



LOS ANGELES UNIFIED SCHOOL DISTRICT

COMMUNITY MAGNET CHARTER SCHOOL

A DISTRICT AFFILIATED CHARTER SCHOOL

11301 Bellagio Road, Los Angeles, CA, 90049

Renewal Petition

Submitted
Friday, March 17, 2017

TERM OF PROPOSED CHARTER

JULY 1, 2017 TO JUNE 30, 2022

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Community Magnet Charter Elementary (also referred to herein as “Community Magnet”, “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).)

Charter School hereby declares that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code.

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances, Affirmations, and Declarations 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

“The educational program of the charter school, designed, among other things, to identify those whom the charter 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).)

“The annual goals for the charter school 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 charter 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>Carla Cretaro, Principal</i>
• The address of Charter School is:	<i>11301 Bellagio Road Los Angeles, CA 90049</i>
• The phone number for Charter School is:	<i>(310) 476-2281</i>
• Charter School is located in LAUSD Board District:	<i>4</i>
• Charter School is located in LAUSD Local District:	<i>West</i>
• The grade configuration of Charter School is:	<i>K-5</i>
• The number of students in the first year of this Charter will be:	<i>N/</i>
• The grade levels of the students in the first year will be:	<i>K-5</i>
• Charter School’s scheduled first day of instruction in 2017-2018 is:	<i>August 15, 2017</i>
• The current operational 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>492</i>
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Traditional</i>
• The bell schedule for Charter School will be:	<i>8:09 AM - 2:30 PM</i>
• The term of this Charter shall be from:	<i>July 1, 2017 to June 30, 2022</i>

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Located in the hills above UCLA in West Los Angeles, Community Magnet has existed as a Los Angeles Unified School District (“LAUSD” or the “District”) full Magnet School since 1977. In 2007 the school applied to become an affiliated charter –magnet school that operates under the auspices of LAUSD. Community Magnet Charter School, a National Blue Ribbon School and a California Distinguished School, continues to maintain its status as one of LAUSD’s highest performing schools. Community Magnet serves approximately 470 students which includes 20% African American, 25% Asian, 13% Latino, 3% other and 40% White. Of this population, 11% are English Learners, 7% are Special Education, 30% are economically disadvantaged. Students travel from all parts of Los Angeles to take advantage of the outstanding educational programs offered at Community Magnet School. The school is a place that has a wonderful atmosphere, a place where diverse children, parents and staff, come from ethnically, socio- economically and geographically different backgrounds, to create a very special place where children learn, grow and thrive.

In terms of our school’s vision of meeting the needs of every child, Community Magnet staff recognized the need to provide a response to instruction and intervention Any Community Magnet student requiring ongoing academic remedial support is invited to participate in our one-on-one academic mentoring program called Caring Adults Teaching Children How, or CATCH. We believe that no child should slip through the cracks, and that one-on-one, personalized academic tutoring applies targeted assistance where it is most needed. CATCH provides weekly one-on-one assistance for students in phonics, basic math skills and reading comprehension. CATCH is designed to assist at-risk students who are not performing at their full capacity. The program’s objectives are to increase academic and social achievement, to motivate improved attendance and classroom participation through increased enthusiasm for learning, and to increase self-confidence and community awareness.

At Community Magnet the staff and parents believe that Technology has great potential for making education meaningful and productive for students, but only if students are allowed to become active learners in real-world tasks. Technology access at Community Magnet Charter School (CMCS) has improved greatly since we have been an Affiliated Charter. We have moved from a severe lack of technology to a place where state of the art technology is available to students and teachers when they need it. We are promoting learning throughout the curriculum with an emphasis on learning with technology, rather than about technology. Students are now encouraged to use the technology as a tool to further their learning. Technology has great potential for making education meaningful and productive for students, but only if students are allowed to become active learners in real-world tasks. Technology access at Community Magnet Charter School (CMCS) is intended to enhance learning throughout the curriculum and emphasize learning with technology, rather than about technology.

Another area that has been a focus area for our school has been to enhance our Humanities focused magnet emphasis with the addition of enrichment experiences for students. Over the years these enrichment classes have often been a disruptive influence on the classroom teacher’s instructional program and the grade level team teaching program. We continue to use an enrichment block schedule to have the least

impact on sacred in class instructional time for students and teachers. Now for a 45 – 50 minute block each day the entire grade level has a common enrichment block, allowing all teachers to have the majority of their instructional day uninterrupted, while allowing all students to participate in exciting enrichment courses in Visual Arts, Music, Dance, Drama, Technology, Library and Physical Education.

For the next five years, Community Magnet Charter School will proudly continue to be a part of the Los Angeles Unified School District as an affiliated charter school. Community Magnet will continue as a quality public magnet school that will serve students in kindergarten through fifth grade. We would anticipate an expansion of our technology program, to continue with professional development in the technology arena. To further enhance the educational experience, Community Magnet will continue to expose students to a variety of enrichment classes including, visual and performing arts, physical education and an emphasis on character education. Finally, Community Magnet will continue to serve as a model of reform for other LAUSD schools and to use our site based autonomy to continue to improve our educational program to meet the unique needs of our 21st century diverse students.

STUDENT POPULATION TO BE SERVED

Community Magnet Charter Elementary School, an affiliated charter school, serves students throughout the Los Angeles Unified School District. We are the only Kindergarten through 5th Grade Humanities Magnet Charter in the Los Angeles Unified School District that provides a free, nonsectarian, public education for 492 students who desire exciting, hands-on, creative learning opportunities in a nurturing, safe, small-school environment where students enjoy a sense of belonging.

Community Magnet Charter Elementary Schools provides an integrated core curriculum focused on independent thinking, decision-making, problem-solving skills, and creativity -- with an emphasis on promoting a sense of community and an appreciation of multiculturalism. Our educational plan allows students to achieve according to their individual abilities and learning styles. Our faculty meets the all federal guidelines and requirements to provide qualified professionals in our classrooms.

LAUSD's Court-Ordered Integration Programs

As an LAUSD magnet school, Community Magnet follows the court-ordered guidelines as set out by the Office of Student Integration Services. In 1970, Judge Alfred Gitelson, Los Angeles Superior Court, ruled that the Los Angeles Unified School District (LAUSD) operated segregated schools and rendered the initial order to integrate District schools. Upon appeal, the State Supreme Court agreed to hear the case and, on June 28, 1976, while disagreeing with Judge Gitelson's conclusion that the LAUSD had engaged in de jure (intentional) segregation, agreed with his ruling that the LAUSD was obligated under the law to take steps to alleviate the harms of segregation. The Court also ruled that desegregation is not strictly defined in terms of racial/ethnic percentages. The District was required by this ruling to take "reasonable and feasible" steps to alleviate

the harms of segregation regardless of the cause and to demonstrate meaningful progress in the task.

Judge Paul Egly requested that LAUSD identify methods to help ameliorate the Court identified four harms of racial isolation; and subsequently, the trial court added a fifth harm. Below is a list of the Court identified harms of racial isolation:

1. Low academic achievement
2. Low self-esteem
3. Lack of access to post-secondary opportunities
4. Interracial hostility and intolerance
5. Overcrowded conditions

LAUSD submitted a plan for integration in continuing response to its judicially-imposed mandate to implement a Desegregation Plan which promises meaningful progress toward the alleviation of the harms of segregation and which constitutes “reasonably feasible steps to alleviate segregation and its accompanying harms.” Although framed in terms of the 1981-1982 school year the plan is intended to be a continuing master plan. To be responsive to changing circumstances it must retain flexibility. The plan’s evaluation component will permit adjustments necessary to insure that the plan’s programs continue to meet its goals.

Community Magnet Charter Elementary School shall serve an urban, multicultural, multi-ethnic student body without regard to race, sex, color, ethnicity, religion, national origin, or disability [Education Code §47605(a)(1)]. The school’s educational program shall serve students of all abilities, ranging from those who are academically low-achieving to the high proportion of gifted and highly gifted children in the school’s student body. No student shall be required to attend the charter school nor any employee to work at the charter school [Education Code §47605(e)(f)].

The diversity of Community Magnet Charter Elementary School distinguishes it from most other schools in this country. On the first day of school, nine buses arrive from a myriad of neighborhoods all over Los Angeles. Upon entering the schoolyard, you will hear enthusiastic parents, from many different cultural groups, encouraging their children in various languages.

Although the official statistical ethnic makeup of the Community School is 40% White, 21% Black, 25% Asian, 8% Hispanic, and 7% “other”, the reality is even more diverse because many Community students come from mixed cultural backgrounds. It is this great diversity that organically creates so many multicultural opportunities.

Our kindergarten teachers are accustomed to greeting children with varied preschool experiences. Approximately 17% of our students are identified gifted and talented, and 10% are identified as English-Language Learners (with a reclassification rate of 32% in 2016). Our Resource-Specialist teacher, our administration, and our teachers have already identified 7% of our continuing students who are in need of special services and have created programs specifically designed to serve this segment of our student

population, guided by the Inclusion and Collaborative Models.

GOALS AND PHILOSOPHY

In 1977, the mission of Community Magnet School was to provide a quality multi-ethnic, multicultural education to all children. Propelled by a desire to inspire a lifelong love of learning, groups of teachers, parents, support staff, administrators, and business people met separately and together to create the new vision and solidify their common values (this group will hereinafter be referred to as the "stakeholders" in this document). Upon seeking final approval of all stakeholders, the children pointed out to us that we had forgotten one important thing: **learning should be fun**. Our original vision, as animated by that important concept, became our guiding light in achieving academic outcomes for Community's graduating students in the areas of Problem Solving, Communication and Global Awareness. Teachers reviewed the academic outcomes listed below, as well as the specific educational content essential to achieving those outcomes, in order to ensure their alignment with State and District educational standards, and then used these guidelines to articulate and establish challenging grade-level benchmarks for success. Today, the vision of Community Magnet Charter Elementary School is to create a diverse, cooperative, multicultural and caring community committed to developing the character and full learning potential of all students. We act as a model for other schools that seek to offer integrated, multicultural instruction in a world striving for mutual understanding.

Mission and Vision

Community Magnet Charter Elementary School emphasizes the study of the humanities through a multicultural perspective. We are a diverse, cooperative school community committed to developing the character and full academic potential of all students. Community Magnet Charter Elementary School provides a secure and caring environment that fosters creativity, mutual respect, and a lifelong love of learning.

Community Magnet Charter Elementary School strives to create confident, responsible young people whose self-esteem, interpersonal skills, and critical-thinking abilities prepare them for success in the ever-changing global community.

Our beliefs reflect the values forged over a quarter century in the crucible of our dynamic school community. These beliefs reflect our commitment to honoring diversity, developing social responsibility, and implementing a child-centered philosophy of education.

We believe:

- Student learning must be the focus of all school activity.
- In order to ensure a quality program, staff must be provided with time for professional dialogue, professional development, and collaboration.

- Students learn best in small groups with differentiated instruction that caters to individual strengths and needs.
- The Family has a major influence on a child's learning.
- Students can learn, have the right to learn, and should have equal access to the curriculum.
- The school curriculum must reflect the highest standards and expectations for our pupils.
- Each student is unique and can become a responsible and self-motivated individual who respects him/herself, others, and the environment.
- A curriculum that reflects historical and contemporary issues and events will stimulate a child's natural curiosity while developing the life-skills necessary to succeed in our global community.
- Successful cooperation among all stakeholders, with open communication and respect for each other's diversity, will result in improved student achievement.
- In order to enrich our educational environment, our school must utilize diverse resources from parents, the community, and business partners.
- The optimal learning environment is clean, safe, and aesthetically pleasing. This provides students with a feeling of ownership and pride.
- Every effort should be made to reflect the diversity of our city in the make-up of our school's population.
- --Learning should be fun and engaging!

Students will:

- Master the skills and strategies necessary for them to become effective and creative problem-solvers.
- Master the skills and strategies of reading, writing, listening, speaking, and technology in order to enable them to communicate clearly, creatively, and effectively.
- Understand and appreciate the past and present contributions of the diverse cultural groups in their community and in the larger world.

Our beliefs reflect the values forged over a quarter century in the crucible of our dynamic school community. These beliefs reflect our commitment to diversity, social responsibility, and a child-centered philosophy of education.

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

Graduates of Community Magnet Charter Elementary School will understand that the 21st century is an ever-changing global society where higher levels of literacy, in- and out-of-the-box thinking skills, multiculturalism, communication, mastery of technology, and the ability to process information are required. Graduates will also believe that learning is a continual interactive exchange. These skills and experiences will help establish the students’ deeply rooted self-concept as autonomous, self-motivated, competent, productive, lifelong learners, who are part of a larger, interconnected, interdependent, multicultural/ethnic shifting global society. We wish to develop humanistic thinkers with an ability to respectfully challenge their communities to bring about change to dedication in diversity, unity, academic, and humanitarian excellence.

In order to do that, Community Magnet Charter Elementary School understands that schools cannot work in isolation from the community and society. We continually reach out to the Bel Air Association, local businesses, higher education institutions, public agencies, and community organizations to partner with the school to share our human and material resources.

Our natural school environment will be used to teach *responsibility* and *respect* for our natural resources across curricular areas in order to produce students who have meaningful, productive, flexible and adaptive learning, with the purpose of public education being the development of genuine learning skills.

Community Magnet Charter Elementary School graduates will also be World-class problem solvers, communicators, and have a global awareness & historical perspective of society. Our graduates will know that there is national and global information interdependence that exists in our world, and we will continue to grow more interdependent as technology becomes more powerful, accessible, convenient, and complex. We are aware that knowledge continues to undergo rapid changes, and that whole industries may be born, grow to maturity and die in a decade, necessitating workers to shift to as many as four careers in the course of their work life. We are aware that there is greater ethnic and cultural diversity as the world becomes more and more accessible through communication and technology. We are also aware that the American family will continue to be more diverse and no single family type will represent the majority. Community Magnet Charter Elementary School graduates will become the model citizens of the 21st century.

How Learning Best Occurs

To support our mission of creating lifelong learners, students are taught how to find and use information effectively from a variety of sources. These sources include an extensive selection of books and periodicals within the classrooms and dedicated technology for students to access.

We at Community Magnet Charter Elementary School recognize that learning best occurs in a safe, nurturing environment . . .

When the students:

- Actively participate in the process of learning.
- Have their individual areas of strengths broadened and developed.
- Have their individual areas of need identified, improved, and eliminated.
- Engage in experimentation, exploration and discovery.
- See the connection between what they learn and the real world.
- Work well individually and cooperatively as members of a group.
- Are encouraged to go beyond the standard curriculum and delve more deeply into the various subject areas.
- Are provided with direct instruction using the principles of learning.
- Are presented with challenges in problem solving and critical thinking.
- Develop skills and attitudes for being lifelong learners.

and the TEACHERS:

- Have high expectations for all students.
- Work collaboratively to identify student strengths and areas for improvement in mastering the content for each subject area.
- Use differentiated instruction to address each child's needs and potential.
- Use formative and summative data to drive instruction.
- Believe that learning is the focus of every activity.
- Continue to grow through professional development and remain lifelong learners.

and the PRINCIPAL:

- Has high expectations concerning student behavior, academic development, and the levels of student self-esteem and satisfaction.

- Has a high expectation for teacher and staff professionalism, teacher effectiveness in ensuring that learning takes place for all students, and the levels of teacher and staff self-esteem and satisfaction.
- Supports the efforts of the students and teachers.
- As the academic leader, empowers school community members to identify, articulate, and address a shared vision for the school's educational program.
- Ensures that quality learning is taking place in addressing the content standards through a rigorous program using formative data, teacher input, and current best practices.
- Is a lifelong learner improving his/her skills through professional development, experience, and reflective practices.

and the FAMILIES:

- Are informed about the school's educational program.
- Are involved with the school.
- Understand how to assist their child's learning and are active participants in that learning.
- Support the school's efforts to continually improve to meet the changing needs of their children.

Local Control Funding Formula (LCFF) Requirements

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update." (Ed. Code § 47606.5(e).)

LCFF STATE PRIORITIES

GOAL #1

All students will receive instruction from a highly qualified teachers and support staff, optimal curricular resources, and intervention services to ensure proficiency for all students. The school has set the following specific goals:

- To increase the number of students who score Proficient or above in English Language Arts on the SBAC assessment
- To increase the number of students who score Proficient or above in grade level and higher level mathematics on the SBAC assessment
- To monitor and increase early literacy rates of pupils
- To increase the number of English Learners who achieve full English language proficiency
- To increase the number of English learners demonstrating readiness to participate in a core English language arts curriculum.
- To decrease the number of Long Term English Learners

Related State Priorities:

- | | | |
|---------------------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 7 |
| <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Local Priorities:

- :
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Specific Annual Actions to Achieve Goal

- Provide highly qualified teachers in every classroom.
- Provide a rigorous, standards-based instructional program for all students.
- Ensure academic growth for all students in each subject area.
- Provide opportunities accelerated or support opportunities for students.
- Providing ongoing staff development to improve instruction and student support services.
- Provide the services of a 4-hour Teacher's Assistant (TA) to support the reading and math intervention program, Caring Adults Teaching Children How (CATCH) for struggling students, (in a push-in/pull-out to Intervention Center combination model).
- Implement online interventions to help students of all ability levels develop fluency with their basic facts in addition, subtraction, multiplication and division.

Expected Annual Measurable Outcomes

Outcome #1: The School will annually increase the number of students reaching proficiency in English Language Arts

Metric/Method for Measuring: CAASPP English Language Arts Assessment

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	77%	78%	79%	81%	83%	85%
English Learners	18%	20%	22%	24%	26%	28%
Socioeconomically Disadvantaged Students	71%	72%	73%	75%	77%	79%
Foster Youth	n/a	n/a	n/a	n/a	n/a	n/a

Students with Disabilities	28%	30%	31%	33%	34%	35%
African American Students	54%	56%	59%	62%	65%	68%
American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	n/a
Asian Students	86%	87%	88%	89%	90%	92%
Filipino Students	n/a	n/a	n/a	n/a	n/a	n/a
Latino Students	59%	61%	63%	65%	67%	69%
Native Hawaiian/Pacific Islander Students	n/a	n/a	n/a	n/a	n/a	n/a
Students of Two or More Races	73%	75%	77%	79%	81%	83%
White Students	84%	85%	86%	87%	88%	90%

Outcome #2: The school will annually increase the number of students reaching proficiency in Mathematics

Metric/Method for Measuring: CAASPP Mathematics assessment.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	81%	82%	83%	84%	86%	88%
English Learners	27%	29%	31%	33%	35%	38%
Socioeconomically Disadvantaged Students	71%	72%	73%	74%	75%	76%
Foster Youth	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	32%	34%	35%	37%	38%	40%
African American Students	57%	58%	61%	63%	65%	68%
American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	n/a
Asian Students	93%	94%	95%	96%	97%	98%
Filipino Students	n/a	n/a	n/a	n/a	n/a	n/a
Latino Students	58%	60%	62%	64%	67%	69%
Native Hawaiian/Pacific Islander Students	n/a	n/a	n/a	n/a	n/a	n/a
Students of Two or More Races	82%	84%	85%	87%	90%	92%
White Students	84%	85%	86%	88%	89%	92%

LCFF STATE PRIORITIES

GOAL #2

Students and families are informed and actively engaged in supporting a safe, respectful, responsible, and trustworthy school community.

Related State Priorities:

<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7
<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 8
<input type="checkbox"/> 3	<input type="checkbox"/> 6	

Local Priorities:

:

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Specific Annual Actions to Achieve Goal

- Principal leads weekly character conversations with students to emphasize school norms.
- School sends weekly emails/blog posts/phone calls to communicate the events for the upcoming week.
- Students have opportunities to be recognized for contributing to a positive school culture.
- Principal hosts monthly "Coffee with the Principal" to discuss district updates, school activities, and other timely topics.
- Positive behavior support system is clearly stated and well-understood for parents and students..
- School governance board monitors the process toward meeting LCAP and Charter goals.

Expected Annual Measurable Outcomes

Outcome #1: Students feel safe on campus and know that the adults on campus go out of there way to help students

Metric/Method for Measuring: School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	86%	87%	88%	89%	90%	91%

Outcome #2: Parents feel the parent center is a helpful resource and that they receive updates on student progress.

Metric/Method for Measuring: School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	76%	77%	78%	79%	80%	81%

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

To support our mission of creating lifelong learners, students are taught how to find and use information effectively from a variety of sources. These sources include an extensive selection of books and periodicals within the classrooms and library, dedicated classroom technology. All stakeholders are always on the lookout for the new and innovative ways in educating our students.

The certified library aide keeps the library up and running and works to maintain library media instruments and books available to all stakeholders throughout the day and after school. The librarian meets with all classrooms on a weekly basis to promote literacy

and other learning resources. The librarian also coordinates with each grade level teaching team to review existing relevant materials available in the library to support the curriculum.

Student groups, such as our Student Body Council, are fashioned to build tolerance among a multicultural/ethnic community, to develop and hone leadership skills, and the ability to solve conflict or overcome any difficult path that may arise later on in their path of life. After an extensive training seminar, our children take it upon themselves to make their community a more healthy and happy place to be by creating, building and maintaining relationships. Because of these children, many more students want to be part of such groups and thus, an application process has started to become part of these groups.

INSTRUCTIONAL DESIGN

We believe that learning is best accomplished in an enriched humanities-focused multicultural environment that nurtures multiple intelligences and encourages open-ended inquiry. We also recognize the value of a balanced program of systematic direct instruction, guided practice, and applied skills. This combination of teaching methodologies is in alignment with state and District standards and curriculum.

Humanities Focus:

At Community Magnet Charter Elementary School, the humanities organize the classroom curriculum around overarching themes. The humanities are designed to prevent the fragmentation of the curriculum by creating thematic units. Although this approach is typically found at the high school level or higher, we believe that a humanities approach to education is ideal in an elementary setting as well. A Humanities Program combines Historical Thinking with Literary Analysis and Writing, Moral Character and Civic Education of Values with Hubris – questioning the rightness or wrongness of things. In her book *Fire in the Eyes of Youth: The Arts and Humanities in American Education* Judith Renyi describes a program designed to help students make connections in learning across disciplines. Texts and cultures are central to the Humanities – they have to do with the products of the human minds, things humans have made, done, constructed or written. Humanities centered classrooms have as their hallmark the study of “texts” and a text is not a textbook. A text can be a poem, a novel or a historical document such as a Native American diary recording personal views on the onslaught of the European settlers, or it can be the Declaration of Independence. A text might be a work of art, Confucian proverbs, or a ceremonial dance. Humanities are the study of great human achievements and how they relate to one another.

At Community Magnet, we believe what we cannot find, we create. After a fruitless nationwide search for a model elementary humanities program, we agreed to invent the elementary humanities model. The following list reflects the characteristic at the focus of our humanities program:

- Collaborative leadership that includes the teachers, administration, and support staff.
- Heterogeneous grouping that reflects school demographics.
- Teachers working as grade level teams.
- Team-developed thematic units that are engaging to students, intellectually significant, and incorporate important works drawn from the disciplines being taught.
- Pedagogy that addresses multiple intelligences.
- Common planning periods for team collaboration.

The humanities model reflects our desire to connect learning across the curriculum and the need to insure that every child is able to meet learning standards. Our program creates a community within a school to provide students with opportunities to develop critical thinking, writing and discussion skills and to give them a sense of ownership in the learning process.

The program thrives because of three vital inputs: a large measure of ownership and dedication on the part of the teachers, time and flexibility in the school schedule, and an unobtrusive administrative environment.

Our humanities program is a teacher run program. Teachers form teams and collaborate closely to develop a set of core courses with a thematic, interdisciplinary curriculum. Although the themes are aligned with the mandated language arts and mathematics curriculum, the focus and goals of each theme remain flexible and follow the interest of the students.

Providing time for team collaboration is imperative. Our school accommodates the need for teacher meetings by providing a well-structured physical education program that the students attend while the teachers meet for grade level planning. Without this accommodation, the program could not exist.

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.

We plan to implement the school's instructional program in a manner consistent with our current implementation and timeline. Our faculty and staff reflect on our scope and sequence, the timing of our benchmark assessments, and our desired student achievement outcomes. Considering these factors we pace our instruction to maximize our students' ability to internalize the key content standards, concepts and skills required in each content area and at each grade level. We align our activities, co-curricular electives and school wide celebrations with our instructional priorities to ensure that we do not compromise the delivery of our instructional program.

English Language Arts

Materials: McGraw-Hill, “Treasures”; Core Literature, McGraw-Hill, “Beginnings”
Community Magnet Charter Elementary School utilizes Treasures, a sequential and well-balanced language arts program with the goal of producing confident communicators. Instruction in Language Arts builds on students’ interests, skills, experience, and prior knowledge. Students study significant literary works throughout the grade levels. Quality multicultural literature, representing a variety of genres, serves as a central focus of the language-arts program. Listening, speaking, reading, writing, and exploration of the arts are used to promote learning in all subject areas.

Our students have demonstrated high performance in ELA, thus allowing for differentiation and within the instructional program. The main components of the adopted curriculum are through the grade levels. Supplemental resources will be used to enhance and extend the ELA curriculum.

- Students will develop language-arts skills across all curricular areas, and will use reading, writing, and thinking strategies throughout their day.
- Students will develop writing fluency and the ability to write for a variety of purposes, audiences, and topics.
- Students will use various reading resources (such as core literature, journals, charts, schedules, periodicals, and primary-source documents) to gather, organize, and interpret data and to communicate ideas and information.
- Students will use a variety of critical thinking skills as they read, write, and discuss the ideas and themes that they discover in literature and works of art
- Students will develop proficiency in language mechanics and usage, and will use spelling and vocabulary development to express ideas with clarity and accuracy.

Each class has its own library of appropriate literature. Oral language is integrated throughout the curriculum. Students participate in presentations, speeches, discussions, oral reports, reader’s theater and debates. Writing occurs daily and in every classroom in a variety of ways such as literature response journals and morning journal writing.

English Language Development

Materials: McGraw-Hill, “Treasures”

The curriculum to support English Learners is fully embedded in the curriculum and is implemented during designated English Language Development blocks consist with LAUSD policy. We firmly believe that all students, regardless of home language, deserve a rigorous and enriched learning environment. Teachers use a variety of strategies to equip English Learners with the tools they need for successful participation in academic tasks in all subject areas.

As the stated in the Master Plan, our school provides various instructional program options tailored to meet the diverse needs of ELs and the educational preferences of

the parents of ELs. All program options guarantee access to a full, comprehensive curriculum with scaffolds and support for students at different English language proficiency levels. The ultimate goal of each program option is for ELs to prepare to participate fully in A-G courses and to graduate from high school ready for college and careers. Structured English Immersion (EL Levels 1-3) and Mainstream English (EL Level 4-5, RFEP, IFEP and EO) are the current program options at Community Magnet. Additional program options may be added if necessary requirements are met as stated in district policy.

Services and supports to aid in English Learners' achievement with English Language Development and access to Core and engagement include implementation of the following:

- 60 minutes of daily English Language Development instruction for EL levels 1-3
- 45 minutes of daily English Language Development instruction for EL levels 4-5
- Specially Designed Academic Instruction in English (SDAIE) techniques
- Culturally & Linguistically Responsive Pedagogy (CLR)
- Visual supports/Thinking Maps
- Total Physical Response (TPR) techniques
- Oral and Written Language Portfolio Opportunities

Community Magnet submits a waiver each year requesting to be exempt from the classroom organization requirements of the Master Plan for kindergarten and first grade. Placing English Learners in the same classroom for the entry grade levels (Kindergarten and Grade 1) results in racial isolation for the bulk of the school day. This practice goes against the mission of the Magnet Program. (See attached Waiver).

Mathematics

Materials: Houghton Mifflin, "Math Expressions"

Mathematical thinking and problem solving is a core focus at Community Magnet. We believe students learn best when they develop a deep conceptual understanding of mathematical concepts and practices. Math Expressions, the mathematics curriculum at Community, reflects the need for student to think, talk, draw, and write to develop a deep understanding of grade level standards.

By the end of kindergarten, students will understand small numbers, quantities, and simple shapes in their everyday environment. They will count, compare, describe, and sort objects, and develop a sense of properties and patterns.

By the end of grade one, students will understand and utilize the concept of ones and tens in the place-value number system. Students will add and subtract small numbers with ease. They will measure with simple units and locate objects in space. They will describe data and analyze and solve simple problems. Students will be able to translate abstract written questions into concrete numerical equations.

By the end of grade two, students will understand place-value and number relationships in both addition and subtraction and use simple concepts of multiplication. They will measure quantities with appropriate units. They will classify shapes and see

relationships among them by paying attention to their geometric attributes. They will collect and analyze data and verify the answers.

By the end of grade three, students will have deepened their understanding of and ability to use place-value, addition, subtraction, multiplication, and division, using whole numbers. Students will estimate, measure, and describe objects in space. They will use a variety of strategies and manipulatives to solve problems. They will apply their mathematical knowledge to real-world situations. Students will work in cooperative groups to conduct mathematical investigations. Students will demonstrate their math knowledge through journals, oral presentations, and informal discussions.

The fourth grade's math curriculum is divided into four quarters. Each quarter will address successive skills and provide a depth of understanding of previous concepts. Math instruction will be administered through a combination of appropriate resources including, but not limited to. Math texts, instructional guides, supplemental instructional guides, and student needs. The overall curriculum will be informed by and adjusted according to student needs and interests.

By the end of the Fifth grade, students will have increased their facility with the four basic arithmetic operations, as applied to positive and negative integers, fractions, decimals. They will understand and use common measuring units to determine length and area. They will know and use formulas to determine the volume of simple geometric figures. Students will know the concept of angle measurement and use a protractor and compass to solve problems. They will use grids, tables, graphs, and charts to record and analyze data. The goal of our math program is to provide a thorough mastery of each 5th grade math standard so that each child can apply these skills and develop a foundation to be applied to future concepts and skills.

History-Social Studies

Materials: Scott Foresman, "History-Social Science for California"

As a Humanities Magnet, students at Community Magnet School are provided with a rich and exciting experience that increases social responsibility and awareness. The curriculum focuses on personal experience, historical understanding, civic pride, geographic knowledge, and multiple cultural and historical perspectives. The content of the curriculum is presented in such a way that the experience comes alive for every child as their family and cultural backgrounds are explored. Teachers create learning environments in which students read, write, and analyze important concepts that are vital to their becoming productive citizens. Hands-on activities, simulations, role-playing and oral presentations are used to enrich the social science curriculum. Students read charts and graphs, construct timelines, draw maps, and analyze both historical trends and current events. Literature selections at each grade level are chosen to enhance the curriculum.

A full, balanced, integrated, literature-enriched history and social science curriculum will draw upon students' experiences and incorporate goals that promote (1) raw knowledge and cultural understanding, (2) democratic principles and civic values, and (3) the academic proficiency and social skills necessary for successful participation in a diverse society.

Students in all grades will study history and social sciences through language arts (creative writing, factual reports, critical analysis); science (adaptation, survival, utilization of the environment); math (graphs, practical problem-solving, time-lines, measuring for cooking indigenous food) art (many hands-on projects, artistic rendering, three-dimensional works); and music and dance (i.e., the cultural and ethnic aspects of these performing arts) and.

Teachers will build upon students' curiosity about themselves and their world by presenting history as an exciting and dramatic series of events and issues. Students will engage in problem-solving as they acquire, evaluate, and utilize information in different ways. Students from all ethnic groups, including English Language Learners of all backgrounds, will be provided with frequent opportunities to share their native language, cultural ideas, customs, and heritage, thereby providing multicultural dimensions to the curriculum. The teachers will provide equal access to the core curriculum for all students through a variety of appropriate strategies. The teachers will facilitate the exploration of values critical to understanding the democratic process.

Geography, a critical component of the social science curriculum, is a basic building block of informed citizenship and environmental awareness. Its study provides students with the economic, political, and environmental context for learning about people and cultures in different parts of the world. Geography is the portal to numerous subject areas, including geology, biology, demography, history, culture, and physical science. Geography helps students develop a better understanding of the relationship of all life forms (including ourselves) to the earth. Given the trans-national economy and complicated politics of the modern world, students need to know the locations and attributes of important places and understand the impact of the geography on different countries, as well as on the interrelationships among countries, in order for them to have a sufficiently global orientation and sensibility.

- Students will be able to relate to people and events from the past through the study of history and geography and through participation in the performing arts.
- Students will be able to examine and evaluate various primary sources, such as photographs, journals, and documents, in order to make sense of historical events.

Students will become comfortable in accessing primary sources and reference materials to gain an authentic sense of other times and places.

- By studying, writing about, and performing authentic multicultural material, students will gain understanding, appreciation, and respect for the ideas, customs, and values of the many diverse cultural groups throughout the world.
- Students will demonstrate an ability to use maps and employ other cartographic skills.
- Students will realize the importance of civic responsibility -- including a sense of duty, respect for others, resourcefulness, integrity, honesty, sincerity, and loyalty.
- Students will use a multicultural perspective to consider the experiences of different ethnic groups, both in our community and in the world at large.

- Students will demonstrate the ability to research and write reports and term papers.

Science

Materials: Delta Education, “Full Option Science System” (FOSS)

All students will learn about the natural world by using the methods of science as extensions of their own curiosity and wonder. Students will acquire knowledge of the life, earth, and physical sciences from a balanced curriculum, which includes building on their understanding of science concepts to learn about the logic of the scientific method and the application of science to the world around them. Students will develop the critical thinking skills of scientists: observing, comparing, organizing, inferring, relating, and applying.

The science curriculum will be implemented through a variety of materials, including both state-adopted and staff-selected textbooks. In addition, the science program will be expanded and enriched by giving teachers the flexibility to incorporate supplementary materials into the curriculum.

Students will work individually and in groups, using hand-on materials to reinforce their understanding of scientific concepts. Every student will strive toward mastering the content standards set forth in the science standards.

- Students will discover and learn about the natural world by using the methods of science as extensions of their own curiosity and wonder.
- Students will acquire knowledge of the biological and physical sciences from a balanced curriculum, which includes building on their understanding of science concepts to learn about the logic of the scientific method and the application of science to the world around them.
- Students will develop scientific thinking habits --: observing, comparing, organizing, inferring, relating, and applying.
- Students in grades K through 5 will be exposed to life, earth, and physical sciences in a curriculum that is based on the State Framework and State Standards. All students, including ELL, Gifted, and Special Education student, will have access to the core science curriculum, with modifications to meet their individual needs.
- Students will work in cooperative groups, using hands-on materials to reinforce their understanding of scientific concepts. Follow-up activities will include making graphs, charts, and drawings to illustrate their findings.
- Students in all grade levels will be exposed to literary works that support concepts related to science.

Visual and Performing Arts

The visual and performing arts are at the heart of Community Magnet Charter Elementary School. They are an essential part of the school's curriculum. As a humanities magnet, we integrate all the domains of art into core curriculum. Further, we explore the visual and performing arts as separate subjects within the classroom. Teachers collaborate with music, drama, and art instructors to provide students with a

cohesive and balanced education in the visual and performing arts.

Evidence integration of the visual and performing arts into the life of our school can readily be seen as you walk through our campus. Children at every grade level have participated in painting murals, building totem poles, and collecting items used to create the mosaic pathway leading to the school office. These projects were funded through L.A. City Grants and were a collaborative effort by students, teachers, parents, and professional artists.

Community Magnet Charter Elementary School hires instructors the arts department to provide high-level arts instruction each school year. Because students can use the arts to demonstrate their knowledge and skills in a variety of ways, this program supports our commitment to differentiated instruction and provides our teachers with alternate means for promoting and assessing student achievement.

A district-hired music specialist works with all students on a weekly basis using the Orff Music Curriculum. The school has purchased a complete set of Orff marimba type instruments that students play during each class session. Students learn to read music, and understand tempo, harmony, and rhythm. Students also learn songs that express what they are learning in science, social science, math, and language arts.

Community Magnet Charter Elementary school has placed the arts at the center of the curriculum. We are happy to know that our students learn in and through the arts every day.

Health and Physical Education

Materials: McGraw-Hill, "Health and Wellness California"

We believe that a positive, health-oriented school environment is intimately linked to successful learning. According to the Health Framework for California Public Schools, children may make lifestyle choices that adversely affect their current and future health. At Community Magnet School, we take the kind of active role set forth in the Framework by developing and promoting the physical, mental, emotional, and social health of our students. Every classroom has a set of Health and Wellness textbooks to use during Health instruction. Teachers integrate into the curriculum District-adopted Health Education programs and participate in special health-awareness activities. Students learn to foster a positive self-image as a learner through mindfulness lessons taught by teachers and engaging in character conversation rooted in the charter development program at school.

Teachers also acknowledge both the immediate and the lifelong benefits of physical education for children. The Physical Education Framework for California Public Schools (CA Dept. of Education, 1994) states that the "child who is well educated physically is likely to become a healthy adult who is motivated to remain healthy" (p.1). The Framework further states that "the healthy, physically active child is more likely to be academically motivated, alert, and successful" (p.2). Accordingly, physical educational at Community Magnet School focuses on helping students to develop the necessary skills identified in the framework: movement skills and movement knowledge, self-image and personal development, and social development. Our physical education curriculum

is integrated into regular classroom planning and satisfies the State requirement of 100 minutes of instruction per week. We are fortunate to have a Physical Education teacher on staff that provides direct support for teachers to implement PE instruction.

Teachers encourage all students to participate in physical education and to develop their sportsmanship skills. Our curriculum eschews traditional approaches to physical education that emphasized “competition, games, sports, and native athletic ability” (p.1); instead, our curriculum in this area supports our belief that “physical education promotes the social skill and cooperation that are increasingly viewed by educators today as essential for success in school.” (p.2)

Technology

Technology has great potential for making education meaningful and productive for students, but only if students are allowed to become active learners in real-world tasks. Technology access at Community Magnet Charter School (CMCS) is intended to enhance learning throughout the curriculum and emphasize learning with technology, rather than about technology. In other words, learning how to use the tools of technology is important, but only with the intent that students will be able to use the technology as a tool to further their learning.

Community Magnet Charter School integrates the use of technology to support teaching and learning by enhancing student performance, fostering exploration and creativity, promoting better communication and collaboration with colleagues and parents, and providing access to data to improve instruction.

Natural consequences of technology include: increased access to information and resources, productivity, efficiency, and communication. Ultimately, through “visual literacy”, instructional technology will lead to higher achievement across the curriculum in Kindergarten through Fifth grade, including:

- Provide a safe, flexible, and effective learning environment for all students.
- Engage students in acquiring meaningful curricular content through the purposeful and effective use of technology.
- Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings.
- Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, and create and disseminate artifacts that demonstrate their understandings.
- Use technology to efficiently support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning.

The goal of our technology is to provide a framework for improvement in creating training opportunities for staff to improve technology use and classroom integration, and to increase student academic achievement through access to technology.

Character Education

Materials: Committee for Children, “Second Step”

The Vision of Community Magnet School states that we are a diverse, cooperative, and caring community committed to developing the character and full learning potential of all students. Our Mission goes on to state that Community Magnet School strives to create confident, responsible young people whose self-esteem, interpersonal skills, and critical thinking abilities prepare them for success in the ever-changing global community. To this end, our school focuses on character development as an essential part of our curriculum.

The entire school gathers for an assembly each Friday morning. The principal begins the assembly with a character conversation focused on one of the school norm, Be Safe, Be Respectable, Be Responsible, and Be Trustworthy. The students engage in a brief conversation about a recent occurrence related to the school norms and discuss a behavior goal for the week and any kudos (or critiques). The principal follows with a comment to the parent community on the weekly blog postings.

Even though becoming an International Baccalaureate school is no longer a goal, we believe the learning profiles have great value in our educational program. Our teaching develops students who have positive attitudes towards people, towards their environment and towards learning. Students at CMCS work with their teachers and peers to develop these important traits:

- **Caring** Students who are CARING want people around them to be happy and are sensitive to their needs. They think about the world and work to take care of their community and the environment. They remember to treat others how they themselves would like to be treated. Caring people make friends easily.
- **Communicator** Students who are Communicators are able to think and communicate in more than one language. They can express their ideas by speaking, drawing and writing. They can also communicate using mathematical language and symbols.
- **Inquirer** Students who are Inquirers are curious about the world. They can conduct research independently. They love learning and discovering new things and will carry this love of learning with them throughout life.
- **Knowledgeable** Students who are knowledgeable have explored relevant and significant concepts and can remember what they have learned. They can draw on this knowledge and apply it in new situations.
- **Open-Minded** An Open-Minded student knows that all people are different. They listen to the points of view of others and consider many possibilities before making a decision. They celebrate the differences that make all people unique.
- **Principled** Students who are principled have a sense of fairness and are honest with themselves and with others. They understand that sometimes there are rules and they follow them. They have an understanding of moral reasoning.
- **Reflective** Students who are Reflective know what their strengths and areas to improve are. They try to think about these things, and they make changes where

they can. They give thoughtful consideration to their own learning and consider their personal strengths and weaknesses in a constructive manner.

- **Risk-Taker** Students who are Risk-Takers have the confidence to try new things. They try to solve problems in a lot of ways. They have the courage to tell people what they think is right.
- **Thinker** Students who are thinkers work to solve problems. They can imagine many solutions to a question or challenge. Thinkers make good decisions and can predict the outcomes of their actions. They think creatively and critically.
- **Balanced** Students who are balanced are healthy and are aware that eating properly and exercising is important in their lives. They understand that it is important to have a balance between the physical and mental aspects of their bodies. They spend time doing many different things.

Both in and outside of the classroom, our teaching develops students who have positive attitudes towards people, towards their environment and towards learning by using the Second Step curriculum and by using classroom discussion circles to reiterate and reinforce lessons.

Library Science

Community Magnet Charter Elementary School's Library Media Center is a book- and technology-focused learning environment. Students visit the library on a weekly basis. There, they learn how to treat books properly and how to behave appropriately in a library environment. It is an ideal place to teach such concepts as "fiction" and "non-fiction". Our course, our children also use the library to develop their skills in obtaining information and conducting research, whether through in-house reference books and other school-owned media or with the on-line resources available on the internet. However, the main purpose of our Library is to impart to our students the joys of good literature: they hear stories, they have the opportunity to check out books to read at home, and they participate in an annual California-wide award event.

For the future, literature will continue to be a major focus of activities in the library and the building of the school's book collection. We hope that our library's resources will continue to grow -- allowing us to maintain and increase our catalogue of classics, to provide appropriate and necessary books for both our classroom curriculum and standards-based research, and to offer our students new, award-winning books and high-quality stories for them to read. As technology advances, it is our ambition to improve our technological access to information and to further our students' skills in mining the vast resources of the internet. We will need to engage and educate our students so that they are comfortable with and enthusiastic about using new technologies to further their knowledge and enrich their lives.

Transitional Kindergarten

Charter School shall comply with all applicable legal requirements and District policy regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered

existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

Per LAUSD policy as a full-magnet with no "resident" population, Community Magnet does not offer a transitional kindergarten program.

Teaching Methodologies

In both our staff development and our program of pupil instruction, we incorporate the most current research and insights about the way students learn – including with respect to interdisciplinary teaching, brain-based learning, Constructivism, and the recognition of multiple intelligences; this is one way we ensure that all students meet their full learning potential. Accordingly, our teachers employ a variety of instructional strategies:

Modeling: Teachers model appropriate and productive behaviors and habits in the classroom -- such problem-solving and time management. We also model our thinking processes and strategies as we develop a finished product. We model both discrete skills and the more general behaviors that effective citizens in a democratic society must demonstrate.

Clear Expectations: We explicitly define what we expect students to learn, and we clearly communicate this information to other school professionals, families, community members, and, most importantly, to our students. In our classrooms, we display descriptive criteria and models of work that elaborate these standards. Our students participate in evaluating their own work and in setting learning goals for themselves.

Academic Rigor: We expect our students to develop a firm understanding of the connection between thinking and knowledge. Our curriculum encourages students to gain a deep conceptual understanding of topics and maintain a high level of engagement throughout the learning process.

Criteria Charts: We work with students to develop criteria charts which enumerate the elements of an exemplary study process and end product. Through this exercise, our students develop a clear understanding of the expectations for which they are held accountable.

Immediate Feedback: As we interact with students, we provide them with immediate feedback – often in the form of follow-up questions -- in order to uncover their underlying ideas and thinking processes. This methodology assists our students in recognizing successful learning behavior and repeating them.

Grouping: We often break up classes to teach students in smaller groups. As distinguished from working individually, group learning provides pupils with immediate feedback and allows them to explore their own ideas in the context of the ideas of others. Collaboration with the other students in a variety of groups helps pupils develop diverse perspectives and greater interpersonal skills. Solving problems with others also helps students develop teamwork skills and allows the teacher to make observations

and assess students while facilitating their work.

Appropriate Guided and Independent Practice Time: We provide children with the adequate, guided practice time that is essential before they can be expected to be successful at independently applying or demonstrating a particular concept or skill.

Time for Teacher and Student Reflection: We believe that exemplary teaching requires that both the teacher and the students have adequate time to reflect on their experiences in the classroom. Teachers reflect on the effectiveness of their teaching methods in order to refine their skills and practices. Students' reflections help them integrate new information into their existing knowledge base and conceptual framework, as well as to spur additional questions arising from their exposure to new subjects and skills.

Accountable Talk: We facilitate the development of students' abilities to apply their conceptual understanding to respond to, and further develop, what others have said. Our goal is for "student talk" to drive the learning process forward as much as possible.

Questioning Techniques: We use a variety of questioning techniques that allow students to demonstrate and extend their thinking processes and deepen their conceptual grasp of content.

Experiential Learning: We emphasize hands-on learning, where students discover, through direct experiences, how to make sense of the world, solve problems, use reference materials and learning aids, and gain understanding for themselves.

Constructivism: We recognize that our students come to school with a variety of experiences and information, and will learn best by assimilating and integrating new ideas and concepts with their pre-existing notions. We build upon their knowledge as we encourage them to actively construct new understandings of the world around them.

Developing Higher-Level Thinking Skills: 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 comprehension, application, analysis, synthesis and evaluation.

Integration of the Arts: The Arts are at the heart of our school. Teachers and arts specialists use drama, dance, music, and visual arts to enhance and deepen the learning experience.

Team Teaching: We utilize departmentalization for the purpose of providing all students with access to a fully developed instructional program that incorporates the strengths, passions, and interests of each teacher to supplement the curriculum.

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.

Community Magnet Charter Elementary School will follow the State requirements for the number of instructional days and minutes for our students, K-3= 50,000 minutes, 4-5= 55,100 minutes delivered in 180 instructional days. Community Magnet will follow the LAUSD yearly calendar concerning instructional days, pupil free days, recess breaks, holidays, beginning and ending dates. Our school favors a time-banking system of instructional time keeping. At present, our bell schedule for regular, minimum, shortened, and professional development banked days provide for the required number of instructional minutes grades K-5 as required by state law and for one professional development time-banked day a week. This “time-banking” provides the staff with invaluable time to meet as a whole group to discuss all pertinent educational issues and participate in professional development. It also provides time to meet at grade level to address formative data, interventions, and ongoing lesson unit coordination. Future bell schedule changes addressing regular, minimum, shortened, and professional development banked days, while ensuring the required number of instructional minutes as set by the State, will be at the discretion of the Community Magnet Charter Elementary School Community Council and subject to LAUSD policy and collective bargaining agreements. Bell schedules and reporting forms will be submitted to the District each year.

Instructional Calendar

Aug 2016						
S	M	T	W	T	F	S
	1	2	3	4	5	6
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28	29	30	31			

Sep 2016						
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Dec 2016						
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Jan 2017						
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Feb 2017						
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Mar 2017						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Apr 2017						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2017						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Jun 2017						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Jul 2017						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

8/16/16	First Day of School
11/21/16-11/25/16	Thanksgiving Holiday
12/19/16-1/6/17	Winter Recess
4/10/17-4/14/17	Spring Recess
6/9/17	Last Day of School

	Instruction Days, 2:30 PM Dismissal (M-F Only)
	Bank Time, 1:30 PM Dismissal
	Shortened Day, 12:50 PM Dismissal
	School Closed, District Named Holidays or Unassigned Days

Basic Daily Schedule

Regular Days

No. of Days: 131

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Actual Minutes
A.M. Kindergarten	:					:	
P.M. Kindergarten	:					:	
All Day Kindergarten	8:09	9:30	9:50	11:30	12:10	2:30	321
Grades: 1 2 3	8:09	9:40	10:00	12:00	12:40	2:30	321

Professional Development Banked Days

No. of Days: 38

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Actual Minutes
A.M. Kindergarten	:					:	
P.M. Kindergarten	:					:	
All Day Kindergarten	8:10	9:30	9:50	11:30	12:10	1:40	270
Grades: 1 2 3	8:10	9:40	10:00	12:00	12:40	1:40	270
Grades: 4 5	8:10	10:10	10:30	12:20	1:00	1:40	270

Minimum Days

No. of Days: 9

Day1: 08/17/2016 Wednesday	Day2: 08/18/2016 Thursday	Day3: 09/21/2016 Wednesday	Day4: 11/09/2016 Wednesday
Day5: 11/10/2016 Thursday	Day6: 03/08/2017 Wednesday	Day7: 06/07/2017 Wednesday	Day8: 06/08/2017 Thursday
Day9: 06/09/2017 Friday			

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Actual Minutes
A.M. Kindergarten	:					:	
P.M. Kindergarten	:					:	
All Day Kindergarten	8:10	:	:	10:20	10:50	12:50	250
Grades: 1 2 3	8:10	:	:	10:20	10:50	12:50	250
Grades: 4 5	8:10	:	:	10:50	11:20	12:50	250

Shortened Days

No. of Days: 2

Day1: 12/16/2016 Friday	Day2: 03/09/2017 Thursday
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	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Actual Minutes
A.M. Kindergarten	:					:	
P.M. Kindergarten	:					:	
All Day Kindergarten	8:09	9:30	10:00	11:30	12:00	2:00	291
Grades: 1 2 3	8:09	9:40	10:00	12:00	12:40	2:00	291
Grades: 4 5	8:09	10:10	10:30	12:20	1:00	2:00	291

Sample Daily Schedule

Kindergarten	
Monday, Wednesday, Thursday, Friday	Tuesday Only
8:10 a.m. Instruction Begins 8:10-8:30- Morning Business 8:30-9:15- Language Arts/ ELD 9:15-9:50: Arts/Technology Enrichment 9:50-10:10 Nutrition / Recess Time 10:10-10:30 Language Arts/ ELD 10:30-11:30 Mathematics 11:30-12:00 Lunch Period 12:00-12:45 Mixing (ELA, Math, Science) 12:45-1:15 Second Step/Health 1:15-1:45 Independent Work Time 1:45-2:15 Physical Education 2:15-2:30 Library / Read Aloud/Closure 2:30 Dismissal	8:10 a.m. Instruction Begins 8:10-8:30 Morning Business 8:30-9:15 Language Arts/ ELD 9:20-9:50: Arts/Technology Enrichment 9:50-10:30 Language Arts/ ELD 10:30-11:30 Mathematics 11:30-12:00- Lunch Period 12:00-12:45 Social Science 12:45-1:15 Second Step/Health 1:15-1:30 Art/Music/Closure 1:30 Dismissal

First, Second, & Third Grade	
Monday, Wednesday, Thursday, Friday	Tuesday Only
8:10 a.m. Instruction Begins 8:10-8:20- Morning Business 8:20-9:40- Language Arts/ ELD 9:40-10:00: Recess 10:00-10:50: Arts/Technology Enrichment 10:10-10:30 Language Arts/ ELD 10:30-11:30 Mathematics 11:30-12:00 Social Studies 12:00-12:40: Lunch 12:45-1:15 Second Step/Health 1:15-1:45 Mixing (ELA, Math, Science) 1:45-2:15 Physical Education 2:15-2:30 Library /Homework/Closure 2:30 Dismissal	8:10 a.m. Instruction Begins 8:10-8:20 Morning Business 8:20-9:40 Language Arts/ ELD 9:40-10:00: Recess 10:00-10:50: Arts/Technology Enrichment 9:50-10:30 Language Arts/ ELD 10:30-11:30 Mathematics 11:30-12:00- Social Studies 12:00-12:45 Lunch 12:45-1:00 Silent Reading 1:00-1:30 Physical Education or Mixing 1:30 Dismissal

Fourth and Fifth Grade	
Monday, Wednesday, Thursday, Friday	Tuesday Only
8:10 a.m. Instruction Begins 8:10-8:20- Morning Business 8:20-10:10- Language Arts/ ELD 10:10-10:30: Recess 10:30-11:30 Mathematics 11:30-12:20 Mixing (ELA, Math, Science) 12:20-1:00: Lunch 1:00-1:45 Social Studies/Arts Rotation 1:45-2:15 Physical Education 2:15-2:30 Library / Homework/Closure 2:30 Dismissal	8:10 a.m. Instruction Begins 8:10-8:20 Morning Business 8:20-10:10 Language Arts/ ELD 10:10-10:30: Recess 10:30-11:30 Mathematics 11:30-12:20- Mixing (ELA, Math, Science) 12:20-1:00: Lunch 1:00-1:30: Health/Social Studies 1:30 Dismissal

Mathematics Placement Act

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

High School Exit Examination

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

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 is an integral part of our school program. It is thoughtfully planned, supported with adequate time and resources and valued by all stakeholders. Our teachers set learning target each year and work as a team to develop a school-wide professional development plan. The plan is designed to address the needs of all stakeholders gained from end-of-the-year staff evaluations, school survey data, and student achievement results. After reviewing our data for this year, teachers were anxious to receive professional development to deepen our knowledge in unpacking and prioritizing Common Core State Standards, using data to plan instruction, differentiated small group instruction, using English Language Development (ELD) standards, and positive behavior support. The plan is implemented and monitored by the teacher leaders and the school principal.

Making time to provide effective professional development results in long-lasting, positive changes. We “bank time” every Tuesday of the year to provide regular, weekly session for professional dialogue and development. The resulting Tuesday afternoon is organized to provide staff development, grade-level planning, and time for staff to participate in study groups and meetings. Last year three pupil-free staff development days were scheduled in August to jump start our learning before the start of the school year. The entire staff participated in a series of staff development activities that were planned by the principal and focused on unpacking and prioritizing the ELA standards and how to effectively plan for the school year.

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*.

Community Magnet Charter Elementary School will continue to follow California state guidelines, the LAUSD Master Plan (2102), and current legislation for the identification, instruction, and redesignation of all ELL students. We will comply with all laws regarding meeting the needs of these students as required.

Community Magnet will use LAUSD’s process for initial identification, parent notification, assessment and program placement of ELs is standardized for consistency and equity throughout the District. This process is responsive to the educational needs of ELs and the preferences of parents and guardians. The District’s overall goal is to ensure consistency in enrollment, assessment, and sharing of information regarding the instructional programs, services, and program placement options so that all parents can make informed decisions.

Community Magnet Charter Elementary School currently uses the LAUSD Master Plan for Education of English Language Learners (ELL) (2013) as a guide to provide instruction for non-English speaking students. Classroom teachers will use the LAUSD ELL progress folders to address and monitor students’ progress for each reporting period. Our programs will continue to be developed so that all ELL students will achieve the following grade-appropriate goals.

Mandated instructional minutes are delivered as stated in district policy.

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall use LAUSD’s Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing in accordance with the “General Fund School Program Manual” or equivalent as it may change from time to time.

Community Magnet follow the districts goal to identify Gifted and Talented students, including those from diverse racial, socioeconomic, linguistic, and cultural backgrounds, and provide high-quality differentiated opportunities for learning that meet students' particular abilities and talents

The philosophy of Gifted/Talented Programs is integrally connected to the District's mission for all students. The District's instructional programs for gifted and talented students are based on the principles that all students are to receive an education appropriate to their individual capabilities, interests, and needs, and that students have learning opportunities that help develop their abilities to the highest level. Because gifted and talented students generally demonstrate high performance or capacity for high performance beyond age/grade expectations, they are atypical learners who require specialized learning experiences beyond the regular curriculum to ensure their success.

Many students demonstrate an ability to achieve beyond grade level in various subject areas. The GATE program at CMCS provides differentiated instruction by GATE to students who have been identified as gifted and talented and to students who are working above grade level through small group instruction by GATE certified teachers. Community Magnet Charter Elementary School is committed to providing these students with opportunities to study core curriculum in-depth and at an accelerated pace as necessary. Because identified GATE students comprise approximately 30% of the school population, qualitatively differentiated instruction occurs school-wide according to California State Guidelines. Open-ended, inquiry-based instruction ensures that the full potential of each GATE student is maximized. The Gate Program is integrated throughout the curriculum, including in language arts, mathematics, science, technology, and visual and performing arts.

To address the needs of our GATE students, we provide:

- Differentiated instruction in all curricular areas
- Use of technology
- Flexible student grouping
- Curriculum compacting (as necessary).
- Multiple measures of student performance

GATE students and students working above grade level are monitored on an annual basis to be sure they make adequate progress within each year.

Students Achieving Below Grade Level

Students achieving below grade level standards are fully supported at CMCS through in a variety of ways. The structure of the curriculum and the structure of our small group rotations are designed to increase the learning opportunities for low-achieving students will help to close the achievement gap. Our practice is to fully integrate these students with the entire student body at the school, so that the students participate fully in all aspects of the curriculum.

A support structure for low-achieving students on campus are as follows:

- Individual and small instruction at all grade levels.
- Differentiated instruction: reteaching, intervention, lesson extension.
- Improved teacher/student ratio through the use of instructional aides, classroom volunteers.
- Ongoing assessment and data driven instruction to monitor progress and ensure growth.
- CATCH Mentoring Program
- Student Success and Progress Team (SSPT)
- Arts Prototype Grant integrated curriculum

Socioeconomically Disadvantaged Students

Community Magnet Charter School offers a rigorous academic environment with the proper supports for all students. We believe a strong school culture with high academic expectations paves the way to success for socioeconomically disadvantages students. Our program is designed to foster confidence in students and expose students to an enriched curriculum so they may find their areas of strength and challenge themselves to be there best self. Teachers and staff members will closely monitor GATE referrals as well so we are sure that access to advanced studies are available for all students.

We also believe that a parent involvement is key for all students. The school will offer “Coffee with the Principal” to inform parents of school activities and how to prepare their students for success in school. All school communications and information from meetings will be shared via email and/or blog posts so all parents have access to pertinent information.

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

1. District Affiliated Charter School’s Special Education Responsibilities

a. General Requirements

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

Charter School will be denied enrollment on the basis of their special education status.

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

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

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

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

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

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

b. Transferring Students

For students transferring to the District Affiliated Charter School from other school districts, District-operated schools or District authorized charters, the District will provide those related services required by the students' IEPs immediately upon the students' enrollment regardless of the types of service

provider (i.e. school-based, NPA or private). District Affiliated Charter School will ensure that IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with federal and state law and District policies and procedures.

c. Assessments

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

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

d. Alternative Placements

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

e. Least Restrictive Environment

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

f. Staffing Requirements

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

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

g. Student Discipline/Inclusion

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

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

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

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

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

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

***Modified Consent Decree Requirements**

All District affiliated charter schools chartered by the Los Angeles Unified School District ("LAUSD or the District") Governing Board are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD")

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

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

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

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

Students in Other Subgroups

"Students with More Than One Race" is a significant student subgroup now reporting on the summative data profile for the school and is a reflection of our beautifully diverse school community. The school will carefully monitor students in this subgroup to be sure they make progress in all subject areas each year.

"A TYPICAL DAY"

If you pay a visit to Community Magnet on a typical day, you will find an environment that reflects a long history of dedication to diversity and academic excellence. Vibrant art is interspersed throughout the campus as homage to the creative collaboration between the school and the surrounding city. It is an educational community whose members all believe that real learning requires a continually interactive exchange of ideas, thoughts, and energy.

You will find the Arts, Humanities, Global Awareness, and Social Responsibility creatively woven into and throughout the curriculum. At any given time, the highly skilled staff, an involved parent, a knowledgeable community member, or the students themselves, may be seen volunteering in a classroom by reading, sharing experiences and expertise, or offering assistance to others – this truly creates a partnership in learning.

As a humanities focused program, you will hear joy, music, laughter, rich classroom discussions, and student presentations throughout the campus. As you wander around you may see students working independently with CATCH (Caring Adults Teach Children How) mentors or other volunteer. This is one of our ways of ensuring that the vision of having ALL children reach their full learning potential is being realized. You will also hear parents who volunteer or visit the school to assist with learning activities. You will see teachers collaborating with each other during their free time; you will observe how they departmentalize the teaching of certain aspects of the core curriculum – such as Math/Science enrichment & the Arts -- so that the students can benefit from each teacher's particular passions and interests, enabling those parts of the curriculum to be studied in even more depth.

Many of our grade levels employ team-teaching. For instance, after the second week of school, the morning activities of Community Magnet Charter's second graders are more akin to those of middle school students than of elementary school students. Our three third grade teachers divide their regular classes into three sections. Those sections are re-combined to create four heterogeneous "mixing classes". These mixing classes rotate among the three third grade teachers, each of whom specializes in particular area of instruction. This method of organization allows each teacher to teach to his or her strengths and reflects our school's mission to develop the full learning potential of all students in an integrated humanities curriculum. We believe that this approach also facilitates small flexible groupings that address specific skills that need further development.

While visiting Community, you may notice that no problem goes undiscussed and no good deed goes unrewarded. You will see students find lost items and graciously return them to their rightful owners. You will see students "caught doing good" and surprised with a thank you coupon from staff members. You might also see one of our Above & Beyond Club meeting where students from each class are invited to have lunch with the principal, select a special book, receive an award, and have a fun activity to acknowledge their amazing character or academic achievement.

When you leave the school at the end of the day, the sound of children's laughter and the warmth of caring adults will resonate in your mind forever. In a word, Community

Magnet Charter Elementary School is unforgettable.

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 California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861. Charter School shall submit and maintain up-to-date and accurate school and student data in 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 all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD’s Local Control and Accountability Plan (LCAP), 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 and procedures related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

As a LAUSD Magnet school with affiliated charter status, Community Magnet Charter Elementary School’s achievement shall be measured and scrutinized in the same manner as any typical elementary school that is part of LAUSD using SBAC as a

measure to determine growth and achievement. Curricular-based and teacher created periodic assessments are used to evaluate student learning in both English Language Arts and in Mathematics.

MEASURING PUPIL OUTCOMES:

SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Community Magnet will administer the Smarter Balanced Assessments (or other State Assessment) to students in grades 3-5 (or other grades as required) to assess student mastery of grade-level standards.

Students in fifth grade will be assessed using the science assessment select by the state. As with Smarter Balanced Assessments, mastery will be measured by results of students scoring at proficient and advanced levels on these assessments.

During the year, teachers will analyze interim assessment data, class work, and teacher created assessments to ensure students are making progress throughout the school year. Criteria charts and rubrics, developed by teachers at each grade level, will denote the expectation for earning scores.

Feedback will allow students to effectively understand their proficient and deficit skills towards mastery of the Common Core State Standards, and provide teachers with data to guide instructional needs.

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.

DATA ANALYSIS AND REPORTING

Student outcomes are measured through ongoing diagnostic, formative and summative data (SBAC, CELDT, MyData, curriculum-based assessments, teacher assessments). Teachers begin each year by assessing the skills the students have at the beginning of the year. These inventory tests and a combination of teacher created materials, LAUSD adopted materials, and commercially available materials related to specific units of study, or skill development. The results are evaluated by the classroom teachers during grade level meetings, and are analyzed with emphasis on the grade level standards and performance on the state assessment. A course of action and response is identified as a way to map the curriculum units to meet the identified needs of the students and monitor their progress throughout the school year during professional development meetings, both at grade level, and school wide. This information will be used in addition to performance on additional teacher created tests, commercially available tests, publisher tests, portfolio assessments, rubrics, projects and IEP goals to determine student progress before each reporting period.

In an effort to ensure success for all students, the principal will compile a longitudinal study of students at risk, scoring below the standards on state summative assessments. The principal will also use information gleaned from data chats to add detail to student assessment scores. This study will be used to determine at students targeted for intervention. The data will be used by teachers to help support student learning, apply appropriate teaching methodologies, and to be a guide in monitoring progress. It is the goal of the instructional program to have all students to make progress each year with appropriate supports.

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

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 charter school, including, but not limited to, the process to be followed by the charter 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). Adoption of any governance structure or 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 adhere to and implement all applicable District policies and procedures for compliance with California open meetings laws (i.e., the Brown Act and the Greene Act, as applicable) and the California 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, the provisions of LAUSD collective bargaining agreements (CBAs), 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

As a District affiliated charter school, 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.

In coordination and consultation with the District, Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the

requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall notify parents, guardians, and staff in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

As a District affiliated charter school, 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.

As a District affiliated charter school, Charter School shall adhere to all applicable federal and state laws and regulations, and District policies and procedures, regarding pupil fees, including but not limited to procedures related to complaints filed pursuant to Education Code section 49013.

Charter School shall comply with the requirements of Education Code section 52075 and District policies and procedures regarding the filing of complaints related to certain provisions of the Local Control Funding Formula legislation.

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 the 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 or notices, 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.

STAKEHOLDER INVOLVEMENT

Parents have been instrumental in developing the goals and philosophy of Community Magnet Charter since day one, when parents developed the original Community School thirty years ago.

Parents are essential partners in meeting the needs of our students. And our parents have been instrumental in working with staff to develop and manage programs that support our instructional program. Parents serve on a staff selection committee, which interviews and hires perspective teachers and staff. Curriculum and textbooks are reviewed by Community Council, which is composed of parents and staff. Parents actively participate in the instructional program by volunteering in the classrooms and as CATCH mentors.

Parents are also key members in decision-making process at Community Magnet. Community Council will provide budget updates at all meetings and include the entire parent committee in the development of the school budget and Local Control Accountability Plan (LCAP). The Community Council will utilize online surveys, paper comment sheets, and in-person meetings to gain input from families and make necessary adjustments throughout the process.

The school's educational program is also managed by Community Council. At least four times a year, school-wide Town Hall meetings are held to share information about the educational program and get input from families regarding school programs. The parent representatives of the Council communicate on a regular basis with the parents at their grade level through Town Hall Meetings, notices, surveys, phone calls and grade level meetings. Teacher representatives communicate on an ongoing basis with all other teachers at Faculty Meetings. Classified Representative communicates in an ongoing basis with classified staff at monthly Classified Staff Meetings.

At the beginning of each school year, all parents are encouraged to join a parent committee at our Back-to-School Night event. Parents can sign up to be classroom helpers and volunteer to assist teachers at their request. And they are also encouraged to join one or more of the committees to support the school program.

FEDERAL PROGRAM COMPLIANCE

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the charter 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 but not limited to 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 any applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing, credentialing, and assignments.

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, 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 and class assignment 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 merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment 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 charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

GENERAL PROVISIONS

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergency preparedness, 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 allegations of employee-to-student sexual abuse.

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergency preparedness, including but not limited to the required 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 Preparedness Plan (Safe School 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 students 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 students 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 risk assessment, 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 students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

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. and related District policies and procedures.

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. Any provision of Integration Program resources to Charter School (e.g., Magnet, Permits with Transportation, and/or Transportation resources) is subject to change, in whole or in part, for budgetary and/or other reasons, at the sole discretion of the District.

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 (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(d).) Charter School shall provide a second priority admission preference for prospective students residing within LAUSD boundaries, but not residing within the former 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 seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

If, at any time during the school year, the total enrollment of Charter School approaches its operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance boundary of Charter 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 Charter 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 and applicable law. 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 Admission Policy: Prior to Community Magnet Charter Elementary School's conversion into an affiliated charter school, Community Magnet was an all-site LAUSD magnet program which had an attendance boundary for students from all over LAUSD. Community Magnet Charter shall continue to provide admission preference to pupils from LAUSD as determined by the magnet program and consistent with *Crawford v. Board of Education* court order. Ordinarily, Office of Student Integration Services will distribute Acceptance and Wait List Letters to parents seeking admission for their children to Community Magnet Charter Elementary School in late April or May. Community Magnet Charter Elementary School will enroll all students who have been selected through this Choices Brochure process. In the event a seat or seats remain or subsequently becomes vacant, Community Magnet Charter Elementary School will make offers of enrollment to wait-listed students, based on Office of Student Integration Service guidelines. Should a seat or seats remain vacant after the wait-list has been exhausted, Community Magnet Charter Elementary School will use an open enrollment process, employing a public, random drawing.

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-approved Magnet Program, admission to the Magnet Program shall be determined in accordance with the rules and procedures established by the District's Court-ordered Integration Program per the Crawford court order. Students duly enrolled in a Magnet Program offered by Charter School shall be considered "resident students" of Charter School for purposes of admission and enrollment.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal 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 state law and related District policies and procedures regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with

Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

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).)

As a District affiliated charter school, Charter School will not provide for a separate audit but will be included in the annual audit for LAUSD.

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, suspension, and expulsion.

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.

Charter School shall implement proper 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. In the case of a student who has an IEP, 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 shall 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 Charter School's failure to implement 504 Plan?

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 shall notify the Superintendent of the school district of the student's last known address within 30 days of the expulsion, 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.

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 working at or assigned to 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 provisions related to salaries, unemployment benefits, retirement benefits (including CalSTRS and CalPERS), 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).)

Students of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A student residing within the territorial boundaries of the District who chooses not to attend Charter School may contact the appropriate Local District to seek assistance in enrolling in another District school in accordance with District policies and procedures. Alternatively, the student may pursue an inter-district transfer, if available, in accordance with admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school’s charter.

A student currently enrolled at Charter School who resides outside the territorial boundaries of the District and who chooses not to continue attending Charter School may attend a public school within the student’s school district of residence in accordance with applicable law and that school district’s policies and procedures, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school’s charter.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

“The rights of an 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 and shall be LAUSD employees. All Charter School employees shall 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.

3) If the Dispute cannot be resolved by mutual agreement at or under the auspices of the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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)(O).)

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 non-charter District school.

In the event of a Closure Action, unless the LAUSD Board of Education or its duly authorized designee expressly 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, or otherwise 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. 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 approval to revert voluntarily to a non-charter District school, Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status.

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 or its duly authorized designee. If and 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 non-charter District 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 student enrollment and/or transfer options as appropriate. Charter School shall simultaneously provide a copy of the written parent notification to the appropriate Local District Superintendent and Charter School's assigned Charter Schools Division administrator.

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 Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

This Element 15 shall survive the revocation, expiration, termination, or 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.

FISCAL MATTERS

As a District affiliated charter school, Charter School's fiscal operations will be supervised by LAUSD. Charter School shall adhere to all applicable District fiscal policies and procedures, including but not limited to policies and procedures related to budgeting, procurement, third party contracts, student body funds, student store, donations, fundraising, payroll, imprest funds, and payment approval for goods and services.