



LOS ANGELES UNIFIED SCHOOL DISTRICT

LOCKHURST DRIVE CHARTER ELEMENTARY SCHOOL

A DISTRICT AFFILIATED CHARTER SCHOOL

6701 Lockhurst Drive Woodland Hills, CA 91307

Renewal Petition

Submitted
March 15, 2017

TERM OF PROPOSED CHARTER

JULY 1, 2017 TO JUNE 30, 2022

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Lockhurst Drive Charter Elementary School (also referred to herein as “Lockhurst Drive”, “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>Susie DaCorsi, Principal</i>
• The address of Charter School is:	<i>6170 Lockhurst Drive Woodland Hills, CA 91367</i>
• The phone number for Charter School is:	<i>818-888-5280</i>
• Charter School is located in LAUSD Board District:	<i>3</i>
• Charter School is located in LAUSD Local District:	<i>Northwest</i>
• The grade configuration of Charter School is:	<i>PK - 5</i>
• The number of students in the first year of this Charter will be:	<i>510</i>
• The grade levels of the students in the first year will be:	<i>PK - 5</i>
• Charter School's scheduled first day of instruction in 2017-2018 is:	<i>August 22, 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>540</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>Regular Days 8:00am – 2:22pm Banked Days 8:00am – 1:22pm Minimum Days</i>

	8:00am – 12:42pm Shortened Days 8:00am – 1:46pm
• The term of this Charter shall be from:	July 1, 2017 to June 30, 2022

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA

Lockhurst Drive Charter Elementary School is located in a residential community in the west San Fernando Valley. Residents are primarily middle to upper-middle class families who care deeply about their children’s education. We became a charter to build upon current programs such as our fine arts program, technology, and science. Lockhurst Drive Charter Elementary School ends where the Las Virgenes Unified School District’s begin. In addition to the Las Virgenes schools available to our students, there are 6 private school options and 12 public school options in our immediate geographic area. Lockhurst Drive Charter Elementary School competes to maintain its status as the highest quality education available for our community. Our intent is to preserve our core population, while at the same time opening our enrollment to an even broader base of students within the District when we have the available space, to continuously strengthen our school. Lockhurst Drive Charter Elementary School continues to attract a large number of neighborhood children as well as outside of Lockhurst’s boundaries defined by LAUSD. We continue to be a strong, competitive public school choice over private elementary schools, neighboring public schools, and other school district options since becoming an affiliated charter as we meet the needs of all of our students including high achieving students, English Learners, and students with disabilities. We infuse rigor into our curriculum, continually update our technology, such as but not limited to computers and programs, provide a comprehensive arts program, continue to expand science education including STEM, and provide a cultivating environment while meeting the needs of all our students. Through ongoing professional developments and a strong commitment of teachers, staff and administration, we strive to provide the best educational program and safe, nurturing learning atmosphere to every Lockhurst Drive Charter Elementary student.

Address: 6701 Lockhurst Drive Woodland Hills, CA 91367

LAUSD Schools	# of Students [2014]	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	[2013] Growth API	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?	[YEARS SPAN] API 3 Year Average	[YEAR] API Statewide Rank	[YEAR] API Similar Schools Rank	School Performance Framework Classification (SPF)
Lockhurst Charter	326	19%	18%	14%	White 53%	Latino 25%	Asian 16%	868	Yes	Yes	863	8	2	Watch
Calabash	430	19%	9%	5%	White 67%	Latino 13%	Af. Am. 11%	888	Yes	Yes	882	9	5	Achieving
Hamlin	466	41%	9%	26%	Latino 32%	White 30%	Asian 27%	865	Yes	Yes	876	8	7	Watch
Haynes	413	22%	11%	2%	White 62%	Asian 19%	Latino 12%	909	Yes	Yes	909	9	6	Achieving
Pomelo	649	13%	14%	4%	White 63%	Asian 16%	Latino 15%	876	Yes	Yes	888	8	1	Achieving
Welby Way	821	11%	5%	3%	White 43%	Asian 32%	Latino 12%	961	Yes	Yes	960	10	5	Achieving
Woodlake	509	18%	11%	13%	White 54%	Latino 20%	Asian 16%	878	Yes	Yes	872	8	2	Achieving
Charter Schools	# of Students [2014]	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	[2013] Growth API	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?	[YEARS SPAN] API 3 Year Average	[YEAR] API Statewide Rank	[YEAR] API Similar Schools Rank	School Performance Framework Classification (SPF)
Ingenium	407	83%	5%	23%	Latino 70%	White 9%	Af. Am. 5%	773	No	No	792	4	1	N/A
NEW Academy	481	91%	8%	47%	Latino 92%	White 2%	Asian 1%	814	Yes	No	817	6	7	Service & Support

STUDENT POPULATION TO BE SERVED

Lockhurst Drive Charter Elementary School is a high-achieving neighborhood school that enrolls children who live within our school boundaries as well as those non-resident students who are selected from our lottery. Lockhurst Drive Charter serves students in PK through fifth grade which includes 3 PALS (Preschool for All Learners) on our campus. Our 2015-2016 enrollment of 418 students was composed of approximately 48% White, 25% Latino, 15% Asian, 3% Filipino, and 4% African American. English Learners composed 14% of our population. Approximately 26% of our students were Socioeconomically Disadvantaged and 16% were Students with Disabilities. Our Gifted and Talented population was 5%. Since Lockhurst is a high-achieving school, prompts of depth and complexity are integrated with the CA CCSS to nurture student interests and to develop advanced critical thinking and problem solving skills. Lockhurst's student population is interested in the arts, which is evidenced by our Johnson Art Studio at our school that was opened in December 2016 with the guidance of an instructional assistant who is a professional artist. To further cultivate our students' interest in science, we have opened a science lab based on the Next Generation Science Standards in the fall of 2016. The majority of our students come from middle class, college educated families

that emphasize educating the whole child. We have a full transitional kindergarten program that prepares students for their future educational experiences. The biggest challenge we have for the student population that we serve is to maintain our increased attendance and the academic success that we have achieved over the last few years, which is being addressed by the intervention coordinators and professional development at our school.

GOALS AND PHILOSOPHY

Mission

Lockhurst Drive Charter Elementary School will provide an educational environment that promotes and develops academic excellence empowering students to become productive and responsible citizens of the world. Our students will have first-hand knowledge that as a society, each member has unique value and worth despite differences in outlook, identity, and ability. That understanding will come from the cooperative and collaborative opportunities that students will have with inclusion students, gifted students along with the English Language Learners and typical students as they work to solve problems and tackle tasks. As a charter, we will be able to provide wider opportunities for students to learn and meet grade level standards. This will enable Lockhurst students to conduct themselves with discernment interpersonal relationships and demonstrate accomplishment in current and future tasks.

Vision

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

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

- An educated person of the 21st Century is flexible, creative, and complex, with a continuous thirst for knowledge. These individuals are self-confident, self-motivated, lifelong learners who are active participants in their community.
- An educated person of the 21st century welcomes a multi-cultural world that is globally interconnected. Being a part of the ever-changing and fast-paced information age, an educated person is technologically savvy, curious, and productive.
- Lockhurst students are partners in their own learning. They gain valuable information and insights from concrete experience in order to develop positive problem-solving and critical-thinking skills. Students make more efficient and meaningful choices as they expand personal relationships and develop social/emotional skills.
- The 21st Century students of Lockhurst are socially aware, caring, and welcome diversity. They are cognizant of our dependence on natural resources, and environmentally and ecologically responsible.
- Lockhurst students reason, question, and inquire. They apply the scientific method of investigation. They are intellectually flexible and able to think about complex systems abstractly and creatively.

- To be effective in the 21st Century, individuals must exhibit a range of functional and critical thinking skills related to information, media, and technology. This requires knowledge and expertise that is mastered through problem-solving, communication, and collaboration using a variety of technological tools and platforms. One needs the ability to collaborate and make individual contributions on a global scale in order to work in and contribute to society. Lockhurst provides its students with relevant learning opportunities that develop resourcefulness and adaptability to all situations.
- An educated person of the 21st Century is a lifelong learner who keeps up with and embraces a constantly changing world.
- Lockhurst students utilize our newly updated computer lab, along with iPads and Chromebooks within the classroom on a regular basis in order to develop familiarity with different technological devices and keep current with rapidly changing technology. Examples of this include coding and Google Classroom activities.
- Here at Lockhurst, we encourage all students to become highly educated people by pursuing learning experiences beyond high school, whether it's college, technical school, or apprenticeships, in order to be productive members of society.

How Learning Best Occurs

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

Our goal for our instructional program is for every child to meet or exceed the standards for his/her grade level. That is, however, only part of the picture. We want to guide them to be balanced in their academic, social, and emotional growth. Despite the many schools that focus academically on a specific curriculum, at Lockhurst our goal is to teach every discipline well and to recognize that each contributes to building a well-rounded and informed child. For example, our social science curriculum helps every child to have a solid understanding of social systems and his/her place in the world, but that's only the beginning of the journey. We want every child to be a voracious reader, and to appreciate and practice the craft of writing. We want each child to delve into the mysteries of science and tackle challenging mathematics problems just for the sheer joy of discovery. We want every student to embrace the performing arts as a means of self-expression, both as an audience and a participant. Recognizing that learning is a social activity, we provide opportunities to solve problems and create projects together. Through school events such as field trips, Welcome Back Family Social, Back to School

Night, Monthly PTSA sponsored Spirit Nights, Book Fairs, Creative Kids, PEAK Adventures, Cub Club, Family Fun Day, Read Across America, Red Ribbon Week, Halloween Parade, 100th Day of School Celebration, Sensory Walks, Spelling Bee, Student Council, Lockhurst's Got Talent Show, and many other events, each student and their family finds their place in the Lockhurst Community.

Art and creative expression, in addition to being explicitly taught at Lockhurst, is integrated into all content areas, through the guidance of our TEAL coordinator. Students who think creatively are able to express themselves in multiple ways and possess a variety of perspectives through which they can examine, interpret, and construct meaning from their interactions with the world. Math and technology work hand-in-hand with design, aesthetics, and functionality, while language arts propel students to consider the structure, style, and substance of words, writing, and language. Language evokes feelings, images, and the ability to articulate one's inner life, thoughts with clarity and detail, which is the hallmark of an educated mind.

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

Lockhurst Drive Charter Elementary School will continue to serve as an academic arena that nurtures and models life-long learning for all. The school will provide a safe, supportive, and challenging environment that encourages students to maximize their potential through integrated learning experiences and the creation of project-based learning. Highly qualified teachers, support personnel, and diverse classrooms will provide optimal opportunities for every child to access an outstanding education and be supported in their development. Classroom instruction will take into account multiple modalities of learning and differing levels of student abilities.

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-BASIC SERVICES

GOAL #1

To provide and maintain Basic Services for students the school will assign teachers in accordance with their credentials, including subject matter and EL authorizations.

Related State Priorities:

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

To provide students with sufficient access to standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter and achieve and maintain an overall “good” rating or equivalent on annual review(s) of school facilities.

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- Annual review of school compliance with credentialing, assignment requirements, and of teacher hiring procedures by Principal
- Annual Williams instructional materials review and certification process
- Annual budget review and planning to ensure funds are available for instructional materials
- Internal and/or District annual review(s) of the state and condition of its facilities
- Ongoing maintenance and repair log, with bi-annual inspection of school facilities by Plant Manager and Principal
- Annual review of ELD and special education programs to identify and obtain all instructional materials needed by Principal and School ILT
- School participates in annual LD Textbook Roadshow to order all necessary materials for the instructional program

Expected Annual Measurable Outcomes

Outcome #1: The school will assign 100% of teachers in accordance with their appropriate credentials, including and EL authorization.

Metric/Method for Measuring: Annual Review of School Compliance with Credentialing and Assignment Requirements

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A

Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

Outcome #2: The school will achieve and maintain an overall “good” rating or better on annual review(s) of School Facilities.

Metric/Method for Measuring: Internal and District Annual Review

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
English Learners	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Socioeconomically Disadvantaged Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Foster Youth	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Students with Disabilities	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
African American Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Filipino Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Latino Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
White Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating

Outcome #3: The school will provide 100% of students with sufficient access to 100% of Standards-Aligned materials necessary to participate fully in the educational program described in the school charter including participation in the science lab, computer lab, school garden, and Johnson Art Studio that incorporates project based learning.

Metric/Method for Measuring:

Annual Williams Instructional Materials Review and Certification Process

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES-IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS

GOAL #2

A 100% of teachers will design standard based lessons and ensure that students are exposed to grade level standards on a daily basis. They will provide high quality instruction within their classroom that adhere to the California Content Standards. In order to provide high quality instruction, the school will build teacher capacity through research based professional development and will annually conduct a needs assessment.

Related State Priorities:

- 1 4 7
 2 5 8
 3 6

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- Teachers will be given collaboration time to create lessons to be delivered within their classrooms.
- Administration will provide support and conduct classroom observations to provide actionable feedback to improve the quality of instruction.
- Set internal benchmark performance targets for all students.
- Design and deliver appropriate professional development opportunities for teachers to attend training on common core implementation strategies for ELA and mathematics with a focus on critical thinking, problem solving, and real world applications.
- Continue professional development for teachers of English Learners on English Language strategies with a focus on reclassification, progress monitoring, Smart Start Lessons, and improved performance on the SBAC and CELDT in order to understand specific areas of need to assist with student reclassification.
- Ongoing review of SBAC, CELDT, and District assessment data to provide teachers with opportunities to backwards plan, create smart goals, and develop targeted professional development that incorporate the CCSS.
- Provide targeted invention in the area of Language Arts and Math during the school day using Limited Contract Teachers to administrator language arts small group support and continued intervention after school.

Expected Annual Measurable Outcomes

Outcome #1: The percentage of students that met standard/exceeded standard in Language Arts on the CAASP/SBAC

Metric/Method for Measuring: California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	72%	74%	76%	78%	80%	82%
English Learners	33%	35%	37%	39%	41%	43%
Socioeconomically Disadvantaged Students	35%	37%	39%	41%	43%	45%

Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	31%	33%	35%	37%	39%	41%
African American Students	50%	52%	54%	56%	58%	60%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	78%	80%	82%	84%	86%	88%
Filipino Students	60%	62%	64%	66%	68%	70%
Latino Students	59%	61%	63%	65%	67%	69%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	88%	90%	92%	94%	96%	98%
White Students	76%	78%	80%	82%	84%	86%

Outcome #2: The percentage of students that met standard/exceeded standard in Mathematics on the CAASP/SBAC

Metric/Method for Measuring: California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	68%	70%	72%	74%	76%	78%
English Learners	44%	46%	48%	50%	52%	54%
Socioeconomically Disadvantaged Students	37%	39%	41%	43%	45%	47%
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	28%	30%	32%	34%	36%	38%
African American Students	40%	42%	44%	46%	48%	50%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	86%	88%	90%	92%	94%	96%
Filipino Students	60%	62%	64%	66%	68%	70%
Latino Students	50%	52%	54%	56%	58%	60%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	75%	77%	79%	80%	82%	84%
White Students	71%	73%	75%	77%	78%	80%

Outcome #3: Increase the number of English Learners who reclassify as Reclassified Fluent English Proficient

Metric/Method for Measuring: Reclassification Data

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A

English Learners	20%	22%	24%	26%	28%	30%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

LCFF STATE PRIORITIES-PARENTAL INVOLVEMENT

GOAL #3

The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives and ways in which to support their child's learning.

Related State Priorities:

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

Local Priorities:

- :
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Specific Annual Actions to Achieve Goal

Maintain an effective program for parent and family involvement that includes:

- meaningful opportunities for providing and gathering parental input at monthly "Coffee with the Principal" meetings
- involve parent stakeholders in sharing and receiving information via ELAC, SSC, and Governance meetings
- teaching and learning how to support the educational programs at home with parent workshops regarding the CCSS, District approved instructional programs, Gifted Instruction, and District initiatives
- encouraging participation in the School Experience Survey by providing all children whose family turns in their survey a "Caught Being Good" ticket. Their name will be acknowledged at the Friday Morning Assembly, Sunday Evening Connect Ed message, and they will select a prize out of the Lockhurst treasure box.
- Provide parents opportunities to volunteer and support their child's learning within the classroom on an ongoing basis to provide small group support to those students needing additional assistance.
- Parents will assist and organize the "Green Team" Recycling Program each month.
- PTSA and volunteering parents organize and volunteer for the Back to School Social, fundraising opportunities, movie night, Family Fun Day, Spring Fling, and Book Fairs.
- Parents are encouraged to chaperone on curricular field trips throughout the school year.
- Parents organize the Lockhurst's Got Talent Show including weekly rehearsals and final presentation.
- Parents participate in parent conferences, Holiday School Programs, Halloween parades, and classroom/grade level presentations.

Expected Annual Measurable Outcomes

Outcome #1: Percentage of parents completing the School Experience Survey annually

Metric/Method for Measuring: School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	38% (all parents)	44%	46%	48%	50%	52%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #2: Percentage of parents that feel they are a partner with this school in decisions made about my child's education.

Metric/Method for Measuring: School Experience Survey and Local Data (sign-ins and school surveys)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	86% (all parents)	88%	90%	92%	94%	96%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A

Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #3: Percentage of parents trained on academic initiatives by providing a minimum of four workshops annually.

Metric/Method for Measuring: School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100% (Maintain)	100% (Maintain)	100% (Maintain)	100% (Maintain)	100% (Maintain)
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races						
White Students						

LCFF STATE PRIORITIES-STUDENT ACHIEVEMENT

GOAL #4

The school will annually increase the number of students achieving proficiency level and above as measured by the CAASPP SBAC English Language Arts and Mathematics assessments annually and increase the number of English Learners who reclassify as Reclassified Fluent English Proficient.

Related State Priorities:

- | | | |
|----------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input 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

- The school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to (1) yield improved academic performance outcomes for all students, including English Learners, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development.
- Provide or obtain training for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.
- Monitor Long Term English Learners (LTEL's) progress (Language Acquisition Team)
- Utilize intervention teachers and after school enrichment to target needs of EL students using Lexia Reading.
- Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas
- Purchase ELD supplemental materials.
- Ensure that all teachers with EL students on their rosters use the "Smart Start" lessons to address their student's individual need.
- Schedule SSPTs meetings for those students needing additional monitoring and support.

Expected Annual Measurable Outcomes

Outcome #1: The percentage of students that met standard/exceeded standard in Language Arts on the CAASP/SBAC

Metric/Method for Measuring: California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	72%	74%	76%	78%	80%	82%
English Learners	33%	35%	37%	39%	41%	43%
Socioeconomically Disadvantaged Students	35%	37%	39%	41%	43%	45%
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	28%	30%	32%	34%	36%	38%
African American Students	50%	52%	54%	56%	58%	60%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	78%	80%	82%	84%	86%	88%
Filipino Students	60%	62%	64%	66%	68%	70%
Latino Students	59%	61%	63%	65%	67%	69%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	88%	90%	92%	94%	96%	98%
White Students	76%	78%	80%	82%	84%	86%

Outcome #2: The percentage of students that met standard/exceeded standard in Mathematics on the CAASP/SBAC

Metric/Method for Measuring: California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	68%	70%	72%	73%	75%	77%
English Learners	44%	46%	48%	50%	52%	54%
Socioeconomically Disadvantaged Students	37%	39%	41%	43%	45%	47%
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	28%	30%	32%	34%	36%	38%
African American Students	40%	42%	44%	46%	48%	50%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	86%	88%	90%	92%	94%	96%
Filipino Students	60%	62%	64%	66%	68%	70%
Latino Students	50%	52%	54%	56%	58%	60%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	75%	77%	79%	81%	83%	85%
White Students	71%	73%	75%	77%	79%	81%

Outcome #3: Increase the number of English Learners who reclassify as Reclassified Fluent English Proficient

Metric/Method for Measuring: Reclassification Data

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	20%	22%	24%	26%	28%	30%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

LCFF STATE PRIORITIES-ATTENDANCE

GOAL #5

Lockhurst will annually increase student attendance and decrease chronic absenteeism to foster student engagement and positive student outcomes.

Related State Priorities:

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

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- Increase annually the percent of students attending 173-180 days.
- Maintain attendance incentive programs monthly including monthly grade level trophies to the classes with the highest attendance rate.
- Utilize PSA counselors to contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership with regards to attendance.
- Decrease the number of students missing 16 or more school days each year.
- Conduct monthly recognition attendance awards assemblies where students are acknowledged in front of the entire school with certificates, gift cards, and rewards.
- Conduct SSPTs for students with chronic absenteeism to provide intervention services and referrals.

Expected Annual Measurable Outcomes

Outcome #1: The school will annually increase the number of students that attend 173-180 days each school year (i.e. achieve individual attendance rate of 96% or higher).

Metric/Method for Measuring: Student Attendance Rates

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	68.50%	71%	73%	75%	77%	79%
English Learners	69.40%	70%	72%	74%	76%	78%
Socioeconomically Disadvantaged Students	62.70%	65%	67%	69%	71%	73%
Foster Youth	33.30%	35%	37%	39%	41%	43%
Students with Disabilities	51.40%	53%	55%	57%	59%	61%
African American Students	65.20%	67%	69%	71%	73%	75%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	73.9%	76%	78%	80%	82%	84%
Filipino Students	62.50%	65%	67%	69%	71%	73%
Latino Students	58.50%	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	N/A	N/A	N/A	N/A	N/A	N/A
White Students	72.60%	75%	77%	79%	81%	83%

Outcome #2: The school will decrease annually the number of students with chronic absenteeism (missing 16 days or more each school year or an attendance rate of 91% or lower school wide).

Metric/Method for Measuring: Student Attendance Rate

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	13.10%	15%	17%	19%	21%	23%
English Learners	14.30%	16%	18%	20%	22%	24%
Socioeconomically Disadvantaged Students	14.60%	17%	19%	21%	23%	25%
Foster Youth	33.3%	35%	37%	39%	41%	43%
Students with Disabilities	27.80%	30%	32%	34%	36%	38%
African American Students	13%	15%	17%	19%	21%	23%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	13%	15%	17%	19%	21%	23%
Filipino Students	13%	15%	17%	19%	21%	23%
Latino Students	20.70%	23%	25%	27%	29%	31%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	9.50%	11%	13%	15%	17%	19%

LCFF STATE PRIORITIES-SCHOOL CLIMATE

GOAL #6

The school will sustain low number of student suspensions while providing for targeted reductions in students subgroups. They will also continue to have a low number of instructional days lost due to suspension. They will also maintain a low percentage of expulsions and maintain a safe and positive environment for learning.

Related State Priorities:

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

Local Priorities:

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Specific Annual Actions to Achieve Goal

- The school will implement a character development program which includes Monthly Character Assemblies.
- Weekly Friday morning assemblies are held where students are recognized for being “Safe, Respectful, and Responsible – Ready to Learn” and student’s select positive reinforcement prizes from the treasure box.
- The campus aides and school staff provide a safe environment for our students and implement a positive behavior support program by passing out “Caught Being Good” tickets.
- Teachers will implement Positive reinforcement for appropriate social behavior in the classroom and on the yard.
- The Rubric of Implementation that outlines positive behavior and safe learning environment
- Safe-School Committee meets monthly to discuss safety concerns.

Expected Annual Measurable Outcomes

Outcome #1: The school will maintain 0% suspension rate.

Metric/Method for Measuring: Suspension Rate

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions
English Learners	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions
Socioeconomically Disadvantaged Students	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions
Foster Youth	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions
Students with Disabilities	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions
African American Students	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions
Filipino Students	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions
Latino Students	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions
White Students	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions

Outcome #2: The school will maintain a 0% of lost instructional days due to suspension.

Metric/Method for Measuring: MyData, School Report Card, school demographics

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions
English Learners	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions
Socioeconomically Disadvantaged Students	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions
Foster Youth	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions
Students with Disabilities	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions
African American Students	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions
Filipino Students	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions
Latino Students	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions
White Students	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions	Maintain 0% of student suspensions

Outcome #3: School will maintain a 0% expulsion rate.

Metric/Method for Measuring: MyData, school report card, school demographics

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions
English Learners	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions
Socioeconomically Disadvantaged Students	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions
Foster Youth	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions
Students with Disabilities	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions
African American Students	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A

Asian Students	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions
Filipino Students	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions
Latino Students	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions
White Students	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions

LCFF STATE PRIORITIES-COURSE ACTION

GOAL #7

The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program (Science Lab, Johnson Art Studio, Hula, Orchestral Music, Library, Physical Education) to **100% of its students** every year.

Related State Priorities:

- | | | |
|----------------------------|----------------------------|---------------------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input checked="" type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input 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

- Conduct an annual review of the school's master schedule, student schedules, and other information.
- Classroom daily schedules will be posted for all core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program (Science Lab, Art Studio, Music)

Expected Annual Measurable Outcomes

Outcome #1: The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science to **100% of its students** every year.

Metric/Method for Measuring: Method for Measuring: Annual Review of Master Schedule and Student Schedules

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects

English Learners	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Socioeconomically Disadvantaged Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Foster Youth	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Students with Disabilities	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
African American Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Filipino Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Latino Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
White Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects

Outcome #2: The school will offer a comprehensive enrichment program to 100% of its students performing below or far below benchmark on state and district assessments every year.

Metric/Method for Measuring: California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)

LCFF STATE PRIORITIES-OTHER STUDENT OUTCOMES

GOAL #8

The school will implement a strategic intervention system school wide in Language Arts and Math that is accessible to 100% of students who need additional academic support.

Related State Priorities:

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

Local Priorities:

- :
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Specific Annual Actions to Achieve Goal

- Purchase and maintain licenses for on-Line Math and ELA Intervention Systems like Lexia Reading and Scoot Pad for all eligible students.
- Provide on-going training for teachers and aides on implementation of the on-line Math and ELA Intervention Systems.
- Provide access to technology (Classroom Computers, Chromebooks, iPads, and Computer Lab) on a weekly and as needed basis.
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment data is used to specially assess students' knowledge in kindergarten through second grade to promote targeted interventions. TRC and DIBELS assessments are administered to assess students' reading and comprehension levels second through fifth grade. These assessments are used to formulate small intervention groups of students with like needs to receive targeted intervention services.
- Teachers work daily with at-risk students in small groups throughout the school day.
- Utilizing the two credentialed limited contract teachers as the lower and upper grade invention teachers, they will provide support to students in the pull out/small group model weekly.
- The credentialed limited contract teachers evaluate and support learning with the use of classroom lessons, Ready Common Core Materials, Lexia Reading, and DIBELS/Interim assessment data to design targeted instruction
- After school intervention is provided to all EL and at-risk students during Tuesday Banked Time each week. Trained paraprofessionals and special education assistants are utilized to facilitate the Lexia Reading Program and the program's support materials to all participating students.
- Learning Center is available as prevention/invention program for all possible special education students who are not meeting CCSS in the area of reading, writing, and math.

Expected Annual Measurable Outcomes

Outcome #1: The school will implement the Eureka Math Program school wide in Mathematics that is accessible to 100% of students to increase competencies in concepts and skills.

Metric/Method for Measuring: Progress Monitoring, Eureka Math Unit Assessments, Student Work Samples, District Interim Block Assessments

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math
English Learners	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math
Socioeconomically Disadvantaged Students	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math
Foster Youth	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math
Students with Disabilities	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math
African American Students	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math
Filipino Students	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math
Latino Students	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math
White Students	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math

Outcome #1: The school will implement the Ready Common Core Reading Program school wide in Language Arts that is accessible to 100% of students to increase Reading Comprehension and Writing.

Metric/Method for Measuring: Diagnostic Assessments, Student Work Samples, District Interim Block Assessments

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to Ready Common Core program	Maintain 100% of students having access to Ready Common Core program	Maintain 100% of students having access to Ready Common Core program	Maintain 100% of students having access to Ready Common Core program	Maintain 100% of students having access to Ready Common Core program	Maintain 100% of students having access to Ready Common Core program

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

Our goals align with the needs of the whole child, encouraging self-motivation and building competence to support lifelong learning.

Our students consistently perform well on standardized tests, yet our curriculum is broader than that which is evaluated on the Smarter Balanced Assessment Consortium. Lockhurst students experience an enriched curriculum that engages them as learners across multiple disciplines, including the arts.

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

INSTRUCTIONAL DESIGN

Lockhurst Drive Charter has several goals within our educational programs to enable our students to become or remain self-motivated, competent, and lifelong learners. These goals include the promotion of creative thinking, encouraging students to work creatively independently and with others to develop critical thinking and problem solving skills, to communicate clearly, and to support collaborative work. Our teaching methodologies are framed around differentiated or inquiry based instruction. All of our methodologies will be supported by authentic assessments utilizing LAUSD, teacher-created, performance, and publisher assessments.

Lockhurst Drive Charter School's curriculum is based on the Common Core State Standards and associated frameworks in language arts, mathematics, science, social studies, visual and performing arts, and physical education. The curriculum meets all CA CCSS and LAUSD standards. We believe that powerful learning and addressing the needs of our targeted population are best accomplished through a balanced program, which combines curriculum centered as well as student centered instruction. Systematic direct instruction, guided practice, and the application of skills through expansive multi-disciplinary selections ensure that all students are exposed to Common Core mandated standards. While addressing multiple intelligences, Lockhurst Drive Charter uses experimental and open-ended inquiry and project-based learning that will lead to self-motivated, well-balanced, competent, lifelong learners. "When students generate their own questions, they become actively engaged in reading and motivated by their own queries rather than those of the teacher." (Report of the National Reading Panel, 2000)

Curriculum and Instruction

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

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

English Language Arts

All students at Lockhurst Drive Charter follow a rigorous English Language Arts curriculum that exceeds CA CCSS for language arts K-5. It incorporates reading, writing, listening, and speaking skills that support academics across disciplines. We strive to develop critical thinking and reading skills specific to Bloom's Taxonomy. The curriculum is implemented through the use of a variety of materials that may include state adopted and staff selected textbooks such as Curriculum Associates Ready Common Core program and enrichment programs such as creative book reports, book clubs, and literature circles that are aligned to the state framework and state standards. Incorporated into our English Language Arts program, which is for all students, are the prompts of depth and complexity which include language of the discipline, details, patterns, change over time, ethics, rules, big ideas, trends, unanswered questions, and multiple perspectives. Also included are critical thinking skills, which are judged with criteria, determine the relevance, note the ambiguity, distinguish cause and effect, and proved with evidence. These, as well as the consistent use of frames, thinking maps, and Depth of Knowledge questioning, help students organize their thoughts. Students' grammar, spelling, speaking, and active listening skills are developed through direct instruction and vocabulary development. Writing is done throughout all disciplines. We utilize the Curriculum Associates Ready Common Core writing program, which allows students to critique, justify, and theorize in compositions. They write narrative, opinion, and informative pieces. Poetry and various types of letters are also included in classroom writing activities. All classes visit the library regularly where they access materials from our computerized database, have research opportunities, and learn about different genres. Students are given the opportunity to work and learn independently as part of large groups, small groups, and collaborative groups. Students discuss ideas, values, and connections to personal experiences with a variety of cultural perspectives. All grade levels meet regularly to analyze data from state, district, and school assessments, and from observations to identify and monitor all at risk students by grade level. Input is also given from our SSPT, resource specialist, and classroom and intervention teachers.

Mathematics

At Lockhurst Drive Charter, we provide a rigorous curriculum for all students that exceed the CA CCSS for mathematics K-5. We strive to develop our students' problem solving and abstract reasoning skills and expand student learning and conceptual understanding through the use of state adopted textbooks and enrichment programs that are aligned with state standards and framework such as Eureka Math, Marilyn Burns, Tenmarks.com, games, manipulatives, basic facts timed tests, and teacher created lessons. This is achieved through collaborative learning experiences and the use of technology. Students are exposed to differentiated learning opportunities to augment our math program, enhance problem solving and abstract reasoning skills, and develop higher level thinking skills. We develop the student's proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes. We also apply math skills to daily problem solving situations and develop an understanding of computation, word problems, patterns, geometry, number sense, statistics, fractions, functions, time, and probability as stated in the state standards. Students' skills using mathematical tools (rulers, calculators, computers, and protractors) are appropriately developed throughout the grade levels. Math is connected throughout the disciplines of music, science, art, technology, and social studies. Data from state and school tests, as well as teacher observations, are analyzed to identify at risk students so that extra instruction can be provided for them.

Science

At Lockhurst Drive Charter we provide a rigorous curriculum that exceeds the Next Generation Science Standards (NGSS). Students acquire knowledge of life science, earth science, physical science, and engineering design from a balanced curriculum that includes state adopted textbooks, FOSS science kits, and teacher created lessons. Students use hands on experiments based on scientific methods to further research and prove/disprove a claim, as well as increase their understanding of scientific concepts. Science is taught as a cumulative learning process that builds upon their prior knowledge, understanding of science concepts, and applications of science to the world around them as they progress through the grade levels. Students develop critical thinking skills in science that include observing, comparing, organizing, inferring, relating, and applying. Language of the discipline is taught to develop higher level thinking. Thinking like a disciplinarian is used to apply science concepts across the curriculum. Standards based benchmark tests are used to assess students because they meet the needs of our students and provide our teachers with a clear assessment of student learning and progress towards meeting the standards. We have established a viable science lab that is utilized by grades K-5 for standards-based explorations and experiments. We look forward to collaborating regularly with our feeder middle, Hale Charter Academy, a STEM magnet school, in order to provide continuity and a smooth transition to middle school for our 5th graders.

History and Social Studies

A rigorous history/social studies curriculum is provided at Lockhurst Drive Charter that exceeds the CA CCSS by utilizing state adopted textbooks and teacher created lessons. Our students acquire knowledge of civics, history, cultures, geography,

economics, communities, cities, states, and countries that promotes the skills necessary for participating in a diverse society. Activities and lessons utilize the curriculum areas of language arts, science, math, music, art, and technology. To add a multicultural dimension to our curriculum, our students share their cultural diversities. The prompts of depth and complexity and content imperatives are applied to our history/social studies curriculum to help our students understand changes over time, patterns of historical events, ethics, details, trends, the big ideas, and parallels among events and to develop their critical thinking skills. Using their knowledge, our students compare and contrast, draw conclusions, and predict history. Field trips enhance student learning by providing hands-on, real life experiences that help students make connections and learn about the origin of various events.

Technology

Technology plays an integral role in our program at Lockhurst Drive Charter. Through the use of document cameras and projectors, students have the opportunity to participate interactively as well as collaboratively in the classroom. Document cameras and projectors are used across the curriculum to enrich and enhance student mastery of the CA CCSS. They provide students with the ability to view and edit original work in a whole class setting. Our computer lab houses an integrated server which allows individual classrooms school-wide the ability to access student files and folders from within the lab. We also have a computer lab instructor through Computerwise Kids who instructs students in Microsoft Word, Microsoft PowerPoint, Microsoft Movie Maker, and Google Classroom. Students also become proficient in touch typing. From kindergarten grade on, they start to learn basic keyboarding techniques through the program *Typing Tutor*. Students also learn about the main components of a computer, as well as, the correct terminology related to PCs and are tested on how to perform basic tasks such as powering the computer on and off, setting up a printer, and how to troubleshoot common issues. Internet skills, such as basic browsing, researching, and computer/internet safety, are also emphasized. All students in grades 3-5 are instructed on using Chromebooks and iPads to practice CCSS based questions that simulate those that are on the CAASPP.

Visual and Performing Arts

At Lockhurst Drive Charter we believe in educating the whole child. All children need to be enriched physically and mentally. The arts allow children to be successful in areas other than academics. "National SAT scores from 1990 through 1995 give credence to the theory that music and the arts together have a positive effect on mathematics and verbal skills." (College Board, 2000) "There appears to be a high degree of correlation between how well children could read both standard and phonic material and how well they could discriminate musical pitch." (Lamb and Gregory, 1993) They address the needs of all learners including children with special needs, ELs, and children who are gifted and talented. They allow children to gain self-confidence, to be imaginative, and to express themselves. The skills learned in the visual and performing arts transfer to academic success as well. We currently provide enrichment activities that meet and enhance CA CCSS funded by LAUSD. Many of our teachers were part of the LAUSD Arts Prototype program and were trained in visual and performing arts by district

specialists. Although this program has ended, teachers continue to share best practices with colleagues at grade level meetings. At Lockhurst Drive Charter, we are committed to continue support of the enrichment opportunities at our school.

Music

The music program at Lockhurst Drive Charter is provided by the school district and consists of an orchestra teacher who provides weekly instruction on 7 different instruments for grades 4 and 5. All third graders have the opportunity to receive weekly instruction in violin. This provides a comprehensive program that includes reading music, rhythm, beat, tone, tune, melody, and different music genres while tying songs into all curriculum areas. Our music program shows continuity and an increase in music knowledge and ability through the years. A majority of our students continue with the musical studies into middle school and beyond. Each year a student music show is produced highlighting progress made in learning the instruments. Last year, over 75 students participated in the show. Music helps students with math, patterns, listening skills, sequencing, memorization, and vocabulary which all lead to increased academic performance.

Visual Arts

Lockhurst Drive Charter has a new visual arts studio, the Johnson Art Studio, which is used to provide visual arts instruction to all grades based on CA CCSS. The students learn about art history, artists, primary and secondary colors, lines, techniques, and different art mediums. They produce products that tie into many curriculum areas. After learning about a specific artist, they create a piece based on that artist's techniques. Art teaches listening skills, following directions, sequencing, history, and math. It also allows students to express themselves and be imaginative and creative. Success in art also increases self-confidence. Additionally, this helps students to be successful academically. Our art assistant works together with teachers to plan an art curriculum that meets CA CCSS. Each year the students expand their art skills by building on the prior year's CA CCSS. We have a teacher who received training in the Technology Enhanced Arts Learning Project (TEAL) and has shared lessons and techniques in various professional developments.

Physical Education

We at Lockhurst Drive Charter believe that a healthy body and healthy mind go hand in hand to complete a successful child. Teachers provide our students with the required 100 minutes each week of grade level standardized skills which build upon each grade level. Each week our classes also have psychomotor time where these skills are incorporated into games. In addition, all students participate in Walk to School Day. Our students with special needs participate annually in the Special Olympics program. Our fifth grade students participate in the Presidential Physical Fitness Program. Students from our Youth Services after school playground program compete in intramural games of football and basketball.

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.

This program provides children with a well-planned classroom program to build necessary social and academic skills for success throughout their school careers. The program is based on the California Kindergarten Common Core State Standards with focused instruction in literacy and numeracy along with strong emphasis on self-regulation and social engagement. The daily schedule includes whole group instruction and activities, small group instruction, and independent and "hands-on" learning. The Transitional Kindergartners enjoy lunch and recess with their fellow Kindergarten friends and participate in all Kindergarten activities such as music, art, and motor skills development throughout the year.

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.

Lockhurst Drive Charter will follow the Traditional Academic calendar set forth by the Los Angeles Unified School District, utilizing in each classroom a morning block scheduled for language arts and math, with the last portion of the day for social studies, science, and enrichment activities. Below are sample daily schedules for each grade, which includes the subjects being taught, minutes, dismissal time, as well for Shortened Days, Minimum Days and Banked Days (Professional Development Days).

**LOCKHURST DRIVE CHARTER ELEMENTARY SCHOOL
BELL SCHEDULE - REGULAR SCHEDULE**

MONDAY through FRIDAY

7:57 AM	Line Up – Bell
7:59 AM	Classroom on Task
10:00 AM	Recess Begins (No Bell)
10:20 AM	Recess Ends - Bell
12:00 PM	Lunch (No Bell) Grades K-2 Eat Grades 3-5 Play
12:20 PM	Grades K-2 Release to Yard - Bell Grades 3-5 Eat
12:40 PM	Lunch Ends – Bell
2:22 PM	Dismissal - Bell

TUESDAY - BANKED TIME

7:57 AM	Line Up - Bell
7:59 AM	Classroom on Task
10:00 AM	Recess Begins (No Bell)
10:20 AM	Recess Ends - Bell
12:00 PM	Lunch (No Bell) Grades K-2 Eat Grades 3-5 Play
12:20 PM	Grades K-2 Release to Yard - Bell Grades 3-5 Eat
12:40 PM	Lunch Ends – Bell
1:22 PM	Dismissal - Bell

IRREGULAR SCHEDULE

SHORTENED DAY SCHEDULE

7:57 AM	Line Up – Bell
7:59 AM	Classroom on Task
10:00 AM	Recess Begins (No Bell)
10:20 AM	Recess Ends - Bell
12:00 PM	Lunch (No Bell) Grades K-2 Eat Grades 3-5 Play
12:20 PM	Grades K-2 Release to Yard - Bell Grades 3-5 Eat
12:40 PM	Lunch Ends – Bell
1:46 PM	Dismissal - Bell

MINIMUM DAY SCHEDULE

7:57 AM	Line Up - Bell
7:59 AM	Classroom on Task
10:00 AM	BRUNCH Begins (No Bell)
10:30 AM	Recess Ends - Bell
12:42 PM	Dismissal - Bell

Dates of School Closure – Important Dates

First Day of School:	August 15, 2017
Admissions Day School Closed:	September 1, 2017
Labor Day School Closed :	September 4, 2017
Unassigned Day School Closed:	September 21, 2017
Veteran’s Day School Closed:	November 10, 2017
Thanksgiving Holiday:	November 20-24, 2017
Winter Recess:	December 18 – January 5, 2018
Second Semester Begins:	January 8, 2018
MLK Jr. Observed:	January 15, 2018
President’s Day Closed:	February 19, 2018
Spring Recess:	March 26 – 30, 2018
Caesar E. Chavez Closed:	April 2, 2018
Memorial Day Closed:	May 28, 2018
Last Day of Instruction:	June 7, 2018

Sample Daily Schedules for Grades TK/K thru 5

Transitional Kindergarten Grade

	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
7:57 – 8:15	Breakfast in the Classroom *BIC	Breakfast in the Classroom	Breakfast in the Classroom	Breakfast in the Classroom	Breakfast in the Classroom	Breakfast in the Classroom	Breakfast in the Classroom
8:15 -9:40	English Language Arts	ELA	8:10 – 9:00 PE Circuit	ELA	ELA	ELA	ELA
9:40 -10:00	Recess	Recess	Recess	Recess	Recess	Recess	Brunch 9:40 – 10:10
10:00 – 10:45	ELD	ELD	ELD	ELD	ELD	ELD	ELD
10:45 – 11:40	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:40 – 12:20	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Social Studies/ Science
12:20 – 1:20	Social Studies/ Science	Social Studies/ Science	Social Studies/ Science	Social Studies/ Science	Social Studies/ Science	Social Studies/ Science	12:42 Dismissal
1:20 – 2:00	Art	Art	Art	Art	Art	1:46 Dismissal	
2:00 – 2:22	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education		

Kindergarten Grade

	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
7:57 – 8:15	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine
8:15 - 10:00	ELD / ELA	ELD / ELA	8:10 – 9:00 PE Circuit	ELD / ELA	ELD / ELA	ELD / ELA	ELD / ELA
10:00 - 10:20	Recess	Recess	Recess	Recess	Recess	Recess	Brunch 10:00 – 10:30
10:20 – 11:00	ELA	ELA	ELA	ELA	ELA	ELA	ELA
11:00 – 12:00	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:40 – 12:20	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Social Studies/ Science
12:40 – 2:20	Health/Second Step	Critical Thinking Skills	Social Studies/ Science	Social Studies/ Science	Social Studies/ Science	Art 1:46 Dismissal	12:42 Dismissal
1:20 – 2:00	Art	Art	Art	Art	Art		
2:00 – 2:22	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education		

* Computer Lab and Library are every week for 50 minutes each at various times for each class.

First Grade

	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
7:57 – 8:15	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine
8:15 - 10:00	ELD / ELA	ELD / ELA	ELD / ELA	ELD / ELA	ELD / ELA	ELD / ELA	ELD / ELA
10:00 - 10:20	Recess	Recess	Recess	Recess	Recess	Recess	Brunch 10:00 – 10:30
10:20 – 10:45	Physical Education	Physical Education	ELA	Physical Education	Physical Education	Physical Education	Physical Education
10:45 – 12:00	Mathematics	Mathematics	11:15 – 12:00 PE Circuit	Mathematics	Mathematics	Mathematics	Mathematics
12:00 – 12:40	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Social Studies/ Science
12:40 – 12:50	Silent Reading	Silent Reading	Silent Reading	Silent Reading	Silent Reading	Art 1:46 Dismissal	12:42 Dismissal
12:50 – 2:22	Health/Second Step		Social Studies/ Science	Social Studies/ Science	Art		

* Computer Lab and Library are every week for 50 minutes each at various times for each class.

Second Grade

	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
7:57 – 8:15	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine
8:15 - 10:00	ELD / ELA	ELD / ELA	ELD / ELA	ELD / ELA	ELD / ELA	ELD / ELA	ELD / ELA
10:00 - 10:20	Recess	Recess	Recess	Recess	Recess	Recess	Brunch 10:00 – 10:30
10:20 – 10:45	ELA	ELA	ELA	ELA	ELA	ELA	ELA
11:00 – 12:00	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
12:00 – 12:40	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Social Studies/ Science
12:40 – 12:55	Silent reading	Silent reading	PE Circuit 12:40 – 1:30	Silent reading	Silent reading	Art 1:46 Dismissal	12:42 Dismissal
12:55– 1:55	Social Studies/Science	Health		Social Studies/Science	Art		
1:50 – 2:22	Physical Education			Second Step	Physical Education		

* Computer Lab and Library are every week for 50 minutes each at various times for each class.

Third Grade

	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
7:57 – 8:15	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine
8:15 - 10:00	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
10:00 - 10:20	Recess	Recess	Recess	Recess	Recess	Recess	Brunch 10:00 – 10:30
10:20 – 11:25	ELA / ELD	ELA / ELD	ELA / ELD	ELA / ELD Orchestra/Violin Instruction	ELA / ELD	ELA / ELD	ELA / ELD
11:25 – 12:00	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
12:00 – 12:40	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Social Studies/ Science
12:40 – 1:30	ELA/ IPADs	Health	ELA	ELA	ELA	Art 1:46 Dismissal	12:42 Dismissal
1:30– 2:22	Social Studies/Science		Social Studies/Science	Social Studies/Science	Art		

* Computer Lab and Library are every week for 50 minutes each at various times for each class.

Fourth Grade

	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
7:57 – 8:25	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education		
8:25 – 8:40	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine
8:40 - 10:00	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
10:00 - 10:20	Recess	Recess	Recess	Recess	Recess	Recess	Brunch 10:00 – 10:30
10:20 – 12:00	ELA / ELD Writing	ELA / ELD Writing	ELA /ELD PE Circuit 10:20 – 11:15	ELA /ELD Writing	ELA / ELD Writing	ELA / ELD Writing	ELA / ELD Writing
12:00 – 12:40	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Social Studies/ Science
12:40 – 1:10	Read Aloud/ Agenda Books	Read Aloud/ Agenda Books	Read Aloud/ Agenda Books	Read Aloud/ Agenda Books	Read Aloud/ Agenda Books	Art 1:46 Dismissal	12:42 Dismissal
1:10– 1:30	Writing		Read Aloud/ Agenda Books	Read Aloud/ Agenda Books	Read Aloud/ Agenda Books		
1:30 – 2:22	Social Studies/Science		Health	Social Studies/Science	Art		

* Computer Lab and Library are every week for 50 minutes each at various times for each class.

* Orchestra on Thursdays is at various times for various instruments.

Fifth Grade

	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
7:57 – 8:25	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
8:25 – 8:40	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine
8:40 - 10:00	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
10:00 - 10:20	Recess	Recess	Recess	Recess	Recess	Recess	Brunch 10:00 – 10:30
10:20 – 12:00	ELA / ELD Writing	ELA / ELD Writing	ELA /ELD PE Circuit 10:20 – 11:15	ELA /ELD Writing	ELA / ELD Writing	ELA / ELD Writing	ELA / ELD Writing
12:00 – 12:40	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Social Studies/ Science
12:40 – 1:00	Drop Everything and Read	Drop Everything and Read	Drop Everything and Read	Drop Everything and Read	Drop Everything and Read	Art 1:46 Dismissal	12:42 Dismissal
1:00 – 2:22	Social Studies/Science		Health	Social Studies/Science	Art		

* Computer Lab and Library are every week for 50 minutes each at various times for each class.

* Orchestra on Thursdays is at various times for various instruments.

PALS Classes (3)

	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
7:57 – 8:15	Arrival, Toileting, attendance	Arrival, Toileting, attendance	Arrival, Toileting, attendance	Arrival, Toileting, attendance	Arrival, Toileting, attendance	Arrival, Toileting, attendance	Arrival, Toileting, attendance
8:15-8:35	BIC	BIC	BIC	BIC	BIC	BIC	BIC
8:35 -8:45	Group Meeting, morning greeting and routine	Group Meeting, morning greeting and routine	Group Meeting, morning greeting and routine	Group Meeting, morning greeting and routine	Group Meeting, morning greeting and routine	Group Meeting, morning greeting and routine	Group Meeting, morning greeting and routine
8:45 - 9:30	ELA Small groups/3 centers	ELA Small groups/3 centers	ELA Small groups/3 centers	ELA Small groups/3 centers	ELA Small groups/3 centers	ELA Small groups/3 centers	ELA Small groups/3 centers
9:30 – 10:00	Recess	Recess	Recess	Recess	Recess	Recess	Brunch 9:40 – 10:10
10:00 – 10:10	Toileting and hygiene	Toileting and hygiene	Toileting and hygiene	Toileting and hygiene	Toileting and hygiene	Toileting and hygiene	Toileting and hygiene
10:10 – 10:25	Read Aloud 3 small groups	Read Aloud 3 small groups	Read Aloud 3 small groups	Read Aloud 3 small groups	Read Aloud 3 small groups	Read Aloud 3 small groups	Read Aloud 3 small groups
10:25 – 10:45	Music and Movement Large group	Music and Movement Large group	Music and Movement Large group	Music and Movement Large group	Music and Movement Large group	Music and Movement Large group	Music and Movement Large group
10:45 – 11:30	Choice Time 3 interest areas	Choice Time 3 interest areas	Choice Time 3 interest areas	Choice Time 3 interest areas	Choice Time 3 interest areas	Choice Time 3 interest areas	Choice Time 3 interest areas
11:30 - 11:55	Outdoor learning centers	Outdoor learning centers	Outdoor learning centers	Outdoor learning centers	Outdoor learning centers	Outdoor learning centers	Outdoor learning centers
11:55 – 12:00	Toileting and hygiene	Toileting and hygiene	Toileting and hygiene	Toileting and hygiene	Toileting and hygiene	Toileting and hygiene	Toileting and hygiene
12:00 – 12:20	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:20 – 12:30	Good bye circle	Good bye circle	Good bye circle	Good bye circle	Good bye circle	Good bye circle 1:46 Dismissal	12:42 Dismissal

* Library is every other week for 50 minutes each at various times for each class.

* OT, APE, and speech services are provided at various times during the week.

K – 1 Autism

	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
7:57 – 9:00	BIC Morning business Calendar	BIC Morning business Calendar	BIC Morning business Calendar	BIC Morning business Calendar	BIC Morning business Calendar	BIC Morning business Calendar	BIC Morning business Calendar
9:00 - 10:00	ELA Centers	ELA Centers	ELA Centers	ELA Centers	ELA Centers	ELA Centers	ELA Centers
10:00 – 10:20	Recess with 5 th grade buddies	Recess with 5 th grade buddies	Recess with 5 th grade buddies	Recess with 5 th grade buddies	Recess with 5 th grade buddies	Recess with 5 th grade buddies	Brunch with 5 th grade buddies 9:40 – 10:10
10:20 – 11:30	Math Centers	Math Centers	Math Centers	Math Centers	Math Centers	Math Centers	Math Centers
11:30 – 12:00	Library	Science/Cooking	Science/Cooking	Science/Cooking	Science/Cooking	Science/Cooking	Science/Cooking
12:00 – 12:40	Lunch with 5 th grade buddies	Lunch with 5 th grade buddies	Lunch with 5 th grade buddies	Lunch with 5 th grade buddies	Lunch with 5 th grade buddies	Lunch with 5 th grade buddies	Lunch with 5 th grade buddies
12:40 – 1:00	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	12:42 Dismissal
1:00 -1:30	Videophonics and Writing	Videophonics and Writing	Videophonics and Writing	Videophonics and Writing	Videophonics and Writing	Videophonics and Writing	
1:30 – 2:00	Social Studies/CBI in School/OPD	Closing Routine/Dismissal	Social Studies/CBI in School/OPD	Social Studies/CBI in School/OPD	Music	Toileting and hygiene	
2:00 – 2:22	Closing Routine/Dismissal		Closing Routine/Dismissal	Closing Routine/Dismissal	Closing Routine/Dismissal	Closing Routine/Dismissal	

* Library is every other week for 50 minutes each at various times for each class.

* OT, APE, and speech services are provided at various times during the week.

2/3 and 4/5 Autism

	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
7:57 – 8:30	BIC Morning business Calendar	BIC Morning business Calendar	BIC Morning business Calendar	BIC Morning business Calendar	BIC Morning business Calendar	BIC Morning business Calendar	BIC Morning business Calendar
8:30 – 8:35	Bathroom	Bathroom	Bathroom	Bathroom	Bathroom	Bathroom	Bathroom
8:35 - 9:05	Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle
9:05 – 9:20	Vizzle	Vizzle	Vizzle	Vizzle	Vizzle	Vizzle	Vizzle
9:20 – 10:00	Physical education bathroom	Physical education bathroom	Physical education bathroom	Physical education bathroom	Physical education bathroom	Physical education bathroom	Physical education bathroom
10:00 – 10:30	Recess Play and snack Movement songs	Recess Play and snack Movement songs	Recess Play and snack Movement songs	Recess Play and snack Movement songs	Recess Play and snack Movement songs	Recess Play and snack Movement songs	Recess Play and snack Movement songs
10:30 – 11:00	Phonics	Phonics	OPD	Phonics	OPD	Phonics	Phonics
11:00 – 11:30	Sight words	OPD	Library	OPD	Sight words	Science/Cooking	Science/Cooking
11:30 – 12:00	Reading	Math		Math	Social Skills	Math	Reading
12:00 – 12:40	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:45 – 12:50	Movement Songs	Movement Songs	PE Circuit	Movement Songs	Movement Songs	Movement Songs	12:42 Dismissal
12:50 - 1:45	Read Aloud/Social Skills Writing OPD	Music 12:50 – 1:10 Closing Routine/Dismissal	PE Circuit	Sight words Reading	Sight words Reading	Writing, Arts, Reading Music	
1:45– 1:55	Social Studies/Science		Math	Writing	Writing		
1:55 – 2:15	Music/Bathroom		Music/Bathroom	Music/Bathroom	Music/Bathroom	Music/Bathroom	
2:15 – 2:22	Clean up Check mail Good Bye Song		Clean up Check mail Good Bye Song	Clean up Check mail Good Bye Song	Clean up Check mail Good Bye Song	Clean up Check mail Good Bye Song	

* Mainstreaming provided per IEP throughout the day.

* OT, APE, and speech services are provided at various times during the week.

ED Grades 3, 4, 5

	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
7:57 – 8:20	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
8:20– 8:30	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine	BIC Morning Routine
8:30 – 9:00	ELD	ELD	ELD	ELD	ELD	ELD	ELD
9:00 – 10:00	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
10:00 – 10:20	Recess	Recess	Recess	Recess	Recess	Recess	Brunch 10:00 – 10:30
10:20 – 12:00	ELA	ELA	ELA PE Circuit 10:20 – 11:15	ELA	ELA	ELA	ELA
12:00 – 12:40	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Social Studies/ Science
12:40 – 2:22	Social Studies/Science	1:22 Dismissal	Second Step/Health	Social Studies/Science	Art	Social Studies/Science	

- * Computer Lab and Library are every week for 50 minutes each at various times for each class.
- * Orchestra on Thursdays is at various times for various instruments.
- * Mainstreaming per IEP throughout the day.

Resource, Grades K-5

	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
7:57 – 8:30	Kinder ELA and Math	Kinder ELA and Math	Kinder ELA and Math	Kinder ELA and Math	Assessments and small group testing	Kinder ELA and Math	Kinder ELA and Math
8:10 – 8:50	Third Grade Math	Third Grade Math	Third Grade Math	Third Grade Math		Third Grade Math	Third Grade Math
8:40 – 9:30	Fifth Grade Math	Fifth Grade Math	Fifth Grade Math	Fifth Grade Math		Fifth Grade Math	Fifth Grade Math
9:20 - 10:00	Fourth Grade Math	Fourth Grade Math	Fourth Grade Math	Fourth Grade Math		Fourth Grade Math	Fourth Grade Math
10:00 - 10:20	Recess	Recess	Recess	Recess		Recess	Brunch 10:00 – 10:30
10:25 – 11:10	Third Grade ELA	Third Grade ELA	Third Grade ELA	Third Grade ELA		Third Grade ELA	Third Grade ELA
11:00 – 11:50	Fifth and Fourth ELA	Fifth and Fourth ELA	Fifth and Fourth ELA	Fifth and Fourth ELA		Fifth and Fourth ELA	Fifth and Fourth ELA
12:00 – 12:40	Lunch	Lunch	Lunch	Lunch		Lunch	First and Grade ELA and Math
1:00 – 2:22	First and Second Grade ELA and Math	First and Second Grade ELA and Math	First and Second Grade ELA and Math	First and Second Grade ELA and Math		First and Second Grade ELA and Math	

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.

The Lockhurst Drive Charter Instructional Leadership Team (ILT) will determine Professional Development at Lockhurst. Weekly Professional Development will be built on school-wide needs and the interests of teachers via ILT. At Lockhurst, the professional development will be divided into two sections; local and state. Local professional development is determined by classroom teachers based on specific programs or program needs such as technology, or implementing new programs. The principal's role is to secure outside vendors when necessary, but also encourage and support in-house teams of experts in scheduled professional development. The principal must find ways in which to provide teacher leaders time to develop and create professional development for the local PDs. The ILT will analyze data as one tool to determine areas for additional professional development. Weekly grade level meetings and monthly ILT meetings, in addition to Professional Development, provide the opportunity to analyze periodic assessments, set goals, and collaborate on how to best meet the needs of the students at each grade level. The strength of the teaching staff will be utilized in sharing best practices and areas of expertise as determinations are made on the needs of the students and faculty.

State mandated Professional Development is the responsibility of the school principal. State initiatives are at the core of district professional development. This includes, but is not limited to Response to Instruction and Intervention, English Learners, Special Education, and Restorative Justice. The principal is responsible to follow through on required PD at the school site. It is the principal's responsibility to schedule, document, deliver, and submit completion of mandated state Professional Development.

Lockhurst Drive Charter will follow the guidelines as stated in the memo “School-Site Professional Development Priorities-Banked Time Days for Elementary Schools”. Some examples of Professional Developments are, but not limited to: Common Core lessons for ELA and math, “My Math”, Eureka math practices, math talk, writing, differentiation, thinking maps, instructional technology, computer basics, FOSS Science, NGSS, ELL redesignation procedures, GATE training, etc.

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*.

Lockhurst Drive Charter continues to work with English Learners to ensure that they meet or exceed English language proficiency and grade level standards comparable to their fluent English proficient peers. The principal and EL coordinator work closely with teachers and families to ensure the District’s English Learner Master Plan is being followed and accountabilities are met. They also ensure teachers receive support in meeting the goals of each student. There is open communication with parents through our monthly ELAC meetings. Topics include CELDT/ELPAC testing, CAASPP SBAC testing, Common Core State Standards, California State ELD Standards, program elements, interventions, and reclassification.

Lockhurst Drive Charter provides English Learners with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners are: (1) based on sound educational theory, (2) adequately supported with trained teachers and appropriate materials and resources, and (3) periodically evaluated to make sure the program is successful and modified when needed.

Lockhurst Drive Charter follows the Master Plan for the education of our English Learners to provide opportunities for non-English speaking students to become fluent and literate in English. The EL coordinator works closely with teachers to plan and implement meaningful EL lessons. Teachers incorporate many resources and strategies in their daily EL lessons. Specific instructional strategies used include SDAIE techniques including use of realia, total physical response, think pair share, scaffolding, reciprocal teaching, and thinking maps. Teachers also use EL lessons from the Treasures reading series including visual vocabulary cards and specific EL readers along with the “Smart Start” lessons, small group instruction using the specific results from DIBELS assessment and student needs.

Lockhurst Drive Charter's goals for our English Learners are to move students up by at least one English development level each year, while maintaining a positive self-image toward their own cultural background. In order to identify potential English Learners Lockhurst Drive Charter will include the home language survey as part of the enrollment forms upon a student's initial enrollment into our school. All students who indicate that their home language is other than English will take the initial California English Language Development Test (CELDT). The results of this test will determine if they will participate in the English Language Learner program or not. The CELDT will be given annually to all designated EL's until re-designated as fluent English proficient.

Lockhurst Drive Charter follows the Los Angeles Unified School District's Master Plan for the education of our English Learners to provide opportunities for non-English speaking students to become fluent and literate in English. Since we only have a few EL students in each grade level they are clustered together within each grade. The classroom teacher provides EL instruction within the classroom, to meet the daily guidelines of 60 minutes for levels 1-3 and 45 minutes for levels 4 and 5. Teachers address the students' specific needs to support their students' access to the ELA standards during this designated ELD time. Lockhurst Drive Charter follows the new ELD guidelines of providing English Learner students with a high quality program that will enable them to become proficient in English and to develop skills and confidence in reading, writing, speaking, and listening. By analyzing the results of the CELDT, DIBELS, and classroom performance, the teacher bases the EL instruction on whether the students are emerging, expanding, or bridging in each area of the ELD standards to include; Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills. Based on the student's level of communication; collaborative, interpretive, or productive, they create lessons to meet the needs of the students. Teachers incorporate into their lessons many opportunities to engage in dialogue with others by exchanging information and ideas and offering opinions on both fictional and non-fictional topics. During designated ELD time they read stories aloud as EL students actively listen and answer questions about what was read and read closely to explain ideas from the readings. The ELD standards are used along with CA CCSS to provide a comprehensive program for our EL students.

Beginning in 2016- 2017 school year, Lockhurst Drive Charter has 2 intervention teachers who will work closely with teachers to provide support and intervention for EL students. Students will be provided additional support with the use of the Lexia Reading Program during intervention time, Tuesday After-school tutoring, and at home with the families. Struggling EL students will be identified by the annual CELDT results, DIBELS, CAASPP, so that class work can be provided with instruction in the identified areas of need.

Long Term English Learners (LTEL) will be identified by the number of years they have been in the EL program and teachers along with the Bilingual Coordinator, administration, and SSPT will analyze their CELDT results, DIBELS scores, and class work to determine what new strategies can be used to help them achieve proficiency in English. They will also be evaluated to see if they have a processing problem or a learning disability. Though Lockhurst has a minimal number of LTELs due to the early targeted intervention to support our students prior to moving to middle school.

Each year in collaboration with the Principal, the intervention teachers, EL coordinator, and the teachers, Lockhurst Drive Charter will evaluate their EL program by:

- Monitoring that all students identified on the home language survey were given the initial CELDT.
- Monitoring that all annual CELDT tests were given.
- Monitoring the reclassification of EL students and progress of students reclassified in the last two years .

- Monitoring that the minimum daily EL instructional minutes requirements were met.
- Monitoring that the ELD standards were incorporated into classroom lessons.
- Monitoring the CELDT, DIBELS, and grades of our EL students.

The progress of ELs, RFEPs, and LTELs will be evaluated by their DIBEL scores, grades, class work, teacher observations, and CELDT results where applicable. The teacher will work with the Principal, EL coordinator and the intervention teachers to reclassify EL students based on the following LAUSD reclassification Criteria. To reclassify students in grades 2-5, they need an annual CELDT overall score of 4 or 5 with scores of 3 or higher in listening, speaking, reading, and writing. The teacher has evaluated the student and given a progress report grade of 3 or 4 in ELA in reading, writing, listening, and speaking, and the student has benchmark scores on all subtests of DIBELS on the MOY or EOY assessments. The MOY assessment scores may only be used for reclassification purposes until the EOY assessments are given. The school will consult with the parent or guardian and obtain their approval also. Once it has been determined that a student has met all the criteria to be reclassified the school will reclassify the student using MiSiS. For students in grades K-1, the students need either an overall CELDT score of 4 with scores of 4 or higher in reading, writing, listening, and speaking, or an overall CELDT score of 5 with scores of 3 or higher in reading, writing, listening, and speaking, report grades of 3 or 4 in ELA reading, writing, listening, and speaking, benchmark scores on all the subtests of DIBELS in MOY or EOY. A SSPT meeting is scheduled and parents are invited to discuss the student being redesignated as a Fluent English Learner and to obtain parental approval. The school then sends all documentation to the district for final approval. We have been able to continue to minimize the amount of students who remain long term English Learners due to early intervention and monitoring. Our goal for English Learners that are identified in Kindergarten continues to be reclassification by the end of second grade or the beginning of third grade.

Percentage of Long Term English Learners (EL's that have not yet reclassified in 5 years):

Year Percentage

2014-2015: 4%

2015-2016: 0%

Percentage of students enrolled that are English Language Learners:

Year Percentage

2014-2015: 14%

2015-2016: 14%

Reclassification rates for Lockhurst Drive Charter:

Year Percentage

2014-2015: 2%

2015-2016: 24%

**English Language Learners who score at benchmark on DIBELS:
Year Percentage**

2014-2015: 36%

2015-2016: 40%

We are working towards increasing the number of ELs at benchmark each year in all DIBELS subtests and by achieving “standard met” on the ELA part of the CAASPP.

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.

At Lockhurst Drive Charter many of our students achieve above grade level, which is evidenced by the fact that last year, 5% of the student population was identified gifted or talented. Many other students are high achieving and benefit from our differentiated curriculum as well. Identification of students is an important and continual process at Lockhurst Drive Charter. In second grade, all students are given the OLSAT-8 test. About 10% of our students are identified gifted from this test each spring. Based on these test results, report card grades, and teacher observation, we submit for intellectual testing about 30% of our third graders each year. Based on teacher recommendations from observations, report card grades, and test scores, we also submit fourth and fifth grade students for intellectual testing. Fourth and fifth grade students are also identified gifted in the high achieving and specific area categories based on criteria set by LAUSD. We also submit, based on teacher observations and recommendations, students for evaluation in the creative and leadership categories in fourth and fifth grade, as well in the talented areas of visual art, voice, drama, and dance in grades third, fourth, and fifth. We also continue to look at all gifted and talented categories to identify as many students from our underrepresented student populations as possible.

Our identified gifted and talented students are clustered by grade level based on guidelines provided by LAUSD, which state that in an elementary school gifted students must be clustered in a class with a minimum of 5-8 students. We also cluster high achieving students.

All of our teachers are trained in differentiated instruction for gifted and talented students. Our teachers attend gifted professional developments on an ongoing basis to further their knowledge of gifted education strategies in the 21st century. They have attended Sandra Kaplan’s summer institutes on gifted education at USC and two teachers have gifted education certificates from USC.

Our school provides differentiated instruction in all grade levels that includes critical, creative, and problem solving thinking skills in each classroom. These thinking skills help to develop higher level competencies in our students. Our students are asked to use the language of the discipline in all academic and non-academic areas, compare and contrast characters, stories, plots, and settings, identify, observe, determine the relevance, and describe details of a story. They are also asked to look for patterns in literature, math, social studies, science, and art, make analogies and relate them to other similar situations, look for trends and use them to determine cause and effects, hypothesize, and to predict future outcomes. In addition, to increase the rigor, the students are also asked to identify and prove with evidence big ideas in all disciplines and relate stories and factual events from multiple perspectives.

Lockhurst Drive Charter monitors the progress of their identified gifted and talented students through teacher observations, report card grades, test scores, DIBELS, class participation, and class work.

Students Achieving Below Grade Level

- Low achieving and below grade level students will be identified through standardized test scores, teacher observation and recommendation. DIBELS is given 3 times a year as a diagnostic tool to assess all students. From these results, low achieving students are identified, and strategies are designed to help these students in their problem areas. They are progress monitored throughout the year to see if they are showing growth, and if not, strategies are adjusted to meet their needs. Teachers and administration will monitor students' progress and determine additional interventions. These students will be provided with intervention during school to address their specific areas of need along with tutoring by teachers during our after school "Second Scoop" Program. Our goal is to have each student performing at least at the proficient level in ELA and math.
- Students achieving below grade level will be provided with intervention to address their specific areas of need in many ways that include; reinforcement of skills during universal access time, small group intervention provided at grade level by teachers and grade level paraprofessionals, two limited contracted teachers working with small group intervention two days a week for lower and upper grades in the intervention room. Students who are not yet identified as working below grade level can go to the learning center and work or test in small groups with the resource specialist. Additionally, a designated group of students who are achieving below-grade level attend after-school "Tuesday Tutoring" intervention with trained paraprofessionals under the direct supervision of one of our Intervention teachers during the Tuesday's Banked Time block.

Socioeconomically Disadvantaged Students

- Lockhurst Drive Charter Elementary School will identify socio-economically disadvantaged students based on free and reduced lunch applications. This will be monitored by the Cafeteria Manager and Administration. Classroom teachers

and Administration will monitor progress in this subgroup. Lockhurst will ensure that all students are provided with the necessary tools and academic support to succeed academically.

- Socio-economically disadvantaged students are given the opportunity to be identified gifted and talented in many ways. They are identified by receiving a 90-94% on the OLSAT-8, as well as, being tested in the intellectual category as recommended by the teachers. In addition, teachers can identify them under the leadership, creative, and talented categories.

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 Homeless Youth

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

Foster Youth

Foster youth will be supported in the same way mentioned as above based on their educational and social emotional needs in order to promote academic success and student achievement. Our school Foster Youth Liason is designated as the Foster Youth Achievement contact at Lockhurst Drive Charter Elementary School. Through

Foster Youth Achievement we would enhance educational outcomes and academic achievement for youth living in foster care by providing counseling, tutoring, and other needed school supports. Our School Liason will work with community agencies such as the Department of Children and Family Services and social workers to ensure the success of Foster Youth.

“A TYPICAL DAY”

It's 7:57AM and as the first bell rings at Lockhurst Charter, you feel the excitement in the air as the students settle into their classrooms for a day of stimulating and rigorous Common Core State Standards based learning. You will feel a trusting, encouraging, and safe environment that emphasizes life-long problem solving and academic excellence. On a typical day, you will see teachers, administration, parents, staff, and community members working together to meet the individual needs of all of our students while engaging them in a rigorous CA CCSS based educational program.

If it's a Friday morning, you would see the principal, along with student council members, leading our weekly morning assembly. During the morning assembly, announcements are made about upcoming events and current issues are discussed. The Pledge of Allegiance is recited by all followed by the singing of the National Anthem. Then students at each grade level are recognized for Caught Being Good, and the character of the month is emphasized.

After signing in and leaving our welcoming and knowledgeable office staff, a visitor would continue down the main hallway and encounter our TK, PALs, and kindergarten cluster. In the morning, you would see all the children engaged in language arts activities that include whole and small group instruction. They might be reading a book to augment the district language arts program and answering questions about key details in the text. You will also see them solving addition and subtraction word problems using objects or drawings to represent the problem. Later in the day, you might see them singing and learning poems that enhance the TK, K, and PALs goals and the Common Core State Standards in English language arts, math, social studies, and science. The students may be engaged in learning and applying the prompts of Depth and Complexity. You might observe them tending to their class gardens and learning about health. They might be feeding silkworms as they learn about the life cycles of insects.

Coming back towards the office, you will see our first grade students actively participating in a differentiated common core state standards based English language arts program that both enriches and remediates students. You might see students incorporating the prompts of depth and complexity as they do think, pair, and share activities to discuss the big idea of a story and find details to support it from the text. Students may be working in small groups to describe the characters or setting of a story and to find facts that support it from the text through the use of Depth of Knowledge questioning techniques. Writing strategies incorporate the use of Thinking Maps, and students are learning to use describing words to expand their sentences and to write

powerful sentences that also incorporate a where, when, and why. Incorporating English language arts, math, and social studies standards, you might see students working on becoming authors and illustrators by creating their own books. You will see hands on instruction in math to reinforce the CA CCSS. Problem solving strategies, along with math talk, is incorporated in the program. During math talk, you will hear students sharing their strategies on how they solved a problem. In the afternoon, the students are exposed to performing and visual arts, music, movement, science, and social studies. Movement might include Yoga along with fine and gross motor skill activities.

In second grade, you will find students engaged in CA CCSS based activities throughout the day in their discussions, questioning, and writing. The students are actively participating in a differentiated language arts program that incorporates whole and small group instruction and includes thinking maps, frames, and the prompts of depth and complexity. You will see students discussing and critiquing a story that they have read, comparing and contrasting characters and plots, or discussing the story from different points of view while citing details from the stories to reinforce their findings. This occurs with the guidance of Depth of Knowledge questioning techniques. The students might be discussing text dependent questions on the big idea, setting, or the main characters of a story. You will see students experience different types of writing that include, narrative, informative, and opinion. You might see them learning research and oral presentation skills as they share research reports. During math time, you might see the students reviewing CA CCSS, problem solving, and sharing their strategies on how they solved word problems. They might be solving word problems involving money or creating picture and bar graphs to represent data that they have collected. Their curiosity and quest for knowledge can be seen during science when they think like scientists while they observe, touch, and learn about animal life cycles. Rocks and fossils are also explored through an interactive program which allows them to observe and handle numerous artifacts.

Third grade is engaged in learning through many interactive experiences. You may see them incorporating English language arts, social studies, and speech writing while they prepare for their annual Living History presentation. You may see them incorporating thinking maps, frames, and the prompts of depth and complexity in their CA CCSS based English language arts program. You may walk in and see the students looking at a story from a different perspective or discussing the ethics of a specific character. They actively participate in literature circles where they discuss stories while using prompts such as trends, rules, patterns, big idea, and use details from the stories to prove with evidence their points of view. They may be writing opinion pieces, explanatory texts, or creating a narrative. You will see sophisticated problem solving strategies being used while students solve complex problems and then utilize math talk to share how they applied these strategies. They may be solving two-step word problems using multiplication and division or identifying and explaining patterns in arithmetic. Later in the day, you may see the third graders thinking like a historian by discussing historical figures and their roles in history. They may be acting like scientists, or botanists, and working in the school garden. They take responsibility for the garden and hold seasonal "Salad Fests" which is for all students and staff at Lockhurst Charter to enjoy organic

foods. You might also see them working on iPads doing various curricular activities. They might be working on the Tenmarks website to maintain their math skills. Another website that you may see them on is EasyCBM for reading.

At the start of the day, you will find our fourth graders participating in PE activities on the yard. This helps them oxygenate their brains and give them an opportunity to release their energy before their full day of learning begins. In the morning, you will see students working diligently on their CA CCSS differentiated curriculum on multi-step word problems and sharing their strategies with each other. They might be decomposing a fraction algorithm or discovering equivalent fractions through the Eureka math program. Groups of students may be discussing different ways to solve word problems applying the strategies that they have learned in math and English language arts. During their CA CCSS based English language arts program, you may see students analyzing the literature for similarities and differences and drawing conclusions and citing details from the stories to prove their findings. Learning about California Missions and history is very exciting, and the students look forward to the Gold Rush culminating activity, which is an interactive field trip to the VT Ranch Gold Rush experience in Castaic. You will see the fourth graders thinking like geologists when studying rocks and minerals. In writing, they create narratives with descriptive details and clear event sequences, informative papers that examine a topic and convey ideas and information clearly, and opinion pieces on topics that support their point of view with reasons and information. On Thursdays, most fourth students participate in the Orchestra program and learn about different aspects of music.

You might see our fifth grade students engaged in authoring an opinion piece, an informative/explanatory paper, or a narrative paper with a clear topic, concluding sentences, and backed with descriptive details and supporting evidence from multiple sources. They might be working on refining writing, research, and note taking skills as they prepare their written and oral state reports. In math, students may be interpreting numerical expressions, analyzing patterns and relationships, representing and interpreting data, or graphing points on a coordinate plane to solve real world and mathematical problems. In their CA CCSS English language arts program, you might see the students using alternate resources to augment the language arts program. They might be engaged in discussing points of view on the themes of literature and quoting details from the story to support their inferences. They might be comparing and contrasting two or more characters, settings, or events in a story by drawing on specific details in the text. They think like scientists while studying atoms and constructing models of an element on the Periodic table of Elements.

In our primary and upper special day classes, you will see the teachers using technology such as Vizzle and Videophonics. They also have interactive whiteboards where students can use the stylus to choose and move correct answers to various locations. The students move through CA CCSS or OPD based centers working with their grade using appropriate instructional materials. The materials are differentiated according to each student's level and IEP requirements. You may see students working on phonemic awareness, fluency, structural analysis, vocabulary, decoding, and a

variety of other skills in meaningful and engaging activities. During writing, you will see the students develop their writing skills by using checklists to ensure their writing has all the necessary details required such as punctuation, capitalization, grammar, and spacing. In math, they are using manipulatives, games, grade level instructional materials, critical thinking and problem solving skills as they work through the CA CCSS or OPD curriculum. In the afternoon, you may see them working together on Character Counts and Second Step Social Skills. The upper Autism class joins the primary Autism class along with the 5th grade buddies to have students pair up and work together as they learn social skills necessary to ensure success on the yard and in the classroom. You might even see the students dancing and singing to live music. Students can also be seen mainstreaming with grade level peers for different grade level activities.

If you go by the auditorium on Thursdays, you will see our upper grade students engaged in orchestral instruction of various instruments including violin, cello, trumpet, trombone, flute, and clarinet. On any given day, you can see our teachers instructing our students on various physical education skills and activities on the yard. If you walk into our Wonder of Reading library, you will see students looking for that special book to check out or buddy reading with a friend to create a lifelong love of reading. They may be sitting in a comfortable bean bag chair enjoying their favorite book. It is a favorite place for our students to go during recess, lunch, and after school. Other times, you can find our library assistant reading a story in many voices while our students sit enthralled listening to her. If you go to our computer lab, you will see students working on typing skills, word processing, PowerPoint presentations, coding, and practicing computer skills for the Smarter Balanced Assessment. Go to our intervention classroom and you will see students working phonics, comprehension, fluency, and writing skills. If you stop by the science lab, you may see the students engaged in hands-on STEM activities aligned with the NGSS standards. Stopping by the art lab will provide you with an opportunity to observe students creating art through different mediums based on the study of famous artists.

At Lockhurst Drive Charter, we believe in creating caring community members as is evidenced by our various projects that include collecting food for local families in need, donating toys during the holidays for a local charity, and our candy split to collect candy to send to our troops or local senior citizen center.

On any given day, there are numerous parent and community volunteers working throughout our school. In addition to working in our classrooms, they work on planning our book fairs, a spring carnival, a silent auction, basket drawings, restaurant nights, Trunk or Treat, Talent Show, and numerous other activities. After school you will see students happily engaged in play on our after school playground, Beyond the Bell, or checking into one of two after school programs, PEAK Adventures or Creative Kids. Each day is unique at Lockhurst Drive Charter, where all students are encouraged to develop a love for learning that will make them college and career ready so they can be successful in the 21st century.

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.

Lockhurst Drive Charter Student Outcome Alignment to the LCFF State Priorities

Lockhurst Drive Charter Elementary School aligns the outcomes of all students with educational goals, specific actions, and measurable outcomes in The Local Control Accountability Plan as outlined in Element One. The annual goals for all students and for each subgroup of students, for each of the eight state priorities are as follows:

1) Basic Services

All students will receive instruction from teachers who hold appropriate California teaching credentials and have access to Common Core State Standards-aligned instructional materials.

2) Implementation of Common Core State Standards

Teachers will work with school leadership to develop and revise pacing plans that ensure the implementation of CCSS to all students.

3) Parent Involvement

The school will increase the number of parents completing the school experience survey and increase training for parents on academic initiatives.

4) Student Achievement

LDC will increase the number of students achieving proficiency on CAASSP, CCSS on English Language Arts, mathematic and CELDT assessments by progress monitoring and supporting students with professional development for staff and parents, limited contract teacher, after school tutoring and SDAIE strategies for English Learners.

5) Student Engagement

The school will annually increase our attendance rate to 96% or higher, while decreasing chronic absenteeism by maintaining attendance incentives and utilizing the District PSA counselors to contact families of children who are chronically absent.

6) School Climate

The school will reduce the number of suspension incidents by 2% schoolwide and by 5% for English Learners, foster youth, low-income students, African-American students, and Students with Disabilities by promoting positive behavior supports and strengthening partnership between home and school through the use of Restorative Justice.

7) Broad Course of Study

LDC will provide the core subjects of English Language Arts, Mathematics, History, Social Studies and Science and offer a comprehensive enrichment program.

8) Other Priorities

All LDC students will have access to and continue to advance in the areas of the arts, science, health and technology.

Our Vision for Student Outcomes

Lockhurst Drive Charter's curriculum includes an integrated, inquiry-based TK-5 curriculum aligned with Common Core State Standards (CA CCSS) for ELA and Math, California ELD Standards, FOSS and Next Generation Science Standards, and California State Standards for Social Studies. Cross-curricular, hands-on, project-based enrichment curriculum meet or exceed State Standards for Music, Art, Physical Education, and Technology. Lockhurst Drive Charter believes that in order to have a

rigorous, challenging curriculum, there must be a strong, basic foundation. Lockhurst prides itself that the following are the building blocks for that foundation:

Standards are Vital: CA CCSS serve as a benchmark for what students at each grade level need to learn. These standards are a crucial aspect of making sure we are meeting the academic needs of all students. They also serve as a guide for teachers, administrators, parents, and students themselves as to the specific, basic knowledge and skills the students must master.

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

Trained Teachers: Students are held to high standards; therefore, teachers need to be knowledgeable of the material and subjects they are teaching. Strategies for meaningful and continual teacher professional development using the selected curricula are included in the Lockhurst program.

Desired Outcomes of the School's Instructional Program

English Language Arts: Students will be able to read, write, listen and speak effectively. Students will be able to incorporate the language of the discipline and give examples when writing and speaking. Additionally, students will read and listen and be able to cite and interpret evidence. They will be able to take these skills and compose dynamic writing, research projects and oral presentations.

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

Science: Students will acquire proficiency in the fundamental concepts and terms of various branches of science, such as Physical, Life, Earth, and Engineering. Students will formulate their own theories and conduct experiments utilizing the science and engineering practices as they engage in hands-on critical thinking activities in our Science Lab.

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

Technology: Students will understand the use of current technology and its real world applications starting in TK. Students in grades TK-5 have access to a weekly scheduled

computer time with their class. Lockhurst Drive Charter has a computer lab for grades TK-5 along with 3 carts of Chromebooks, 40 each, and on a cart of 44 iPads. Students in TK - first grade will have formal keyboarding instruction at the beginning of the school year, and these skills will be reinforced in the following grades, with students being proficient by 3rd grade for SBAC testing. Students will learn computer applications such as PowerPoint, Word, and IXL. All students at Lockhurst will have a regularly scheduled time to utilize the Computer Lab, as well as the portable iPad cart and Chromebook carts.

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

Physical Education: Each student will build a healthy and balanced body and mind through various intramural sport activities/drills that follow the Physical Education standards with dedicated time for psychomotor skills development adhering to the mandated 100 weekly minutes.

Cultivating Life-Long Learners

Keeping the focus not just on the child's education, but on the child as whole, students at Lockhurst will also develop lifelong learning and interpersonal skills, which include:

Cooperation, Collaboration and Leadership: Students will know and be able to demonstrate the adaptive and associative skills appropriate to their level. Students will learn to prepare for and participate effectively in a range of conversations and collaborate with various partners, accepting and building on others' ideas and expressing their own clearly and persuasively.

Goal Setting: Students need to be a part of their academic success. Therefore, students will learn to set their own short-term and long-term academic goals in keeping with their abilities and based on a high level of expectation inherent in the school community. Upper grade students are part of parent-student-teacher conferences in order to take ownership of their own learning.

Critical Thinking and Problem Solving: Students will learn to be effective problem solvers and will develop critical-thinking skills. This includes analyzing and evaluating information that is provided, whether that information is through observation, experience or communication. Students will learn to respond to new information and use questioning (why, who, what, etc.) to gain further meaning.

Self-Discipline: Students will learn to control their behavior at all times and will respect and uphold the values of the school community. Students will learn to use effective communication strategies on the playground to resolve any conflicts that might arise.

Citizenship: Students will learn and practice to be safe, responsible and respectful of their peers, teachers, administration and staff, as well as their school. Students “Caught Being Good” will receive a “Caught Being a Lion”. Students who receive a “Caught Being a Lion” will be entered into a weekly drawing to receive a special “prize” from the Treasure Box.

Each month, teachers choose students to be recognized for stellar achievement in the Pillars of Character: Respect, Responsibility, Citizenship, Sportsmanship, Caring, Trustworthiness, Kindness, Self-Discipline, Perseverance and Choices. Additionally, teachers choose one student a month to be recognized for Academic Achievement and one student for Outstanding Effort. The recipients receive a Certificate of Excellence and a small award, which is handed out by the Principal at the awards assembly held at the beginning of each month. Parents are invited in advance to attend and applaud their student’s achievement that serves to not only recognize but motivate positive student behavior at school.

Grades 3-5 will be given the opportunity to run for Student Council and participate in a democratic election process. This will give the students a vested interest in the school community and provide them with a team building experience. It also gives the students a chance to model leadership skills.

MEASURING PUPIL OUTCOMES:

SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Grades TK through 5 conduct three DIBELS benchmark assessments (beginning, middle and end of year) throughout the school year. The beginning of the year assessment is conducted on all students to acquire a baseline for reading and comprehension levels, as well as which students are in need of intervention. The middle and end of year assessments are to reassess these students to ensure that the intervention strategies being applied are indeed working.

Grades TK through 2 give the required District Writing Assessment in the fall, winter, and spring every school year. These results are directly reported to the Principal. Additionally, students will be given District Interim Assessments for Mathematics. These assessments are chosen collaboratively via the District Interim Assessment Bank by each grade level. TK/Kindergarten will utilize the District Kindergarten Checklist Formative Assessment. The results are broken down at grade level meetings, where strategies to improve lessons and intervention techniques are discussed. The results are also given directly to the Principal.

With the implementation of the SBAC, grades 3 through 5 will be given Interim Assessment Blocks throughout each year to assess the students in English Language Arts (reading/comprehension and writing) and Mathematics. These Blocks will be used to assess the students’ knowledge in these areas. The scores will be evaluated by the teachers and used to improve lesson planning/lessons within the classrooms, as well as, apply intervention strategies for those students working below grade level. These

results are given to the Principal at the end of each semester. In the spring, grades 3 through 5 will take the SBAC in English Language Arts and Mathematics. The results are sent directly to the Principal every fall. 5th grade students are given the CST Science Assessment in the spring each year. Additionally, CELDT testing is performed yearly. Over the course of our Charter, we have assembled much information from the summative assessments/CST data and have set goals for our future Charter term:

Measurable Goals for the Charter Term (Smarter Balanced Assessment Consortium & Science CST):

- Based on Lockhurst's 2014-2015 SBAC ELA scores, 56% met or exceeded standard in ELA. Our Measurable Goal is 65% (or greater) of students will score in the met or exceeded standard in English Language Arts (ELA).
- Based on Lockhurst's 2014-2015 SBAC ELA scores, 20% did not meet standard for ELA. Our Measurable Goal is fewer than 10% of students will score in the not met standard range in ELA.
- Based on Lockhurst's 2014-2015 SBAC ELA scores, 60% of students in 3rd grade met or exceeded standard in ELA. Our Measurable Goal is 70% (or greater) of 3rd grade students will score in the met or exceeded standard in English Language Arts (ELA).
- Based on Lockhurst's 2014-2015 SBAC Math scores, 47% met or exceeded standard in Math. Our Measurable Goal is 55% (or greater) of students will score in the met or exceeded standard in Math.
- Based on Lockhurst's 2014-2015 SBAC Math scores, 21% did not meet standard for Math. Our Measurable Goal is fewer than 10% of students will score in the not met standard range in Math.
- Based on Lockhurst's 2014-2015 SBAC Math scores, 60% of students in 3rd grade met or exceeded standard in ELA. Our Measurable Goal is 70% (or greater) of 3rd grade students will score in the met or exceeded standard in Math.
- Based on Lockhurst's 2014-2015 CST Science scores, 72% of 5th grade students scores proficient or advanced. Our Measurable Goal is 82% 5th grade students will score proficient or higher on the CST science test.
- 85% or more of English Learners will advance one level on the CELDT test each year. (AMAO1-CELDT Annual Growth or ELPAC)
- 80% percent of students will have 96% or higher attendance.

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.

Lockhurst Drive Charter will utilize standardized formative assessments which include, but are not limited to:

- DIBELS Reading Assessments (beginning, middle and end of year)
- CA Treasures Assessments (weekly and per unit)
- MyMath Assessments (per unit)
- District Interim Math Assessment Bank (grades TK-2, every 6-8 weeks)
- District Interim Assessments for ELA (grades TK-2, 3 times a year)
- Interim Assessment Blocks for ELA (grades 3-5, every 6-8 weeks)
- Interim Assessment Blocks for Math (grades 3-5, every 6-8 weeks)

In addition, Lockhurst will utilize authentic formative assessments. Authentic formative assessments are ongoing and can better evaluate the student over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios of significant work, math journals, in and out-of-class work samples, homework, teacher-created tests, Eureka Math unit assessment created by the grade level, teacher observations, checklists, rubrics, anecdotal records, publisher-provided criterion referenced tests, Ten Marks monitoring, and projects. Also known as performance tasks, these types of assessments allow for meaningful application of essential knowledge and skills and provide a wealth of data for teachers to evaluate student improvement, performance, and achievement.

Lockhurst Drive Charter believes that formative assessments are ongoing and afford teachers an opportunity to develop daily lessons that meet the needs of all students based on their strengths and weaknesses. We are committed to ensuring that each student reaches his or her proficiency level in the areas of language arts and mathematics. We use a variety of assessment tools in order to get a comprehensive representation of student achievement. Data from these different assessments is collected and studied by teachers independently and at weekly grade-level collaboration meetings. Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers. Besides assessment data teachers and administration conduct ongoing data chats with students to help students set academic goals for themselves prior to each grading period.

DATA ANALYSIS AND REPORTING

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

- Data from combined assessments continuously evaluated by teachers and administration, as it becomes available, in order to meet each student's and class's educational needs. Data is also used to identify and prioritize professional development priorities;

- District and Standardized assessment results and authentic assessment results are communicated to parents (by teaching staff) throughout the school year;
- School-wide data is also shared in a public forum at monthly governance council meetings, when it's available, in order to discuss upcoming program development and education intervention priorities; and
- MiSiS parent portal (PASSPORT) is in the process of being available to all parents, teachers, and students for immediate access to grades, scores and attendance. Instant access to this information provides all stakeholders the ability to monitor student performance and academic growth. In addition, intervention can more likely take place in a timely manner. This information will be utilized to assist administration and teachers in critiquing and examining data and to develop an effective Professional Development.

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

Involvement in the Governance Council and the School Site Council with its various Standing/Ad Hoc Committees including but limited to Budget, Safety and Positive Behavior, Technology, and English Language Advisory Committee (ELAC) will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. This collaboration among teachers and parents enables our school to continue to meet the unique and changing needs of Lockhurst Drive Charter Elementary School's students. All Governance Council and the School Site Council with their Standing/Ad Hoc Committees meetings will be open to the public in accordance with the Brown Act, and all stakeholders and interested parties will be encouraged to contribute agenda items for discussion. Meeting schedules will be made available to the public (including on the school website and via organized email blasts), and an agenda of each meeting will be publically posted (at the school site and on the school's website) at least 72 hours in advance. All meetings will be held in accordance with the posted agenda and any items raised during any "public comment" period will be added to a later agenda for official discussion. The Governance Council and the School Site Council with their Standing Committees will also comply with all Brown Act requirements related to special meetings. Minutes of meetings will also be posted in a public area and on the school's website. In addition to having a voice on the Governance Council and the School Site Council, all parents are given the opportunity to participate and be involved in their child's education. Our Welcome Packet given to each student at the start of each school year outlines the various volunteer opportunities throughout the year. These opportunities include events and communications such as informative Room Parent Orientations, a Beginning of the Year Back to School Social, Back-to-School Night, Open House, parent education meetings for CCSS ELA/Math/Science and SBAC Updates, Parent/Teacher/Student Surveys, Parent Teacher Conferences, parent participation in the classroom, campus beautification, and weekly phone/email message. Lockhurst Charter announces these opportunities through weekly ConnectEd blasts, as well as through the school's website, and hard copy flyers to each classroom.

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

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

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

meetings, participation in planning and attending of fundraising activities. The principal shall also be responsible to oversee that all volunteers complete the LAUSD Volunteer Application yearly, as well as, making sure all volunteers have an update Mantoux TB certificate on file.

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.

Enrollment Procedures

After the enrollment of resident students, if the number of pupils who wish to attend the Charter School exceeds the school's enrollment limit, a public random lottery will take place to determine the school enrollment in accordance to Education Code, section 47605(d)(B). In conducting the lottery, Lockhurst Drive Charter Elementary School shall provide the following admission preferences, in this order of priority:

1. Prospective students who reside within the former attendance boundaries of Charter School shall have FIRST admission preference and thus are deemed exempt from the lottery.
2. Prospective students who (a) are siblings of students enrolled in grades K-4 at Charter School at the time and (b) resident within LAUSD boundaries, but not within the former attendance boundaries of Charter School shall have SECOND admission preference.

Lockhurst Drive Charter Elementary School will conduct 4 prospective parent tours per school year, (January, February, March, and April.) Student enrollment for the upcoming school year will begin in April. Interested families may receive application and enrollment information at the tour, or by visiting or calling the school office for information.

Families wishing to apply to Lockhurst may fill out the Lottery Form during the "Enrollment Period" starting in January 9th and running through April 21st.

The information from the form shall be kept confidential and will be maintained in the Lockhurst office, only accessible to Lockhurst office staff and administration.

Lottery Procedures

If the number of pupils who wish to attend Lockhurst Drive Charter Elementary School exceeds the school's capacity, Lockhurst shall conduct a lottery to establish a waitlist from which it can draw in the event it does reach its capacity. At the end of the Application Period, from January 9th to April 21st, the names of non-resident applicants will be organized by applicant and a lottery shall be conducted within one (1) to five (5) days following the closing of the application period. The completed Lottery Applicants must be hand-delivered or mailed to the front office during normal business hours (7:30-4:30p.m., Monday-Friday). Faxed applications will not be accepted. Fully completed, lottery applications must be received by April 21st by 4:30 p.m. The lottery shall be conducted in the following manner: The lottery process for admission to Lockhurst Drive Charter Elementary School will be fairly executed with the designated random public drawing of applications. This drawing will be completed in the auditorium where any interested party may elect to attend. Each year within five (5) days of the close of the application deadline, in the morning, in the school auditorium, the principal and a representative from each stakeholder will randomly select applications and the School Administrative Assistant will record the select, until all have been given a priority number for admission. Parents of lottery applicants will be notified by phone within three (3) school days by the office staff of their standing as either admitted or placement on the waiting list. Parents of students who are offered admission will have three (3) school days to accept or decline after being notified. If preferred, after the lottery, families of applicants may call the school or come to the office in person to inquire about their child's priority for admission. A list of the assigned lottery numbers in the order that they were selected will be publicly posted. The waitlists which includes applicant's personal information for each grade level shall be held in Lockhurst's office, accessible only to office staff and administration. It will not be posted for public knowledge.

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.