |
| Dismissal 2:28 | | | |
| Afterschool Programs 2:30-6:00 | <p>Intervention Robotic Team After School - Enrichment Homework Club Library Media Center Open Library Creative Kids Child Care Beyond the Bell Tuesday Tutoring SBAC Preparation Classes</p> | <p>Arts and Crafts JAXX Musical Production Orchestra Drama Club Digital Photography Ceramics Knitting Mad Science Cooking Chemistry Chemical Kids Lego Robotics Coding Class Minecraft</p> | |
| Parent Education 6:30-8:00 | <p>Gifted/Talent Family Math, Literacy, and Science Nights Family Lego Robotics Night Parents in Control Middle School Articulation Kindergarten Orientation Family Science Night Family Reading Night Family Physical Education</p> | | |

| | | | |
|----------------------------------|--|---|---|
| | SBAC orientation | | |
| Integrated Enrichment | PE Music Dance Prototype Art Prototype Theater Computer Media Lab Ballroom Dancing Library Media Center | Our group is unique in that we'll have an enrichment program embedded into our daily lives. All students participate in the preceding programs on a weekly basis. | Express through various art forms, knowledge and understanding of other disciplines. Students will examine and formulate deeper understandings by integrating the arts specifically in dance and music. |

**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.

Calabash Academy 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 curricula meet or exceed State Standards for Music,

Art, Physical Education, and Technology. The Calabash 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 on specific, basic knowledge and skills the students must master.

Challenging Curriculum: The goal of Calabash 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: Teachers at Calabash recognize the need to refine and expand their knowledge and skills. Strategies for significant and on-going teacher professional development using the selected curricula are included in the Calabash program. Teachers are encouraged and supported to attend conferences and workshops throughout the school year (Southern California Mathematics Association Conference, Computer Using Educators, UCLA Math Institute, and Lego Education classes. Teachers bring back the information they learn and disseminate this knowledge to all stakeholders including staff, administration and parents.

MEASURING PUPIL OUTCOMES: **SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

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 and scientific inquiry 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 school garden, greenhouse and 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: As our students progress to the higher grades at Calabash, they will learn to make digital portfolios 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. Students at Calabash will have regularly scheduled time to utilize the Computer Lab.

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 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.

Calabash Charter Academy will utilize standardized formative assessments which include, but are not limited to: DIBELS Reading Assessments (every 6-8 weeks), 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). In addition, Calabash 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. Calabash Charter Academy 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 get 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 it on an ongoing basis throughout the year with teachers. 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.

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|------------------------------|---|---|
| Language Arts Writing | <ul style="list-style-type: none"> - Critique, justify, and theorize in writing across disciplines with evidence - Inform, persuade, and expose in writing with text-based and personal evidence - Defend, critique and illustrate in oral and written formats - Describe and illuminate in oral and written format using figurative language - Apply vocabulary development and knowledge in written and oral format - Demonstrate critical thinking skills specific to Depth of Knowledge degrees - Produce inquiry-based research projects aligned to thematic subjects in various disciplines - Creative Writing – stories & poetry - “Think Like a Disciplinarian”, (e.g. emulate accomplished professionals) | <ul style="list-style-type: none"> - District-mandated tests - Teacher-developed assignments, tests, and activities - Write From the Beginning program, writing prompts - Writing Journals - Digital Portfolios / Portfolios containing work of significant achievement - Oral Presentations and Project exhibits - Debate and Speech, including but not limited to in-class debates, monologues, poetry recitation, script writing and performing - End of unit projects |
| Language Arts Reading | <ul style="list-style-type: none"> - Identify, analyze and evaluate thematic cross-curricular literature - Discern relevant information after careful examination and exploration of text - Distinguish between fact vs. fiction and important supporting details - Understand cause & effect and connections in rising action - Select and evaluate books and other “reads for pleasure” while also participating in a leveled individualized reading program | <ul style="list-style-type: none"> - District-mandated tests - Teacher-developed assignments, tests, and activities - CA Treasures Reading series - DIBELS - Close Reading - Project-based learning inquiry Projects - Accelerated Reader - Leveled Literature Circles - SRA Online Reading - Oral Presentations and Project exhibits - Brain Pop Jr./Brain Pop/Raz Kids |
| Math | <ul style="list-style-type: none"> - Apply and practice acquired skills in daily math problem solving - Discern operations necessary to solve word problems - Persevere in solving problems, including multi-step/multiple strategy problems - Explain / show math strategies and justify solutions | <ul style="list-style-type: none"> - District-mandated tests - Teacher-developed assignments, tests, and activities - Publishers’ classwork, homework, activities, and tests (Engage NY, My Math) - Online and manipulative-based math activities |
| Science | <ul style="list-style-type: none"> - Develop theories and test them in experiments utilizing scientific inquiry process - Report on findings in oral or written presentation; conduct further inquiry - Persevere in solving problems, including multi-step problems - Employ language of the discipline - Use “Think Like a Disciplinarian” ideas to theorize and view other | <ul style="list-style-type: none"> - District-based tests - Teacher-developed assignments, tests, and activities - Field studies - Interactive units and simulations - Lab-based experiments and STEAM activities (FOSS Kit materials) - Science note-taking and reflective journals - Exhibits and presentations |

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| | subjects such as music, art, and history as a scientist - Understand the need to integrate eco-friendly practices in our everyday lives to better our local and global communities - Incorporate STEAM curriculum | - Student-led gardening and recycling programs |
| History and Social Studies | - Understand cause and effect connections of the making of civilizations - Relate and connect over time patterns in events - Finding parallels in historical events - Read content area information to critique events and policies of the past - Interpret, information to draw conclusions and make predictions - Use role play and interactive | - Teacher-developed assignments, tests, and activities - Field studies - Interactive units and simulations - Portfolios of significant achievement - Exhibits and oral presentations - Integration of the Arts |
| Technology (Media Lab/iPads/Chromebooks) | - Use Internet for research and learn to evaluate relevant versus irrelevant information - Use word processing applications to create documents - Create spreadsheets to analyze data - Use artistic applications to create original and novel products | - Teacher-developed activities - Portfolios of significant achievement - Presentations and inquiry-based projects |

DATA ANALYSIS AND REPORTING

Calabash Charter Academy 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. Data is also used to identify and prioritize professional development priorities
- District assessment results and authentic assessment results are communicated to parents (by teaching staff) throughout the school year
- School-wide data is also shared in a public forum at monthly Governance Council meetings, when it’s available, in order to discuss upcoming program development and education intervention priorities
- MiSIS parent portal (PASSPORT) may soon be available to all parents, teachers, and students for immediate access to grades, scores and attendance. Instant access to this information provides all stakeholders the ability to monitor student performance and academic growth. In addition, intervention can more likely take place in a timely manner. This information will be utilized to assist administration and teachers in critiquing and examining data and to develop an effective Professional Development.

How Students' Progress is Reported to Families

Individual classroom teachers are primarily accountable for assessing their students' achievements with regard to standards-based, grade-level work and achievement of grade appropriate content standards. In addition, teachers inform parents about their child's progress toward mastering the skills, knowledge, and attitudes required for advancing to the next grade level. Student progress toward meeting expected student outcomes is monitored on an ongoing basis at each grade level by regular 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 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, Progress Report and regular conferences with students' teachers.

Progress is reported to the parents three times annually using the LAUSD Progress Report and the Report of Progress Toward the Achievement of IEP Goals, as applicable. Additionally, parent conferences are conducted at the end of the first reporting period and as needed within the second and third reporting periods.

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.

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.

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

Involvement in the Governing Council and the various Governing Council committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school’s educational program. This will enable us to continue meeting the unique and changing needs of each Calabash student. All Governing Council and standing committee meetings will be open to the public in accordance with the Brown Act, and all stakeholders and

interested parties will be encouraged to contribute agenda items for discussion. Meeting schedules will be made available to the public (including on the school website and via organized email blasts), and an agenda of each meeting will be posted publicly (at the school site and on the school's website) at least 24 hours in advance thereof. All meetings will be held in accordance with the posted agenda and any items raised during any "public comments" period will be added to a later agenda for official discussion. The Governing Council and standing committees will also comply with all Brown Act requirements. Minutes of meetings will also be posted in a public area, on the school campus in the main office, and on the website.

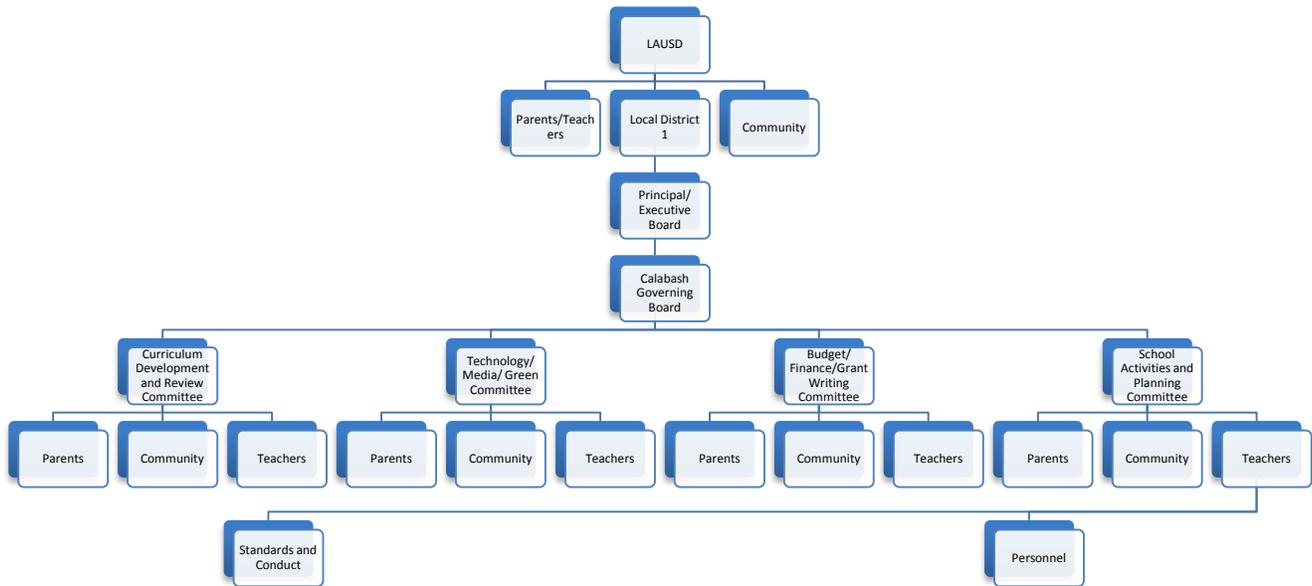
As a separate entity from Calabash Charter Academy, the Calabash Parent Teacher Organization (PTO) shall maintain liability insurance sufficient to cover any and all PTO sponsored activities and shall present a certificate of insurance as evidence of such insurance coverage on at least an annual basis to the Districts Division of Risk Management & Insurance Services. Calabash Charter Academy will conform to and operate under the District's Donation Policy (Policy Bulletin No. 1633). PTO shall work collaboratively with Calabash Charter Academy to further the educational program of the School. PTO is a non-profit 501c(3) California Corporation.

Additional Parent Involvement Opportunities

Parent involvement is the key to the success of our school, with opportunities for both parents who stay at home and those who work full-time. These opportunities include events such as Back-to-School Night, Open House, Parent/Teacher Surveys, Parent/Teacher Conferences, parent participation in the classrooms, campus beautification, Parent Education, weekly written correspondence, and the monthly PTO meetings. Calabash also announces opportunities using email blasts, via its website, and by automated phone calls (ConnectEd). Teachers communicate during weekly collaboration meetings, professional development meetings, and regular faculty meetings. Without the parents' support, Calabash would not be able to achieve the excellence that is its legacy. Parents are essential in making the school a vital part of the community, and in fostering the diversity and excellence of Calabash's enriched educational program. A parent's inability to participate does not impact admission for enrollment.

C. Decision-Making Process and Organizational Chart

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



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

Calabash Charter Academy will comply with the Brown Act.

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

The District reserves the right to appoint a non-voting single representative in the Charter Governing School Council.

E. Calabash Charter Academy’s Relationship with District/County

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

F. Process for Amendments to Charter

Calabash Charter Academy reserves the right to amend its charter at any time with LAUSD Board of Education approval. All amendments will require the majority vote of representatives to the

Calabash Charter Academy Governing Council. Any material revisions to the charter must be submitted to the LAUSD Board of Education for approval. Calabash Charter Academy will consult with the District in making a determination as to whether or not a proposed amendment or change to the charter constitutes a material revision.

Calabash Charter Academy, a California Distinguished School, is currently a high-achieving elementary school in Local District 1 and will continue to pursue innovative, pioneering ideas that can serve as a model for other schools within all of LAUSD. We will address the implementation of innovative curriculum and instructional techniques, and support those students who may need additional attention and intervention to succeed. We do this by providing additional educational resources such as:

- Targeted instruction by long-term substitutes for identified students not meeting benchmark
- Class-size reduction teachers
- Learning Center
- Additional support by paraprofessionals

All of these pursuits stem from the interest and support of the leaders of our school, thereby ensuring the active participation of parents, teachers and administrators as stakeholders in the educational process.

G. Articles of Incorporation and Bylaws of Nonprofit Corporation

Since we are applying as an affiliated charter school, we do not need to submit articles of incorporation and bylaws of a nonprofit corporation. We have, however, submitted the Bylaws of the Governance Council.

H. Selection Process of Council Members and Relevant Governance Council

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

The voting members of the Governance Council shall include representatives from the school's various constituencies. In the event of a tie-vote, candidates will be allowed to present qualifications and ambitions for becoming a voting member of the Governance Council, and a re-vote will take place.

- 5 staff members and 2 alternate teacher representatives, who shall be elected from and by the credentialed teachers employed at the school, which will include:
 - The Principal
 - UTLA Chapter Chair
 - Two Certificated Representatives (to be elected by certificated staff)
 - One Classified Representative (to be elected by classified staff)
- 5 parent members- elected by parents of Calabash

There shall be up to four (4) alternate parent Council representatives designated. The "First" alternate shall be the alternate with the most votes as compared to the other alternate(s). All vacant seats shall be filled within one month by a special election called by the Chair.

Executive Committee

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

The Executive Committee shall:

- Chair and set the agenda for Governance Council meetings
- Deal with routine matters not requiring the attention of the full Governance Council or its committees
- Refer issues to the Governance Council or its committees

The Executive Committee may not exercise the authority of the Governance Council with respect to financial issues concerning the school's operation nor the terms and conditions of the Charter. The Executive Committee will normally meet weekly but may convene more or less frequently as necessary to conduct its business. 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.

Calabash shall comply with LAUSD's policies and regulations regarding ethics and conflicts of interest in their decision making process.

Role of 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 and provide a more effective way of communication.

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.

Safety+: Oversees the safety and security of students and all other community members both on campus and on the school's perimeter.

Technology: Surveys technology inventory, develops/refines the school technology plan, contributes to

the school-wide technology curriculum, and works 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:

The Committee chairperson must establish a meeting agenda and submit a summary of all meetings to the Governance Council Chair and/or the Governance Council Secretary. Committees may elect a chairperson at their first meeting. In the event that no one accepts the chairperson position, the Calabash Charter Academy Governance Council Chair will appoint a chairperson. The Council, as needed, will determine committee meeting dates and times and all committees will comply with the Brown Act.

STAKEHOLDER INVOLVEMENT

Parents play an active role in our school, and the success of Calabash Charter Academy depends upon continuing this tradition. The highly productive collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and will be involved in all levels of decision-making at Calabash Charter Academy, their participation will help to fulfill our promise of an enriched educational experience for all children. Parents are encouraged to participate in any of the school's Governing and Executive Committees, including but not limited to budget, bylaws and curriculum, school safety, staff selection, technology, discipline and professional development.

Involvement in the Governance Council and its various Standing and 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 Calabash's students. All Governance Council and Standing/Ad Hoc Committee meetings will be open to the public in accordance with the Brown Act, and all stakeholders and interested parties will be encouraged to contribute agenda items for discussion. Meeting schedules will be made available to the public (including on the school website and via organized email blasts), and an agenda of each meeting will be posted publicly (at the school site and on the school's website) at least 72 hours in advance thereof. All meetings will be held in accordance with the posted agenda and any items raised during any "public 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 website. The foregoing meeting requirements will be subject to any exceptions permitted under the Brown Act.

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 newsletter given to each student at the beginning of the school year outlines the various volunteer opportunities throughout the year. These opportunities include events and communications such as informative Back-to-School Night, Open House , Family Curriculum Nights for ELA, Math, and Science, Parent/Teacher Surveys, Parent/Teacher Conferences, parent participation in the classrooms, campus beautification projects, PTO-sponsored Parent Education workshops, PTO community-building events and the PTO newsletter. Calabash announces these opportunities in its weekly email blasts, via the school website, by automated phone calls, and during our Monday morning assembly.

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 Tours/ Application Information

Calabash Charter Academy is located and operates within the boundaries of Local District Northwest of Los Angeles Unified School District. It shall be open to all students who wish to apply. As an existing charter school, admission preference shall be given to pupils who reside within the attendance area of Calabash Charter Academy. Students will receive a lottery

application. Should the amount of pupils that wish to attend Calabash Charter Academy exceed the enrollment limit, a public random lottery will take place to determine the school enrollment in accordance to Education Code, section 47605(d)(2)(B). Preference will be given to currently attending students and their siblings, school residence, LAUSD attendance area, and students outside the district. In the event that a family with multiple children apply, the siblings will receive the next available seat(s) on the waiting list. The date, time, location and method of this drawing will be printed on the application procedure. On the drawing date, a committee will randomly draw names of the candidates. Parents of the applicants are notified immediately and are either admitted or placed on a waiting list. The number of random applications are based upon fall enrollment projections provided by LAUSD. The waiting list will prioritize candidates according to the order in which they were drawn.

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

The Calabash Charter Academy will utilize LAUSD enrollment forms and cumulative records. The Calabash Charter Academy will adhere to all District procedures related to confidentiality and privacy of records. Upon request, LAUSD will provide Calabash Charter Academy with the cumulative records of new students who have transferred from other schools. Upon leaving Calabash, student records will be forwarded to the new receiving school. Upon leaving the Calabash Charter Academy, student records will be processed accordingly and forwarded to the receiving school.

Calabash Charter Academy will conduct, at least three tours a year so that the public is educated on what the school policies are and what program we offer.

If, at the beginning of or during the school year, space becomes available, Calabash 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:

CALABASH CHARTER ACADEMY
c/o School Principal
23055 EUGENE STREET
WOODLAND HILLS, CA 91364

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.