



LOS ANGELES UNIFIED SCHOOL DISTRICT

Superior Street Elementary

A DISTRICT AFFILIATED CHARTER SCHOOL

9756 Oso Avenue

Chatsworth, CA 91311

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

Superior Street Elementary (also referred to herein as “Superior”, “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>Claudette Williamson</i>
• The address of Charter School is:	<i>9756 Oso Avenue Chatsworth, CA 91311</i>
• The phone number for Charter School is:	<i>818-349-1410</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>TK-5</i>
• The number of students in the first year of this Charter will be:	<i>521</i>
• The grade levels of the students in the first year will be:	<i>TK-5</i>
• Charter School’s scheduled first day of instruction in 2017-2018 is:	<i>August 15, 2017</i>
• The current operational capacity of Charter School is: NOTE: For all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.)	<i>564</i>
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Single Track</i>
• The bell schedule for Charter School will be:	<i>8:00 am-2:23 pm</i>
• The term of this Charter shall be from:	<i>July 1, 2017 to June 30, 2022</i>

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA										
Address: 9756 Oso Avenue, Chatsworth, CA 91311										
LAUSD Schools	# of Students	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% of GATE Students	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	SBAC ELA 2015-2016 Met/Exceeds Standard, Combined %	SBAC Math 2015-2016 Met/Exceeds Standard, Combined %
Superior	553	49%	16%	19%	6%	47% Latino	25% White	16% Asian	64%	60%
LAUSD Similar Schools from CDE										
El Oro Way	502	26%	9%	10%	6%	52% White	31% Latino	6% Asian	68%	56%
Ocean Charter	458	19%	12%	4%	0%	52% White	22% Latino	17% Two or More	67%	58%
Park Western Place	741	57%	9%	8%	11%	57% Latino	14% White	10% African American	71%	69%
Sherman Oaks	865	25%	10%	9%	4%	60% White	19% Latino	8% African American	64%	59%
White Point	386	27%	11%	4%	6%	49% White	36% Latino	7% Two or More	63%	48%
Resident Schools										
Germain Academy	506	59%	13%	12%	4%	47% Latino	24% White	13% Asian	50%	40%
Chatsworth Park	347	63%	10%	13%	2%	51% Latino	22% White	7% Asian & Filipino	48%	37%
Winnetka Ave.	501	86%	15%	48%	2%	79% Latino	12% Asian	4% White	45%	36%
Sunny Brae Ave.	564	88%	17%	48%	1%	88% Latino	5% White	3% Asian	32%	27%
Limerick Ave.	840	90%	12%	45%	2%	80% Latino	7% Asian	6% White	35%	26%

Superior Elementary is an Affiliated Charter of LAUSD located in the northwest San Fernando Valley. Residents of our immediate area are low to middle class families who care deeply about their children’s education. We became an affiliated charter school so that we could provide our students and those beyond our current attendance boundary with the most enriched and challenging elementary school experience that would set the foundation for their future educational years and for the demands of the 21st century.

In the immediate geographic area there are 2 public school options, 1 charter school, and 4 private schools available for families that reside within the school’s boundaries. Superior is ultimately competing to uphold its status as the highest quality educational establishment available to our community. Our intent is to preserve our core population, while at the same time opening our enrollment to an even broader base of students within the District, when we have the available space, to continuously strengthen the diversity of our school.

Superior Elementary continues to attract a large number of neighborhood children as well as students that are outside of Superior's boundaries as defined by LAUSD. We continue to be a strong, competitive public school choice over private schools, neighboring public schools, and other district options since becoming affiliated charter as we continue to meet the needs of all our students including high achieving students, English Learners, low income students, and students with disabilities. We have been able to do so by infusing rigor into our curriculum, continually updating our technology, such as but not limited to computers and programs, being an ARTS school, continuing to expand our science education to include STEM, and providing an environment that is dedicated to advancing the achievement of ALL of our students both academically and socially. Through ongoing professional developments and the strong commitment of teachers, staff, and administration, we strive to provide the best educational program that will transform education so that all of our students will meet their full potential at Superior Elementary.

STUDENT POPULATION TO BE SERVED

Superior's enrollment in 2015-2016 of 553 students was composed of transitional kindergarten through fifth grade. 465 students live within the boundaries defined by LAUSD and 88 are non-resident students who are selected from our wait-list lottery. Superior has a rich diversity of students mirroring the Los Angeles community represented by 3% African American, 16% Asian, 5% Filipino, 47% Latino, 1% Pacific Islander, and 25% White students. Our student body is ethnically, linguistically, culturally, and economically diverse. Our educational program emphasizes empowering all students to be successful and lifelong learners. We believe that all of our students have the potential to meet and or exceed the standards. Approximately 6% of our students are identified as Gifted and Talented, 19 % as English Language learners, 12% students with disabilities, 49% Socio-Economically Disadvantaged and 1% foster youth students.

GOALS AND PHILOSOPHY

Superior's Vision

In a partnership with our community, Superior Street Elementary School will empower every student to become a lifelong learner who is a responsible, productive, and an engaged citizen within the global 21st century community. Each student will reach their maximum potential as we educate the whole child in their intellectual, social-emotional, and physical development.

Superior's Mission

Superior's "Quest for Excellence for ALL Students" is the guiding force that defines our school's high expectations for all students and stakeholders. We celebrate the diversity

of all students and strive to provide an academically challenging and culturally responsive program that fosters critical thinking, collaboration, creativity, communication, and global citizenship. We will inspire all students to excel in all academic content standards across the disciplines. We are dedicated and passionate about instilling in our students the morals of character, a lifetime love of learning, and enhancing their technological skills in order to successfully compete in the 21st Century, while providing an enriched academic environment. Superior educates and empowers students to be their own stewards of learning, character, and success.

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

An Educated Person in the 21st Century

“Intelligence plus character, that is the true measure of education.” – Martin Luther King Jr.

“We find when we talk about 21st century skills, people often reduce them to skills for the workplace and skills involving technology. And we’re really talking about skills for creativity, for civic engagement, for social life—the full range of experiences that young people will be involved in in the future.” -- Henry Jenkins, Provost’s Professor of Communications

What is a 21st Century Learner? At Superior we believe that a student needs six critical foundations to build upon, which includes critical thinking, creativity, collaboration, communication, character, and citizenship to ensure success in a global community. Superior believes that 21st century learners must have the highest morals of character combined with a thirst for knowledge as lifetime learners. An educated person of the 21st century is prepared for a multicultural world that is globally interconnected. Therefore an educated person must be technologically competent, curious, and productive. They must be great problems solvers who can create and apply novel strategies with an open mind to all possibilities. They need to be respectful of diverse opinions and understand various cultures and beliefs of others in order to become leaders of tomorrow. Students need to be independent thinkers who are responsible for their own learning. Through opportunities to create and appreciate the arts from different perspectives, student will cultivate a deeper understanding of the world. They will understand their global responsibility about natural resources, and will be environmentally and ecologically responsible. At Superior, we believe that all students need and deserve a 21st century learning environment so that students can achieve their potential to become tomorrow's leaders, workers, and citizens.

How Learning Best Occurs

“Relate the school to life, and all studies are of necessity correlated.” ~ John Dewey

Superior Street Elementary school recognizes that learning occurs best when the school embodies a culture of educational excellence and social responsibility that challenges, supports and nurtures the development of each individual. Collaboratively, teachers, parents, students and community members foster an educational climate that reflects our school, home, and community culture while focusing on the core educational values of our school; communication, collaboration, critical thinking, and creativity.

Superior Street Elementary School recognizes the well established learning theories promoted by theorists such as Vygotsky and Bruner that support the notion that learning is a social process, and occurs best in a socially supportive, academically rich environment. Building upon ideas presented by curriculum expert Heidi Hayes Jacobs, and the Partnership for 21st Century Skills, Superior Street Elementary school recognizes that interdisciplinary topics are best approached through the core subjects. Superior students are encouraged to think creatively and employ multiple means of communication to express themselves, connect, and collaborate with other people. They will engage in a variety of learning situations that will provide opportunities to construct meaning through interaction with real-world challenges, perspectives and ideas. A rich literature based Language Arts program propels students to consider structure, style, and substance of words, writing, and language. Superior students will learn to use language together with visual, performance art and music to articulate, convey and evoke feelings, images, thoughts and ideas with clarity and detail, which is the hallmark of the educated mind.

Local Control Funding Formula (LCFF) Requirements

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

LCFF STATE PRIORITIES	
GOAL #1: Provide for Basic Services	
<p>Superior will assign 100% of teachers in accordance with their credential, including subject matter, and EL authorizations.</p> <p>The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully</p>	<p>Related State Priorities:</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7</p> <p><input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p>

in the educational program described in the school charter. The school will 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 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 all instructional materials needed

Expected Annual Measurable Outcomes

Outcome #1: Percentage of teachers that are appropriately credentialed for the students they are assigned to teach

Metric/Method for Measuring: Annual review of school compliance with credentialing and assignment requirements

APPLICABLE GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Teachers	100% Compliant	100% Compliant	100% Compliant	100% Compliant	100% Compliant	100% Compliant

Outcome #2: Percentage of teachers completing the Educator Growth and Development Cycle (EGDC)

Metric/Method for Measuring: Staff Roster in the My Professional Growth System platform

APPLICABLE GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All On-Roster Teachers	20%	20%	20%	20%	20%	20%

Outcome #3: Percentage of school-based staff attending 96% or above

Metric/Method for Measuring: Attendance Data

APPLICABLE GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Employees	88%	89%	90%	91%	92%	93%

Outcome #4: Providing students with standards based instructional material by meeting Williams Act Requirement

Metric/Method for Measuring: Annual Williams Instructional Review and Certification Process

APPLICABLE GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Superior School	100% Compliant	100% Compliant	100% Compliant	100% Compliant	100% Compliant	100% Compliant

Outcome #5: Facilities that are in good repair
Metric/Method for Measuring: Internal and/or District review(s)

APPLICABLE GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Superior School	99% Compliant	99% Compliant	99% Compliant	99% Compliant	99% Compliant	99% Compliant

LCFF STATE PRIORITIES

GOAL #2 Implementation of State Standards

The school will increase the number of students achieving proficiency level and above on the CAASP SBAC (English Language Arts) and Mathematics.

Related State Priorities:

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

Local Priorities:

:

:

Specific Annual Actions to Achieve Goal

- The school will identify the need to improve and monitor the design and delivery of a high quality Common Core State Standards-drive educational program in order to yield improved academic performance outcomes or all students, including English Learners
- Monitor Long Term English Learners (LTELS) progress (Student Support Progress Team)
- Utilize class-size reduction teacher to target needs of all subgroups
- Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas

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)	62%	63%	64%	65%	66%	67%
English Learners	10%	11%	12%	13%	14%	15%
Socioeconomically Disadvantaged Students	51%	52%	53%	54%	55%	56%
Foster Youth	-	-	-	-	-	-

Students with Disabilities	12%	13%	14%	15%	16%	17%
African American Students	38%	39%	40%	41%	42%	43%
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	93%	94%	95%	96%	97%	98%
Filipino Students	70%	71%	72%	73%	74%	75%
Latino Students	50%	51%	52%	53%	54%	55%
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	-	-	-	-	-	-
White Students	67%	68%	69%	70%	71%	72%

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)	54%	55%	56%	57%	58%	59%
English Learners	10%	11%	12%	13%	14%	15%
Socioeconomically Disadvantaged Students	41%	42%	43%	44%	45%	46%
Foster Youth	-	-	-	-	-	-
Students with Disabilities	12%	13%	14%	15%	16%	17%
African American Students	38%	39%	40%	41%	42%	43%
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	93%	94%	95%	96%	97%	98%
Filipino Students	70%	71%	72%	73%	74%	75%
Latino Students	50%	51%	52%	53%	54%	55%
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	-	-	-	-	-	-
White Students	70%	71%	72%	73%	74%	75%

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
English Learners	18%	19%	20%	21%	22%	23%
English Learners-Less than 5 years	47%	48%	49%	50%	51%	52%
English Learners-More than 5 years	-	-	-	-	-	-

LCFF STATE PRIORITIES

GOAL #3: Parental Involvement

The school will increase the number of parents completing the School Experience Survey and average percentage of parents who respond “Agree” on the following questions (or equivalent questions) on the District’s Parent School Experience Survey : (1) I feel welcome to participate in this school. (2) I am a partner with this school in decisions made about my child’s education. (3) The school provides me with information (verbal and written) I can understand. (4) School staff takes my concerns seriously. (5) This school provides opportunities to help me support my child’s learning.

Related State Priorities:
 1 4 7
 2 5 8
 3 6

Local Priorities:
 :
 :

Specific Annual Actions to Achieve Goal

- The school will increase the number of parents completing the School Experience Survey
- The school will provide programs for parents, including literacy, mathematics, technology, and science family workshops to help parents support their child’s academic progress at home and serve as liaison to build a strong partnership between home and school.
- The school will provide opportunities for parents to be involved in their child’s classroom activities through training programs to help parents be classroom volunteers.

Expected Annual Measurable Outcomes

Outcome #1: Percentage of students who feel a part of their school

Metric/Method for Measuring: School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	92%	93%	94%	95%	96%	97%

Outcome #2: Percentage of parents completing the School Experience Survey annually

Metric/Method for Measuring: School Experience Survey

APPLICABLE GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Parents	36%	37%	38%	39%	40%	41%

Outcome #3: Parents trained on academic initiatives by providing a minimum of four workshops at each school annually

Metric/Method for Measuring: School Experience Survey

APPLICABLE GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Parents	<i>Set</i>					

	<i>target</i>					
Outcome #4: Parents that state that our parent center or community rep provides resources (information, classes, etc) useful to help me support my child's learning						
Metric/Method for Measuring: School Experience Survey						
APPLICABLE GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Parents	51%	52%	53%	54%	55%	56%

LCFF STATE PRIORITIES	
GOAL #4-Student Achievement	
<p>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.</p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7</p> <p><input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <hr/> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> • The school will provide professional development (PD) opportunities for teachers to ensure ongoing PD opportunities for all staff to include collaborative analysis of our student-centered data • Focus on cognitive planning by Grade Level Teams tied to specific, observable academic goals for students, aligned with the CCSS, CA ELD standards and NGSS standards • Provide teachers opportunities to participate in on-site peer cognitive planning (Day-to-Day Substitutes) to develop content and pedagogical knowledge about students' strengths and needs in order to strengthen the implementation of our standards based instruction and ensure our students are college and career- ready. • For English Learners, the school will provide After school tutoring to our ELs and RFEPs so they can sustain growth and meet academic benchmarks. • The school will also participate in on-site peer planning (Day-to-Day Subs for release time) to evaluate student progress and plan research-based English Language acquisition intervention program to meet the needs of struggling EL students. 	
Expected Annual Measurable Outcomes	
<p>Outcome #1: The school will increase the number of students achieving proficiency level and above on the CAASPP SBAC ELA tests by 1% annually over the benchmark scores established in the 2014-2015</p>	

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)	62%	63%	64%	65%	66%	67%
English Learners	10%	11%	12%	13%	14%	15%
Socioeconomically Disadvantaged Students	51%	52%	53%	54%	55%	56%
Foster Youth	-	-	-	-	-	-
Students with Disabilities	12%	13%	14%	15%	16%	17%
African American Students	38%	39%	40%	41%	42%	43%
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	93%	94%	95%	96%	97%	98%
Filipino Students	70%	71%	72%	73%	74%	75%
Latino Students	50%	51%	52%	53%	54%	55%
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	-	-	-	-	-	-
White Students	67%	68%	69%	70%	71%	72%

Outcome #2: The school will increase the number of students achieving proficiency level and above on the CAASPP SBAC Math tests by 1% annually over the benchmark scores established in the 2014-2015 CAASPP 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)	54%	55%	56%	57%	58%	59%
English Learners	10%	11%	12%	13%	14%	15%
Socioeconomically Disadvantaged Students	41%	42%	43%	44%	45%	46%
Foster Youth	-	-	-	-	-	-
Students with Disabilities	12%	13%	14%	15%	16%	17%
African American Students	38%	39%	40%	41%	42%	43%
American Indian/Alaska Native Students	-	-	-	-	-	-
Asian Students	93%	94%	95%	96%	97%	98%
Filipino Students	70%	71%	72%	73%	74%	75%
Latino Students	50%	51%	52%	53%	54%	55%
Native Hawaiian/Pacific Islander Students	-	-	-	-	-	-
Students of Two or More Races	-	-	-	-	-	-

White Students	70%	71%	72%	73%	74%	75%
Outcome #3: 2 nd grade fluent students (EO, IFEP, RFEP) demonstrating proficiency in early literacy.						
Metric/Method for Measuring: Dynamic Indicators of Basic Early Literacy Skills (DIBELS)						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	91%	92%	93%	94%	95%	96%
Reclassified Fluent English Proficient Students (RFEP)	-	-	-	-	-	-
English Learners	86%	87%	88%	89%	90%	91%
Socioeconomically Disadvantaged Students	94%	95%	96%	97%	98%	99%
Foster Youth	-	-	-	-	-	-
Students with Disabilities	99%	100%	100%	100%	100%	100%
African American Students	99%	100%	100%	100%	100%	100%
Outcome #4: (ELD 3-5) demonstrating proficiency in early literacy.						
Metric/Method for Measuring: DIBELS						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
ELD 3-5 English Learners	82%	83%	84%	85%	86%	87%
Outcome #5: English Learner Reclassification Rate						
Metric/Method for Measuring: Reclassification Data						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Learners	18%	19%	20%	21%	22%	23%
English Learners-Less than 5 years	47%	48%	49%	50%	51%	52%
English Learners-More than 5 years	-	-	-	-	-	-
Outcome #6: Rate of English Language Development						
Metric/Method for Measuring: California English Language Development Test (CELDT)-(AMAO1)						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Learners	81%	82%	83%	84%	85%	86%

LCFF STATE PRIORITIES

GOAL #5: Student Engagement

The school 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:		
	<input type="checkbox"/> :		
	<input type="checkbox"/> :		

Specific Annual Actions to Achieve Goal

The school will promote and strengthen the home-school partnership through programs and activities implemented by the community representative. For low income students and Foster Youth the school will provide a parent/student meeting to address the impact of absenteeism upon students' education in order to serve the unique and individual needs of low income students. The school will provide resources to encourage perfect attendance.

- Coffee with principal/parent meetings to discuss attendance goals
- Phone calls or letters to parents of students with chronic/excessive absences/tardies.
- Attendance contract with the student, school, and parent.
- Maintain attendance incentive programs
- Conduct monthly recognition attendance awards assemblies
- Conduct SSPT for students with chronic absenteeism to provide intervention services and referrals

Expected Annual Measurable Outcomes

Outcome #1: Students attending 173-180 days each school year (96% attendance rate)
Metric/Method for Measuring: Student Attendance Rates

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	76%	77%	78%	79%	80%	81%
English Learners	81%	82%	83%	84%	85%	86%
Socioeconomically Disadvantaged Students	66%	67%	68%	69%	70%	71%
Foster Youth	-	-	-	-	-	-
Students with Disabilities	59%	60%	61%	62%	63%	64%
African American Students	100%	100%	100%	100%	100%	100%

Outcome #2: Students Missing 16 days or more each school year
Metric/Method for Measuring: Student Attendance Rates

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	6%	5%	4%	3%	2%	1%
English Learners	2%	1%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	6%	5%	4%	3%	2%	1%

Foster Youth	-	-	-	-	-	-
Students with Disabilities	8%	7%	6%	5%	4%	3%
African American Students	0%	0%	0%	0%	0%	0%

LCFF STATE PRIORITIES

GOAL #6: School Climate

The school will sustain the low number of suspension incidents and maintain a safe and positive school environment.

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 checked="" type="checkbox"/> 6 | |

Local Priorities:

- :
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Specific Annual Actions to Achieve Goal

- The school will continue a Student Council that trains and supports student leaders in serving as role models of the Pillars of Character.
- The school will select ball room and bathroom monitors to serve as leaders to help students make good choices in maintaining our bathrooms and ball room.
- The school selects leaders called Ambassadors for the breakfast in the classroom program.
- The school will provide ballroom dancing for 4th and 5th graders to teach them respect, responsibility, caring, and discipline for themselves and classmates.

Expected Annual Measurable Outcomes

Outcome #1: The school will reduce the number of suspension incidents by 1% schoolwide

Metric/Method for Measuring: Suspension Rate Data

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	0%	0%	0%	0%	0%	0%

Outcome #2: Number of Instructional Days Lost to Suspension

Metric/Method for Measuring: School Suspension Data

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	0	0	0	0	0	0
English Learners	0	0	0	0	0	0
Socioeconomically Disadvantaged Students	0	0	0	0	0	0
Foster Youth	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0
African American Students	0	0	0	0	0	0

Outcome #3: Expulsion Rate
Metric/Method for Measuring: School Suspension Data

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	0%	0%	0%	0%	0%	0%

Outcome #4: Students who feel safe on school grounds
Metric/Method for Measuring: School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	94%	95%	96%	97%	98%	99%

LCFF STATE PRIORITIES	
GOAL #7: Course Access	
<p>The school will provide the core subjects of English/Language Arts, Mathematics, Social Studies, and Science and offer a comprehensive enrichment program (Computer Lab, Arts, Physical Education, and Dance)</p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <hr/> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	

- Conduct a review 1x/semester of school schedules, and other information.
- Classroom daily schedules will be posted for all core subjects of ELA, Mathematics, History, Science, Computer Lab and Physical Education

Expected Annual Measurable Outcomes

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

Metric/Method for Measuring: 2x/yearly Review of Master/Teacher 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

Outcome #2: The school will offer a comprehensive enrichment program (Computer Lab, Music, or Art) to 100% of its students every year

Metric/Method for Measuring: 2x/yearly Review of Master/Teacher 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

LCFF STATE PRIORITIES

GOAL #8: Other Student Outcomes

The school will provide strategic intervention program school wide in Language Arts in Math that is accessible to 100% of students who need additional academic support and socio-emotional 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:

:

:

Specific Annual Actions to Achieve Goal

- Provide on-going training for teachers on implementation of Math and ELA intervention
- Provide access to technology (Classroom Computers, Tablets, and Computer Lab)
- On-going Literacy Academy support
- Positive Behavior Support professional development

Expected Annual Measurable Outcomes

Outcome #1: Teachers and Instructional Leadership Team (ILT) will analyze data, target five starfish students who are working below grade level.

Metric/Method for Measuring: DIBELS/Progress monitoring/SBAC/classroom observations or in-class tests.

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

Outcome #2: Teachers and Positive Behavior Support Team will identify students in need of socio-emotional support

Metric/Method for Measuring: Informal observations; behavior data

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

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

Superiors' goals align with the needs of the whole child, encouraging self-motivation and building competence to support lifelong learning. Our students consistently perform well on standardized tests; however, our curriculum is much broader than what is evaluated on the Smarter Balanced Assessment Consortium. Superior students experience an enriched curriculum that engages them as learners across multiple disciplines. By engaging students through multiple modalities, hands-on learning, and providing a well rounded arts curriculum, Superior teachers inspire students' intrinsic

motivation and build their confidence as learners. Superior teachers also have high expectations for all students and our programs ensure that all children build their skills they need to be successful at the middle school level and beyond. As a result of our students having access to passionate experts - from our classroom teachers to our enrichment specialists to our determined administration team - they have role models who embody excellence, motivation, and dedication to the joy of learning.

INSTRUCTIONAL DESIGN

Superior's instructional methodology and curriculum is aligned with the California Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS), and the LAUSD's instructional initiatives. We believe that powerful learning and addressing the needs of our students, including all sub-groups, are best accomplished through a balanced program, which focuses on student-centered instruction. Superior will rely upon research-based strategies, examine formative and summative student data, analyze student work samples, utilize the plan-instruct-reflect-revise cyclical process of teaching for collaborative planning of long-term units, and conduct lesson studies to refine our delivery of instruction. Student data and work samples will continuously be examined to ascertain the strengths and weaknesses of our students (from far below basic to advanced) including all subgroups of student learners (at risk, special needs, socioeconomically disadvantaged, English Learners, Standard English Learners, gifted and talented, underachieving/non-proficient, subgroups by ethnicity, and those with Section 504 plans). Superior teachers subscribe and adhere to the proposed instructional framework and teaching methodologies and this ensures that Superior's instructors can successfully meet the needs of our students in all subgroups. Using the concepts of backwards planning and Understanding by Design, curriculum will be systematically planned, providing students with a steady, consistent staircase to success. Superior's teachers, administration, and Instructional Leadership Team (ILT) will work together to provide research based practices to inform our instruction to ensure mastery of the Common Core State Standards for all students. We regularly review our instructional methods and teachers from Pre-K-5th grade work collaboratively to review data and make instructional changes as needed. We believe that it is our professional and ethical responsibility to provide daily instruction for each child in every classroom that includes the 4C's -- "super skills" for the 21st century: Communication, Collaboration, Critical Thinking, and Creativity. The following are research based instructional methods that are implemented by all grade levels to ensure targeted needs are met and addressed.

Academic Rigor

An environment in which each student is expected to learn at high levels, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels (Blackburn, 2008). Notice the key aspects of that definition.

Students actively engage in critical thinking strategies in all academic areas. This includes participating in Scholarly Behaviors (Depth and Complexity), Revised Bloom's Taxonomy, and Webb's Depth of Knowledge (DOK). Additionally, students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts.

Clear Expectations

Teachers clearly define and articulate Common Core State Standards in "student-friendly" language to ensure that students understand the academic goal they are working towards. Additionally rubrics and criteria charts are utilized, both teacher created as well as student created, that align with the Common Core State Standards. Lastly, teachers develop instruction so that students have not only conceptual knowledge (knowing what to do), but also procedural knowledge (how to do it), and the reasoning (knowing when/where/why) they are doing something.

Experiential Learning

Students learn best by doing. Students relate to the curriculum through student centered learning, independent work time, hands on inquiry-based learning through labs and simulations, internet connectivity and collaboration, and field trips. It is through these involvements that students will process, analyze, and conceptualize the experience.

Feedback

Consistent feedback is given to students to inform them and to let them know they are progressing forward. Along with individual feedback (both written and/or verbal), teachers provide whole-group feedback on patterns they see in the collective class' growth and areas of need. Students are also given opportunities to provide feedback to the teacher so that teachers can adjust the learning process, materials, and instruction accordingly.

Criteria Charts/Rubrics

These tools help students to focus to effectively meet and exceed teacher expectations and objectives of the assignment. Charts/rubrics are based upon curricular standards and objectives are both teacher created as well as student created.

Formative Assessments

Teachers engage in a range of formal and informal assessment procedures during the learning process in order to modify teaching and learning activities to improve student achievement. Teachers assess frequently and routinely throughout a unit of study so that they are aware of the student progress in relation to a unit of study's learning goal or end product (summative assessment).

Teacher Clarity

When a teacher begins a new unit of study or a project with the students, the purpose and learning goal(s) are clarified, and explicit criteria on how students can be successful during the unit of study is clearly articulated. Teachers also present models and/or examples to students so that they have a clear vision of what the end product looks like.

Higher-Level Thinking

Teachers design lessons that develop and enhance critical thinking skills, which help to solve complex problems with depth and complexity. Teachers utilize the highest stages of Bloom's Taxonomy and Norman Webb's Depth of Knowledge (DOK), such as synthesis, analysis, and evaluation when questioning to provide students with strategic thinking and complex reasoning opportunities and to differentiate lessons for varied groups of learners. In class discussions and on authentic assessments, teachers vary the levels of questions posed to learners based on their readiness, interests, and learning styles. Additionally, Sandra Kaplan's Gifted Training guides questioning techniques to allow students to extend their thinking processes and deepen their conceptual grasp on the content.

Differentiated Instruction

Educators provide multiple options for students to take in information, makes sense of ideas, and express what is learned by a mixture of students with multiple intelligences. Furthermore, teachers provide lessons and assignments within the core curriculum that utilize thinking maps, accountable talk, pre-teaching of concepts, multimedia/technology enriched learning, team teaching. Specifically Designed Academic Instruction (SDAIE), direct instruction, and guided practice, small group, and individualized instruction to allow students to perform at their appropriate academic levels while maintaining or exceeding the Common Core State Standards.

Flexible/Collaborative Groupings/Small Group

Students engage in flexible groupings for language arts, math and science in their classrooms and grade levels. After data analysis, teachers collaborate to determine student placement in flexible groups. During grade-level planning, teachers scaffold assignments and evaluate student progress. These flexible groupings provide intervention opportunities at levels Tier 1 through Tier 3. Strategies such as pair-share instruction and cooperative learning are used throughout the day to help a wide range of academic abilities work together to solve problems, revise writing, reinforce concepts and help children learn different ways to be successful. Small Group allows the teacher to vary the student membership of the groups and the level of texts used with each group. This helps the teacher target instruction to better meet the needs of the students in a manner that isn't as possible in large-group settings (Ford and Opitz 2008).

Integration of the Arts

Students participate in music and visual arts instruction across the curriculum to enhance thinking and learning experiences. Additionally, students in grades 4 and 5 participate in Ballroom Dance.

Modeling

Our teachers demonstrate different strategies to guide students' learning throughout the day.

Multi-Modal Direct Instruction

Teachers provide strong first teaching using carefully planned direct instruction to present standards-based lessons.

Guided and Independent Practice

Students are provided opportunities for guided and independent practice to achieve understanding and application of the concepts or skills being taught.

Metacognitive Strategies

Students are given opportunities to plan and organize, monitor their own work, direct their own learning, and to self-reflect along the way. When we provide students with time and space to be aware of their own knowledge and their own thinking, student ownership increases. And research shows that metacognition can be taught.

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.

Language Arts

All students at Superior follow rigorous English Language Arts (ELA) curriculum that exceeds CA CCSS for language arts K-5. This instruction include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA.

- Implement through the use of a variety of materials that may include state adopted textbooks, core literatures, Scholastic News, and other sources such as including supporting videos that provide appropriate Lexile levels and text complexity ranges.
- Demonstrate critical thinking skills specific to Bloom's Taxonomy, Kaplan's Depth and Complexity, Thinking Like a Disciplinarian, and Webb's Depth of Knowledge.
- Incorporate Close Reading for fiction, nonfiction, and visual resources and use Text-Dependent Questions to dig deeper into the understanding of the visuals and text
- Implement Write from the Beginning, Thinking Maps, and Mentor Texts to compose the three text types; Argument/Opinion Writing, Informative/Explanatory Writing, and Narrative writing.
- Differentiate instruction through varied groupings to meet all students in various needs

- Utilize technology such as Google Classroom so that students can access assignments, link to resources, and are able to communicate their progress on written assignments all through a web based platform. Students complete homework, take tests, and publish their papers as well.
- Utilization of Edmodo, a global education network, connects all students with teachers, their peers, and resources to reach their full potential.
- Develop students' grammar, spelling, oral speaking, and active listening skills through direct instruction and vocabulary development as well as integration of language arts embedded across curriculum
- Integrate Talk Moves to encourage productive discussion and develop communication skills. It allows students to have a safe space to master, revise, and add new understanding to the classroom discussion.
- Develop students' listening and speaking skills to support academic across the discipline
- Implementation of Literature Circles allows students to practice and develop the skills and strategies of mature readers with greater structure, expectation, and rigor.
- Devote minimum 2 hours daily to language arts instruction in grades K-5.
- ELLP: English Language Literacy Program "Academy"; targeted instruction in small group setting focused on specific skills identified through DIBELS data. This is a 1 hour block each morning where core teachers group and work within centers to deliver and "fine tune" skills.

Math

All students develop mathematical proficiency and mastery by utilizing curriculum aligned with the CCSS as the core math curriculum. Superior utilizes My Math, the district adopted text and other enrichment programs that are aligned with the standards including Engage NY, Marilyn Burns, Hands on Equations, supplementary materials, and teacher made concept lessons.

- Increase computational fluency, number sense, and accuracy by utilizing Number Talks daily.
- Non-Verbal signals engage students during mathematics discussions to check their understanding and to revise their mathematical thinking.
- The Three Phrase Problem Solving help students construct arguments by using various strategies to determine the solution. The process allows them to ask useful questions, to clarify, and to improve their arguments.
- Differentiated instruction to enhance students' mathematical concepts, computational skills, problem solving, and reasoning skills.
- Connect math across the discipline through programs such as STEM, music and art.
- Learning math activities are designed to engage all students in paired groups, small groups, rotations, and independent work time. The groups are purposefully designed to meet the needs of individual learners.
- Apply mathematical understanding to solve problems arising in everyday life. Students analyze relationships mathematically to draw conclusions using

diagrams, pictures, manipulatives, tables, graphs, number lines, two-way tables, equations, and words.

- Apply available tools appropriate for the grade level to explore and deepen students' understanding of concept and to make sound decisions to solve mathematical problems.
- Classroom instruction is extended through technology by providing access to programs like *TenMarks*, *Front Row*, *Zearn* so that students can reinforce the math skills in class as well as at home.

SCIENCE

All students acquire knowledge of life, earth, and physical science guided by the Next Generation Science Standards (NGSS). Teachers are prepared to implement NGSS by utilizing a balanced curriculum that includes FOSS, adopted textbooks, science kits, and teacher generated lessons.

- Use hands on experiments and apply scientific method to explore and discover new products and ideas. Students learn to form questions, research, hypothesize, gather and analyze information, and draw conclusions for their data.
- Develop scientific knowledge through a spiraling learning process that builds upon prior knowledge and experience as students progress through the grade levels
- Integrating journaling and writing through the use of data gathering, note taking, recording observations, asking questions, key concepts, and vocabulary
- Engage in science practices throughout the disciplines which allows students to develop science knowledge and investigative/ inquiry skills.
 - Develop and use models to represent abstract concepts
 - Provide opportunities to work in small groups to design models while merging mathematical, science, and engineering skills in the STEM (Science, Technology, Engineering, Math) activities
 - Plan and carry out investigations and learning to fine-tune the
 - Research methods for the STEM outcomes.

HISTORY/SOCIAL STUDIES

All students acquire knowledge of civics, history, cultures, geography, economics, community, cities, states, and countries that promotes the skills necessary for participating in a diverse society and the global community.

- Multicultural days are observed through many curricular activities such as Chinese New Year parade, Gold Rush simulation, and Martin Luther King projects that teach students about equality and social justice.
- Holiday performances celebrate and honor students' diverse cultures and beliefs.
- The prompts of depth and complexity are applied to the history and social studies to investigate Changes Over Time, Patterns of Events, Ethics, Details, Trends, and Big Ideas.
- Activities and lessons utilize the curriculum areas of language arts, music, art, dance, and technology.

- Instill a consciousness in students to practice citizenship in their own community through activities such as the Thanksgiving Food Drive, Pillars of Character, voting, recycling, and beautification of the campus.

VISUAL AND PERFORMING ARTS

MUSIC

A music teacher provided by the district teaches the students a comprehensive program. The program includes rhythm, beat, tone, melody, different music genres, and musical instruments while tying songs into curriculum areas and special holidays. The program allows students to apply what they learn in across the subject areas. Teachers prepare lessons in their classrooms to supplement the program as well.

ART

The art program at Superior provides enriching learning experiences that support the CCSS for all students. In addition, it exposes students to the arts and to think creatively and solve problems by imagining solutions and alternatives. We believe success in art increases self-confidence and helps students to be successful academically. The students learn about art history, artists, art genres, techniques, lines, colors, and various art mediums. The curriculum promotes listening skills, following directions, and integrates into other curriculum areas.

DANCE

Currently opportunities are provided for 4th and 5th grade students to learn and perform culturally relevant dances by participating in ballroom dance instruction.

HEALTH AND PHYSICAL EDUCATION

All students in all grade levels experience sequential and comprehensive physical education in an enjoyable and safe learning environment.

- Assist students in learning and applying concepts of good physical, social, and emotional health including nutrient and substance abuse.
- Provide students with physical education instruction that includes 200 minutes every 10 days.
- FITNESSGRAM physical performance test is administered to all students in 5th grade.
- Utilize GoNoodle to excite students, reduce interruptions, stimulate brain activity, and encourage movement throughout the day.
- Encourage students' to stay fit through events such as Color Fun Run where the involvement of parents, teachers, and staff promotes and celebrates health lifestyles.

TECHNOLOGY

All students cultivate their technological skills through teachers' use of advanced technologies in all areas of the curriculum so that students are prepared for the digital age they will experience outside of Superior.

- All classrooms are equipped with ELMOs and document reader technology.
- Computers and printers have been installed in each classroom to provide students with the ability to gather, evaluate, and use information.
- All students have access to a technology cart containing iPads and laptops. These carts provide students with the ability to work on their own personal device for an allotted time. In primary grades, iPads are utilized for small group instruction and blended learning. While in the upper grades, students utilize laptops and iPads so that they are able to participate interactively as well as collaboratively.
- Students are provided with technology instruction so that they are ready for the demands of the technological age.
- Students begin to learn basic Internet research skills, safety, and responsibility.
- Most classrooms have access to a computer lab twice a week to reinforce academic concepts and skills, improve word processing, and to develop research skills.
- Students in the upper grades are taught how to access Google Docs to promote collaboration amongst students by providing the versatility to work on projects both in and out of school.
- Students in the upper grades utilize Google Classroom to retrieve assignments, create presentations, and publish written work. Additionally, teachers can give immediate feedback to students.
- Utilize technology, such as Virtual Fieldtrips, Blended Learning, and Gamification to enhance curricular experiences.
- Students in grades 3-5 are instructed on using computers/iPads to practice common core standard based questions that simulate those that are on the Smarter Balance Test.

Grade Level Team Teaching:

- Teachers in 4th grade work together to provide a unique experience for their students by team teaching. Teachers are able to focus on the teaching of specific curriculum and have a greater ability to differentiate instruction to meet the needs of all of their students. One teacher teaches Math and Science and the other Teacher teaches English Language Arts and Social Studies. This provides a higher level of rigor from the teacher and a deeper understanding for the students is achieved. This collaboration provides an opportunity to prepare for the teaming in 5th grade at Superior and for the many classes they will experience in middle school.

5th Grade Team Teaching:

- In our fifth grade, the students have the unique opportunity to benefit from a team teaching program. In preparation for Middle School, Teachers in 5th grade work in collaboration to provide a comprehensive, rigorous academic program. The fifth graders spend the day moving between three different periods and classrooms where they receive instruction in Language Arts, Math, Science, Social Studies, Health, Art, and PE. Teachers model 21st century skills by providing students

integrated, interdisciplinary units of study. Teachers and students work in a collaborative and cohesive environment. This aspect of our fifth grade program has significantly helped students be well prepared for the demands of middle school, learning to prepare for and within a specialized schedule and learning how to work with different teachers. Our feeder middle schools and previous parents and students have provided amazing feedback in support of our program. Our fifth grade students benefit from having not only one homeroom teacher monitoring their progress, but an entire team of four teachers analyzing their progress for success, areas to support, and areas to intervene. This program is so much greater than the sum of its parts.

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.

At Superior, Transitional Kindergarten Students will benefit from an Early Childhood Education Professional Learning Community, known as ECEPLC. The preschool, TK teacher, and Kindergarten teachers meet regularly to plan instruction, discuss developmentally appropriate practices and activities, and make sure the needs of our youngest learners are met. The program is delivered on a developmentally appropriate basis where students are nurtured, challenged, and inspired to reach their full potential. The program uses the DRDP-K, the OLS, and a standards based full year assessment to continually monitor the students and to make sure their individual needs are being met.

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.

The Superior school year will operate on the LAUSD calendar with 180 days of instruction composing the school year. All LAUSD school holidays will be observed as a typical traditional track elementary school.

Superior students in grades K-5 receive 323 instructional minutes on Monday, Wednesday, Thursday, and Friday. On Tuesday banking days, students receive 263 instructional minutes. Students receive 253 minutes on Minimum Days. The instructional schedule is designed to fulfill the California Ed Code minimum number of minutes, as set forth in E.C.47612.5

Important Dates and Holidays:

8-15-17 First Day of Instruction	1-8-18 Second Semester Begins
9-1-17 Admissions Day	1-15-18 Dr. Martin Luther King Jr Birthday
9-4-17 Labor Day	2-19-18 Presidents' Day
9-21-17 Unassigned Day	3-5-18 Minimum Day
11-2-17 Minimum Day	3-7-18 Minimum Day
11-10-17 Veterans Day	3-8-18 Minimum Day
11-13-17 Minimum Day	3-9-18 Minimum Day
11-15-17 Minimum Day	3-26 thru 4-2-18 Spring Recess
11-16-17 Minimum Day	5-28-18 Memorial Day
11-17-17 Minimum Day	6-7-18 Last Day of Instruction
11-20 thru 11-22-17 Unassigned Day	6-7-18 Minimum Day
11-23 & 11-24 Thanksgiving Holiday	
12-18 thru 1-5-18 Winter Recess	

Daily Bell Schedule

Regular Days

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal
Kindergarten	8:00	9:40	10:00	11:20	12:00	2:23
Grades 1-5	8:00	10:00	10:20	12:00	12:40	2:23

Professional Development Banked Days

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal
Kindergarten	8:00	9:40	10:00	11:20	12:00	1:23
Grades 1-5	8:00	10:00	10:20	12:00	12:40	1:23

Minimum Days

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal
Kindergarten	8:00	9:40	10:00	-	-	12:30
Grades 1-5	8:00	10:00	10:20	-	-	12:30

A Typical Instructional Week at Superior (Kindergarten)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:20	BIC	BIC	BIC	BIC	BIC

8:20-9:00	ELLP Academy	ELLP Academy	ELLP Academy	ELLP Academy	ELLP Academy
9:00-9:40	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
9:40-10:00	Recess	Recess	Recess	Recess	Recess
10:00-11:20	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
11:20-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-1:20	Math	Math	Math	Math	Math
1:20-2:23	Health/ Science/ Social Studies/Arts	1:23 Dismissal	Health/ Science/ Social Studies/Arts	Health/ Science/ Social Studies/Arts	Health/ Science/ Social Studies/Arts

A Typical Instructional Week at Superior (Grade 1)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:20	BIC	BIC	BIC	BIC	BIC
8:20-9:15	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
9:15-10:00	ELLP Academy	ELLP Academy	ELLP Academy	ELLP Academy	Psychomotor 9:05-9:45
10:00-10:20	Recess	Recess	Recess	Recess	Recess
10:20-11:30	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
11:30-12:00	PE	PE	PE	PE	PE
12:00-12:40	Lunch	Lunch	Lunch	Lunch	Lunch
12:40-1:40	Math	Math	Math	Math	Math
1:40-2:23	Health/ Science/ Social Studies/Arts	1:23 Dismissal	Health/ Science/ Social Studies/Arts	Health/ Science/ Social Studies/Arts	Health/ Science/ Social Studies/Arts

A Typical Instructional Week at Superior (Grade 2)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:20	BIC	BIC	BIC	BIC	BIC
8:20-10:00	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
10:00-10:20	Recess	Recess	Recess	Recess	Recess
10:20-11:10	ELLP Academy	ELLP Academy	ELLP Academy	ELLP Academy	ELLP Academy
11:10-11:40	Health/ Science/	Health/ Science/	Health/ Science/	Health/ Science/	Health/ Science/

	Social Studies/Arts	Social Studies/Arts	Social Studies/Arts	Social Studies/Arts	Social Studies/Arts
11:40-12:00	PE	PE	PE	PE	PE
12:00-12:40	Lunch	Lunch	Lunch	Lunch	Lunch
12:40-1:40	Math	Math	Math	Math	Math
1:20-2:23	Music	1:23 Dismissal	Computer Lab	Language Arts	Math

A Typical Instructional Week at Superior (Grade 3)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:20	BIC	BIC	BIC	BIC	BIC
8:20-10:00	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
10:00-10:20	Recess	Recess	Recess	Recess	Recess
10:20-11:00	ELD	ELD	ELD	ELD	ELD
11:00-12:00	Math	Math	Math	Math	Math
12:00-12:40	Lunch	Lunch	Lunch	Lunch	Lunch
12:40-1:55	Health/ Science/ Social Studies/Arts	Health/ Science/ Social Studies/Arts	Health/ Science/ Social Studies/Arts	Health/ Science/ Social Studies/Arts	Health/ Science/ Social Studies/Arts
1:55-2:23	PE	1:23 Dismissal	PE	PE	PE

A Typical Instructional Week at Superior (Grade 4)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:20	BIC	BIC	BIC	BIC	BIC
8:20-10:00	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
10:00-10:20	Recess	Recess	Recess	Recess	Recess
10:20-11:10	ELD	ELD	ELD	ELD	ELD
11:10-12:00	Math	Math	Math	Math	Math
12:00-12:40	Lunch	Lunch	Lunch	Lunch	Lunch
12:40-1:55	Health/ Science/ Social Studies/Arts	Health/ Science/ Social Studies/Arts	Health/ Science/ Social Studies/Arts	Health/ Science/ Social Studies/Arts	Health/ Science/ Social Studies/Arts
1:55-2:23	PE	1:23 Dismissal	PE	PE	PE

A Typical Instructional Week at Superior (Grade 5)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom	8:00-8:10	8:00-8:10	8:00-8:10	8:00-8:10	8:00-8:10
Period 1	8:10-9:45	8:10-9:30	8:10-9:55	8:10-9:55	8:10-9:55
Language Arts Rm 20 Students Math & Health Rm 29 Students Science & Social Studies Rm 28 Students		Computer Lab 8:20-9:00	PE 9:25-9:55	Library 8:15-8:45	
Period 2	9:45-12:50	9:30-11:10	9:55-11:55	9:55-11:55	9:55-12:00
Language Arts Rm 28 Students Math & Health Rm 20 Students Science & Social Studies Rm 29 Students	10:00-10:20 Recess 10:20-10:50 PE 12:00-12:40 Lunch	10:00-10:20 Recess	10:00-10:20 Recess Computer Lab 10:20-11:00	10:00-10:20 Recess	10:00-10:20 Recess Ballroom Dance 11:10-12:00
Period 3	12:50-2:23	11:10-1:23	11:55-2:23	11:55-2:23	12:00-2:23
Language Arts Rm 29 Students Math & Health Rm 28 Students Science & Social Studies	ELD 12:50-1:50	12:00-12:40 Lunch ELD 11:10-12:00 12:40-12:50 *Early Dismissal 1:23	12:00-12:40 Lunch ELD 12:40-1:40	12:00-12:40 Lunch ELD 1:15-2:15	12:00-12:40 Lunch ELD 12:40-1:30 Psychomotor/ Grade Level 1:30-2:10

Rm 20 Students					
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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.

Superior’s Professional Development consists of District priorities: Implementation of the California Standards in ELA, mathematics, History/Social Sciences, NGSS, and English Language Development. Our plan will improve instruction through the implementation of the English Learner Master Plan, and the incorporation of culturally relevant responsive education in meeting the needs of our Standard English Learners. We will focus our attention on the Teaching and Learning Framework Rubrics to improve teaching and learning across the grade levels. A Plan-Deliver-Reflect-Revise cycle of inquiry and/or problem solving process to improve outcomes of all students will be our Professional Development Model. The analysis of student data and work samples is used as the anchor for building professional practice and professional Learning Goals. These goals will be SMART goals that support the cycle of Identifying, reviewing and analyzing student achievement data.

At Superior, 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 PD’s. The curriculum committee and the Instructional Leadership Team (ILT) will analyze data as one tool to

determine areas for additional professional development. Weekly grade level meetings, in addition to Professional Development, provide the opportunity to analyze periodic assessments 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, and Special Education. 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.

Superior will follow the guidelines as stated in the memo "School-Site professional Development Priorities-Banked Time Days for Elementary Schools." Each year Superior teachers vote to make each Tuesday in the school year a banked day. We add 13 additional banked days for professional development, adding a few minutes to each day. We believe in the power of having time to develop professionally and to be able to work collaboratively with our colleagues. Some examples of Professional Developments, but not limited to are: Common Core lessons for ELA or math, "My Math" math practices and math talk, thinking maps, instructional technology, computer basics, Foss Science, intro to NGSS, 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*.

The ELD instruction at Superior is focused for our EL population and builds on cultural and linguistic strengths. It provides meaningful access to a curriculum that is standards based, cognitively complex, rigorous, and coherent. All teachers of EL's and SEL's are teachers of both language and content. ELD instruction is separate but complementary to English language arts instruction. Our goal is to accelerate English language learning: listening, speaking, reading, and writing with robust and contextualized instruction. CELDT levels 1-3 receive 1 hour of instruction minimum per day in addition to grade-level core reading/language arts and CELDT levels 4-5 receive 45 minutes of instruction minimum per day in addition to grade-level core reading/language arts. We are committed to seeing our students reclassify and become successful in their educational endeavors.

Superior continues to work with all English Learners to ensure they meet and/or exceed English language proficiency as well as grade-level standards. A part-time Targeted Student Population (TSP) Advisor is budgeted to oversee the EL Program and work closely with teachers and families to ensure the Master Plan is being followed and all accountabilities are met. Teachers utilize on-line access to homework, emails, agendas, and classroom websites to communicate with parents in providing them with support to meet individual student needs. Teachers encourage resources and programs to help support our students and their families.

Our Student Support and Progress Team (SSPT) works to ensure teachers receive support in meeting the goals for each student. The TSP Advisor meets with all grade levels to discuss and examine growth and progress toward reclassification. The team is also available to teachers throughout the school year to monitor consistency with instruction and documentation. SSPT meetings are held for our EL students who are struggling to identify and target their specific language needs. We use data to plan interventions to meet those needs and plan follow up SSPT meeting to revisit our concerns.

All our EL classrooms dedicate time for designated instruction to their EL population. This instructional block includes: constructive conversations, discourse practices, grammatical structures, and intensive vocabulary lessons. Our leveled readers in both ELA and Math help support and tier reading and math instruction and our English Learner Wonders text support science and social studies to classroom text. Our EL teachers use the District created designated ELD lessons in conjunction with Newsela; a website that provides content to varied levels and meet the needs of our diverse EL population. Integrated ELD instruction is embedded throughout the day across all disciplines. Students develop academic language simultaneously with academic content. Project based learning activities have been incorporated through different modalities which allow our students to display their learning. Classroom instruction is supported by teachers' aides via small group, the use of realia, technology, Total Physical Response, think pair share, and peer modeling to support and encourage students with collaboration. Teachers model through explicit instruction, constructive conversation skills to support students as they create, clarify, fortify, and negotiate in their conversation while engaged in small group or pair shared activities. It is our hope that our English learners will achieve academic proficiency and become proficient in all academic subject areas. Our goal is to have our students' progress one English language development each year as measured by the CELDT. To ensure that our teaching staff has the knowledge and skills to address the needs of English Learners in core content areas, the principal will encourage teachers to take advantage of professional development opportunities that are provided by LAUSD.

Long Term English Learner (LTEL) Rates Across Three Years

School Year	#EL	#LTEL	%LTEL
2014-2015	87	3	3.4%
2015-2016	87	11	12.6%

2016-2017	88	7	8.0%
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The chart below shows the amount of students that reclassify each school year. Although District’s reclassification criteria has shifted from year to year, Superior is moving towards meeting the District’s current goal of reclassifying 20% of our English learners. Since 2012, Superior’s growth has been consistent in the number of students reclassified.

School Year	#EL	# Reclassified	% Reclassified
2013-2014	62	9	14.5.%
2014-2015	98	8	8.2%
2015-2016	100	18	18.0%

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.

Superior Street Elementary School is committed to providing GATE students and students achieving above grade level with opportunities to study the core curriculum in-depth and at an accelerated pace. Higher level, creative, and logical thinking activities provide for the depth, complexity, and novelty that define a high quality gifted program. We begin to introduce the prompts of depth and complexity in the primary grades and continue to use in every grade in our school. Classroom differentiation allows for individualized extensions of the curriculum, creative problem solving activities, and acceleration and compacting of the curriculum when appropriate. Classroom teachers will employ the differentiation strategies of tiered assignments, flexible skills grouping, questioning strategies, interest grouping, and independent projects. Students are encouraged to demonstrate their learning in creative and innovative ways, which reflect the 21st century learners. Technology is used to help extend the curriculum with classroom computers and devices, a computer lab, and a shared Smartboard. 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. Our high achieving students are included in classrooms with these clusters.

Superior Street Elementary School starts identifying students for intellectual testing in first grade. In second grade, all students are given the OLSAT to further identify students in the high achieving category. Furthermore in third, fourth, and fifth grade, based on standardized test scores and grades, additional students are identified gifted in the high achieving category. Our goal is to continuously monitor our students in an effort to identify all GATE and high achieving students, with specific attention to the underrepresented student populations. When a student is referred, the screening

committee reviews the student's qualifications to proceed with the identification process. As an affiliated charter school, Superior Street Elementary School will complete a fee for service form to be sent to the charter office for approval and then to the LAUSD GATE office for screening. Superior Street Elementary School understands that a psychologist must be LAUSD authorized to complete GATE testing. When GATE testing is completed at the school site, processing will be completed by LAUSD GATE office for a fee for service at their current rate. Students who meet the high achievement criteria and the single subject criteria will be identified by the screening committee, a fee for service form will be completed and processing of these students will be completed by LAUSD GATE office at the current fee for service rate per student.

Our instructional program is provided by our highly trained teachers with an annual minimum of 16 hours of specialized professional development on GATE instruction, identification, needs, development, and current pedagogy. Our teachers attend gifted conferences and additional professional development on gifted education on ongoing basis. Many teachers have attended Sandra Kaplan's summer institutes on gifted education at USC, as well as the annual Los Angeles/County Education GATE Conference, and LAUSD provided and recommended courses, conferences, and trainings. Teachers provide professional development and support to the entire staff and our parents to further strengthen the supports for our students. Throughout each academic year, teachers are continuously monitoring the progress of our gifted and talented students and our students achieving above grade level. Student progress is formally and informally assessed on projects, assignments, work in progress, and tests to determine if students engaging with and performing in the academic program at this higher and more rigorous level. Additionally, this feedback informs our teachers of further adjustments, opportunities, supports, and academic and social-emotional needs of our students identified as GATE and as achieving above grade level.

Students Achieving Below Grade Level

Students achieving below grade level are identified using classroom assessments, anecdotal records/classroom observations, as well as District and State standardized assessments. Superior utilizes standardized summative and formative assessments which include, but are not limited to: Common Core State Standards Assessment/SBAC for Grades 3rd- 5th (yearly), CELDT/ELPAC (yearly), CA Treasures Assessments, District Interim Math Assessments (every 6-8 weeks), District Interim Assessments for ELA and Math (2-3 times in a school year), District Science Assessments (4th and 5th grade - 3 times a year), and Science CST (5th grade only –yearly).

DIBELS is given to all students monthly through progress monitoring as a diagnostic tool to assess all students in grades K-2. DIBELS is also used for assessing students who receive resource services and EL students in grades 3-5. TRC is given 3 times a year to all students, as another diagnostic tool to assess students in grades 3-5. From these tools, low achieving students are identified. They are progress monitored

throughout the year. If progress is not demonstrated, strategies are adjusted to meet their needs. Data from these different assessments is collected and studied by teachers independently and at grade-level collaboration meetings. These students will be provided intervention during school to address their specific weaknesses in achievement. Our goal is to have each student performing at least at the proficient level.

Low achieving learners will be provided with intervention to address their specific weaknesses in many ways. In the classroom, teachers and grade-level aides will provide small group intervention and reinforcement of skills during Independent Workshop Time. For grades K-2, ELLP Academy will address specific weaknesses with student groupings based on DIBELS. Academy occurs 4 days a week for 45 minutes. For grades 3-5, after school intervention session is provided for students with weaknesses. Moreover, for grades 2-5 we offer Homework Club after school to give additional support with homework. Teachers initiate and conduct Student Success and Progress Team (SSPT) meetings for struggling students. Our meeting includes administration, a Resource Specialist teacher, the General Education classroom teacher, and the student's parents. This team comes together to support and discuss strategies to help students in the classroom and at home. There is a follow-up meeting set up to ensure that the discussed strategies are indeed helping the student progress and if not, then new strategies methods and interventions are then discussed and put into place.

Socioeconomically Disadvantaged Students

Superior 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. Superior 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 gifted and talented in many ways. They are identified by receiving a 90-94 on the OLSAT, as well as being tested in the intellectual category recommended by the teacher. In addition, teachers can identify them under the leadership, creative, and talented categories.

Superior currently has a half-time Targeted Student Population Coordinator. This coordinator, along with the classroom teacher, monitors the student's progress and adjusts and modifies their curriculum to meet their needs.

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.

All teachers with direction from the administration, adhere to each individual student's Individual Educational Program (IEP), as well as conduct the Student Support and Progress Team (SSPT) process for students who are in need of academic support, attendance issues, behavior, language appraisal, speech issues, and work habits. The SSPT meetings recognize the Response to Instruction and Intervention (RTI2) approach, in terms of assisting teachers to attempt a hierarchy of intervention strategies with the goal of enabling all students to meet grade level standards. Superior consistently demonstrates special education compliance by meeting the requirements of the District Validation Review (DVR) process. This evidence shows that our special Education teams are following District protocols to provide appropriate goals and evaluation of students with special needs.

Students in Other Subgroups

Foster Youth

Superior has only 1% of Foster Youth currently enrolled. This information is gathered from MyData and MiSiS. Standard English Learners (SELs') data is also gathered from the districts MyData, a web-based tool that makes student data available and usable for schools. This access to student data allows Superior to focus their instruction on the specific learning needs of each student.

Ongoing assessments identify the needs of our Foster youth. There is also consistent collaboration with the Foster Youth Achievement Program Counselor to help meet the educational, physical and mental needs of foster youth. Also, these visits by the

Counselor keep the school updated with any changes in the home, etc. Collaboration will occur with the student's teacher and administrator. A Student Success and Progress Team meeting will be held as needed. The academic progress of these students will be monitored per district assessment windows.

Standard English Learners

Once SELs are identified, we commit to serving the needs of the SELs that are not yet proficient in standard or academic English. All students are provided equitable and meaningful access to the core curriculum. Instruction is differentiated to meet the needs of our SELs'. Teachers receive Professional Development on instructional practices that respectfully address issues of culture and language. Our social climate fosters collaboration and positive interaction among all members of our learning community holding the greatest promise for students to become proficient.

"A TYPICAL DAY"

A visit to Superior Elementary on any given day begins in the bright and cheerful office, with a friendly staff eager and willing to assist. As you continue down the corridor you will find a multitude of parent volunteers actively engaged in supporting the instructional program. A visitor will reach the beautiful school library staffed by a library aide. Students may be seen sitting on the story steps of the amphitheater listening intently to our school library aide reading a story or book. Students might be found in our Reading Garden with books they have checked out from the library.

Outside you will see a variety of murals depicting children's literature, promoting the Pillars of Character, and displaying Second Step strategies. We have an athletic field where you will find students actively and enthusiastically engaging in physical fitness activities. The yard is fully equipped with the Ann and Kirk Douglas Playground Project apparatus area and a huge athletic area. Our students work on grade level physical fitness skills during their p.e. period with the support of a teacher and paraprofessionals. Our 4th and 5th grade classes can be seen dancing the Tango, Salsa, Swing, Merengue or Disco during our Best Foot Forward ballroom dancing program. These vital physical activities are an important component to providing students with healthy minds and bodies.

On the first Monday morning of the month, you will see the principal leading our Monday Morning Assembly. Our elected student council leaders help with the assembly as one of their duties. During the Monday Morning Assembly, announcements are made about upcoming events and current issues are discussed. The flag salute, school motto, and patriotic song are led by different classes each month. Recognition of Pillar of Character traits are honored, and students are rewarded using the "caught you being a person of character" certificates given out by adults on the campus. You will see the big drum made by the Cub Scouts turned as the student council leaders pull students' names out of the drum. Students come forward to receive their prize and recognition before the

entire school community. Classes alternate making special presentations aligned to seasonal themes, honors, or events. For example, for Constitution Day, students from the 5th grade shared the 5th grade constitution created in conjunction to understanding our US Constitution. In honor of Martin Luther King, Jr., a class sang a song about Martin and read their own dreams inspired by Martin Luther King, Jr. All community members are invited to attend this monthly opportunity to recognize and applaud student accomplishments.

Classroom visitors see students eagerly engaged in learning. Throughout the classrooms students learn in a variety of strategic learning groups and environments. While some students are learning independently, other students are working collaboratively on projects. Still other students are working with a peer either as a peer coach or together on an assignment, or students are receiving direct instruction within a small group or whole class. For some, learning is further enhanced by the use of technology, whether working on a personalized program with real time feedback, completing assignments on Edmodo, or using Google Docs to create a culminating student project presentation. Every classroom is filled with student work that illustrates their learning and anchor charts of learning objectives, standards, criteria, and rubrics. If you take a trip down to Kindergarten, you will see students engaged in rigorous centers during the Literacy Academy, you might see the students playing creative games on the Kinder yard, during math centers you will see students working collaboratively while learning about geometry and number sense. During science you might see students learning how to mix colors, about the affects of weather on the people and plants in our community, and the life cycle of a tree or a butterfly. A trip over to first grade would include their Literacy Academy, students using blended learning, in the classroom. In the mornings, the students often are reading and using text evidence for analysis and discussion. The students are often working collaboratively on mathematical problem solving activities or peer-editing writing projects. On a weekly basis you can find first graders in the computer lab practicing keyboarding skills, publishing writing projects using Google Docs and Microsoft Word, and utilizing their Connected/McGraw-Hill accounts to review and explore math and language arts skills. Also, our first graders are busy learning about sound waves, the Earth's place in the universe, the external parts of plants, and the life cycle changes in insects. In second grade, you might visit us in the computer lab where we will be working on scholastic.com to utilize vocabulary, reading skills, and videos on current or historical events. In the classroom you might find us answering in-depth comprehension questions and reading chapter books. We might be writing about our science experiments like when we use the magnets and learn about the push and pull of a force, in our science journals using the writing process. In the third grade, you can witness students working on number sense and persevering in solving the math equations. In math, the students learn that it is the process of reaching the correct answer and not just about answering a question correctly. You will see students learning to contextualize and decontextualize a problem. They are learning to take a problem, break it apart, and show it symbolically, with pictures, organizing data, and drawing their thinking with and without traditional number sentences. You will also see students

learning about life science with using hands on experiments and observations. Check out our classroom crayfish that we are studying. We are learning about their habitats, how they breathe in and out of water, how crayfish reproduce and raise their young, and their life cycle. Come and join our classroom as we “buddy up” with our TK or Kinder buddies, helping them learn the sounds in the alphabet or reading to them and passing our love of reading to them. A trip over to visit 4th grade will include seeing a class with gifted students working on their Depth of Knowledge, using discussion signals and techniques as they make connections across disciplines, exploring their Core Literature selection of Esperanza Rising. In another fourth grade class, students are working on writing with multiple perspectives through creating historical-fiction journal entries in their California missions projects. Other fourth graders are engaged in project based learning, through an integrated unit (math/science/social studies) called “City Park Design” in which students researched topics such as indigenous plants, water runoff, and playground surfaces to create their own designs for a city park. In the fifth grade, in the language arts classroom, you will see a few small groups of students working in their book clubs, discussing their analysis of the description of most recent dilemma facing the characters in their novel. Another few small groups are working collaboratively using Google Docs to create their script for a Colonial Job Infomercial. The students are about to transition into their peer editing time for their paragraph of the week writing. In another fifth grade class, students are participating in math workshop, with one small group receiving direct instruction from the teacher and the other four small groups either playing a purposefully planned math game with a parent volunteer, practicing mixed number fraction addition skills, using on a math computer program personalized to their area of study and need, or collaborating together to solve a sophisticated math mystery world problem. In the last fifth grade classroom, the topic is science and engineering today, with students re-designing and testing their popsicle catapult prototypes, based on first outcomes, focusing on distance as students engage in the engineering design process.

The Special Education Team offers further support to students with special needs. In the Resource Learning Center, the teachers support students who require additional assistance in meeting grade level standards. In addition, the Special Education Team works with faculty, staff, students and parents to ensure equal access to the curriculum as well as school wide activities. The team works closely with grade level teachers to provide supports for students both in and out of the classroom.

Integrating technology and the arts into our educational program has allowed students to explore other content areas and have diverse opportunities for learning. Our recently updated iMac computer lab holds 36 student computers, accessible printers, and two 3-D printers. In this lab, students use various applications to further their learning in real world applications. For example, you might see students engaging in creating code during the Hour of Code. Our visual and music educational program goes beyond classroom instruction, with the addition of a weekly music teacher and a visual arts instructor.

After school you will see students engaged in after school athletics in our Beyond the Bell Youth Services Program or receiving assistance in our homework club or intervention classes. There is after school care from YMCA and Creative Kids on the campus. In addition, after school extra activities available to our students and their families include Mad Science, Chess, Sky High Dance, and Good News Club. Plus, there are so many meetings of our school community, and on this day there is a School Site Council Meeting in the Library, a PTA meeting in the Parent Center, and Cub Scouts meeting in the Auditorium. Even into the evening and during the weekend, you might find our families and school community enjoying a movie night, a family dining night to support our PTA, a Father Daughter Dance, the school beautification day, or special program.

Each day is unique and exciting at Superior Street Elementary where all students are encouraged to develop a love for learning that will make them 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.

Superior 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**
Superior will increase the number of students achieving proficiency on CAASPP, CCSS on English Language Arts, Mathematics and CELDT assessments by progress monitoring and supporting students with professional development for staff and parents, afterschool 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 incentives and utilizing PSA counselors to contact families of children who are chronically absent.
- 6) **School Climate**
The school will maintain a 0% suspension and expulsion rate by promoting positive behavior supports and strengthening partnership between home and school.
- 7) **Broad Course of Study**
Superior 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 Superior students will have access to and continue to advance in the areas of the arts, science, health, and technology.

Superior's 2015-2016 SBAC ELA scores, 63% met or exceeded standard in ELA. Our measurable goal is 60% (or greater) of students will score in the met or exceeded standard in English Language Arts (ELA).

Based on Superior's 2015-2016 SBAC ELA scores, 16 % did not meet standard for ELA. Our measurable goal is fewer than 15% (or less) of students will score in the not met standard in English Language Arts (ELA).

Based on Superior's 2015-2016 SBAC ELA scores, 73% of students in 3rd grade met or exceeded standard in ELA. Our measurable goal is 59% (or greater) of 3rd grade students will score in the met or exceeded standard in English Language Arts (ELA)

Based on Superior's 2015-2016 SBAC Math scores, 61% met or exceeded standard in Mathematics. Our measurable goal is 52% (or greater) of students will score in the met or exceeded standard in Math.

Based on Superior's 2015-2016 SBAC Math score, 39% did not meet standard for Math. Our Measurable Goal is fewer than 15% (or less) of students will score in the not met standard range in Math.

Based on Superior's 2015-2016 SBAC math scores, 80% of students in 3rd grade met or exceeded standard in ELA. Our measurable goal is 62% (or greater) of 3rd grade students will score in the met or exceeded standard in English Language Arts.

Based on Superior's 2015-2016 Science scores, 75% of 5th grades students scored proficient or advanced. Our Measurable Goal is 86% 5th grade students will score proficient or higher on the CST science test.

85% or more of English Learners will acquire English Proficiency (AMAO1-CELDT Annual Growth on CELDT or ELPAC)

80% percent or higher will have 96% or higher attendance.

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Primary grades K-2 use DIBELS Next to assess foundational skills in literacy. Grades 3-5 conduct TRC to monitor literacy progress and to provide literacy skill detail, including miscue analysis and comprehension. English learners K-5 must have DIBELS Next at MOY and EOY as part of the reclassification criteria. All SWD in grades K-5 with mild/moderate disabilities participating in the District's core curriculum take DIBELS Next at their assigned grade level at BOY, MOY, and EOY to determine student literacy levels and progress on IEP goals.

Grades K-2 gives the District interim Assessment at least once a year. The results are broken down at grade level meetings, where strategies to improve lessons and intervention techniques are discussed. With the implementation of the SBAC, grades 3 through 5 will be given Interim Assessments Blocks once during each semester 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 and lessons within the classrooms, as well as apply intervention strategies for those students working below grade level.

This year (Spring 2017) 5th grade students will pilot the Science Assessment.

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.

Superior will utilize standardized formative assessments which include, but are not limited to:

- DIBELS and TRC Reading Assessments (beginning, middle, and end of year)
- CA Treasures Assessments (weekly and per unit)
- MyMath Assessments (per chapter and per unit)
- District Interim Math Assessment (Grades K – 2, 1 time a year)
- District Interim Assessments for ELA (Grades 2 times a year)
- Interim Assessments Blocks for ELA (Grades 3 – 5, every 6-8 weeks)
- Interim Assessment Blocks for math (grades 3 – 5, every 6-8 weeks) or at the end of instructional blocks.

Superior utilizes authentic formative assessments. Authentic formative assessments guides teachers in making decisions about future instruction. Here are a few examples that are used ongoing in classrooms and in a variety of settings: teacher observations, questioning, discussion, learning/response logs, portfolios of significant work, journals, in and out-of-class work samples, homework, teacher-created tests, teacher observations, peer/self-assessments, checklists, rubric, anecdotal records, provided criterion referenced tests, projects, and performance tasks. Performance tasks allow for meaningful application of essential knowledge and skills and provide a wealth of data for teachers to evaluate student improvement, performance, and achievement. In combination with standardized and authentic assessments, teachers will also use daily informal assessments from observations, weekly quizzes and tests, class work, and project-based learning assignments to help identify immediate areas of concern and to guide lessons within the classroom.

Superior is 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. Superior has also incorporated the English Language Literacy Academy. The Early Language and Literacy Academy is a data driven instructional approach designed to accelerate student achievement in English Language Arts in grades K-2. Students receive targeted instruction in the CA ELA standards for Foundational Skills, Reading, Writing, Speaking and Listening, and Language. This is accomplished through flexible groupings centered on supporting student language development and providing literacy instruction and intervention based on student needs, as determined by multiple measures. Individual student data is carefully examined to identify students' instructional needs in the following Foundational Reading Skills: Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency. This consists of literacy academies to address students' needs in K-2. A

Formative Assessments		
English Language Arts – Writing	<ul style="list-style-type: none"> - Critique, justify, and theorize in writing across disciplines with evidence Grades K-1 read non-fiction text, orally discuss details, have students draw a picture and state their opinion, and back it up with facts from text. - Inform, persuade, and expose in writing with text-based and personal evidence - Defend, critique and illustrate in oral and written formats - Describe and illuminate in oral and written format using figurative language - Apply vocabulary development and knowledge in written and oral format - Demonstrate critical thinking skills specific to Depth of Knowledge degrees - Produce inquiry-based research projects aligned to thematic subjects in various disciplines - Creative Writing – stories & poetry 	<ul style="list-style-type: none"> - District-mandated tests - Interim Assessment Blocks - Teacher-developed assignments, tests, and activities - Write from the Beginning Program, Writer's Workshop, writing prompts - Writing Journals - Oral Presentations and Project exhibits - End of unit projects -
English Language Arts –	<ul style="list-style-type: none"> - Identify, analyze and evaluate thematic cross-curricular literature - Discern relevant information 	<ul style="list-style-type: none"> - District-mandated tests - Interim Assessment Blocks - Teacher-developed assignments,

Reading	<p>after careful examination and exploration of text</p> <ul style="list-style-type: none"> - Distinguish between fact vs. fiction and important supporting details - Understand cause & effect and connections in rising action - Select and evaluate books and other “reads for pleasure” while also participating in a leveled individualized reading program 	<p>tests, and activities</p> <ul style="list-style-type: none"> - CA Treasures Reading series - DIBELS - Close Reading - Project-based learning inquiry Projects - Oral Presentations and Project exhibits - Core Literature Assessments aligned to Common Core State Standards
Math	<ul style="list-style-type: none"> - Apply and practice acquired skills in daily math problem solving - Discern operations necessary to solve word problems - Persevere in solving problems, including multi-step/multiple strategy problems - Explain / show math strategies and justify solutions 	<ul style="list-style-type: none"> - District-mandated tests - Interim Assessment Blocks - Teacher-developed assignments, tests, and activities - Publishers’ classwork, homework, activities, and tests - Manipulative-based math activities
Science	<ul style="list-style-type: none"> - Develop theories and test them in experiments utilizing scientific inquiry process - Report on findings in oral or written presentation; conduct further inquiry - Persevere in solving problems, including multi-step problems - Incorporate STEM curriculum 	<ul style="list-style-type: none"> - District-based tests - Teacher-developed assignments, tests, and activities - Field studies - Interactive units and simulations - Lab-based experiments and STEM activities (FOSS Kit materials) - Science note-taking and reflective journals - Exhibits and presentations
History and Social Studies	<ul style="list-style-type: none"> - Understand cause and effect connections of the making of civilizations - Relate and connect over time patterns in events - Finding parallels in historical events - Read content area information to critique events and policies of the past - Interpret, information to draw conclusions and make predictions - Use role play and interactive - State/National icons/landmarks 	<ul style="list-style-type: none"> - Teacher-developed assignments, tests, and activities - Field studies - Interactive units and simulations - Portfolios of significant achievement - Exhibits and oral presentations - Integration of the Arts

	- Famous figures of History - Multi-cultural understanding	
Technology (Computer Lab/iPads)	- Use Internet for research and learn to evaluate relevant versus irrelevant information - Use word processing applications to create documents - Create spreadsheets to analyze data - Use artistic applications to create original and novel products	- Teacher-developed activities - Portfolios of significant achievement - Blended Learning

DATA ANALYSIS AND REPORTING

Superior believes in 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) may soon be available to all parents, teachers, and students for immediate access to grades, scores and attendance. Instant access to this information provides all stakeholders the ability to monitor student performance and academic growth. In addition, intervention can more likely take place in a timely manner. This information will be utilized to assist administration and teachers in critiquing and examining data and to develop an effective Professional Development.

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.

Reporting Progress to Parents

Individual classroom teachers are primarily accountable for assessing their students' achievements with regard to standards-based, grade-level work and achievement of grade appropriate content standards, as well as by progress toward mastering the skills, knowledge, and attitudes required for advancing to the next grade level. Student progress toward meeting expected student outcomes is monitored on an ongoing basis at each grade level by regular student assessments aligned to the school's, District's, and State's curricular standards as appropriate for each grade level and content area.

Student progress toward achieving the school's desired grade-level standards will be communicated to students' parents by providing timely feedback on class assignments, homework assignments, and by means of the 6-week Below Proficient Parent Reports, Progress Report and regular conferences with students' teachers.

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

The LAUSD Progress Report uses a 4-point scoring rubric that aligns with classroom teachers' daily work assignments. Students earn a "4" for Advanced Proficient Levels; "3" for Benchmark Proficient Levels; "2" for Partial Proficient Levels; and "1" for Not Proficient levels. The academic standards include specific learning topics in the different subject areas for each grade level: Language Arts including reading, writing, listening, and speaking; Mathematics; History and Social Science; Science; Health Education; Physical Education; and the Arts. The standards for lifelong learning (i.e., work and study habits) include use of time, independence, organizational skills, and quality and completeness of work. The standards for character development (i.e., learning and social skills) include respect, cooperation, dependability, responsibility, self-control, and the ability to play fairly. LAUSD is currently in the process of implementing a new standards based report card and we will be following the guidelines provided by the district.

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.

Local Governance Structure, Procedures, and Operations

Superior maintains the Superior Leadership Council (SLC) and a School Site Council (SSC) as the chief site based decision-making bodies for the school under the authority of the Northwest District Superintendent and under the authority of the Los Angeles Unified School Board of Education as per article XXVII of the collective bargaining agreement. In addition to the SLC and SSC we will maintain an English Learner Advisory Council (ELAC). Superior reserves the right to amend its charter at any time with LAUSD Board of Education approval. All amendments will require the majority vote of representatives to Superior's governance council. Material revisions of charters are governed by the standards and criteria in Section 47605. (Ed Code 47607(a)(2). Any material revisions to the charter may be made only with the approval of the LAUSD Board of Education. Superior will consult with the District in making a determination as to whether or not a proposed amendment or change to the charter constitutes a material revision. Subject to LAUSD policies and procedures for Affiliated Charter Schools and Article XXVII of the collective bargaining agreement, Superior governance councils have autonomies for aspects of its operation including: 1. School-site budgeting; 2. Authority to reduce class sizes below District norms, where possible; 3. Instruction, curriculum and assessments; 4. Professional development; 5. Class scheduling and the "banking" of time for professional development; 6. Enrollment processes; and 7. School site-specific policies. We abide by LAUSD policies and procedures concerning school governance, and currently have and will continue to have all school councils operating effectively in shared decision-making. We will continue to fulfill our fiduciary responsibility and effectively lead and manage Superior.

Superior Leadership Council will consist of 14 members:

6 Staff Members: 1 Principal, 1 UTLA Chapter Chair, 3 Teachers; with at least one teacher from grades, TK-2, at least one teacher from grades 3-5, at least one; Special Education Teacher, Resource Specialist Teacher, GATE Teacher, or English Learner Teacher. 1 classified representative. There shall be 1 certificated alternate.

6 Parent Members: 6 elected parent/community representatives. The elected parent/community representatives may include PTA members, ELAC and parent/community representatives at large. There shall be 1 alternate.

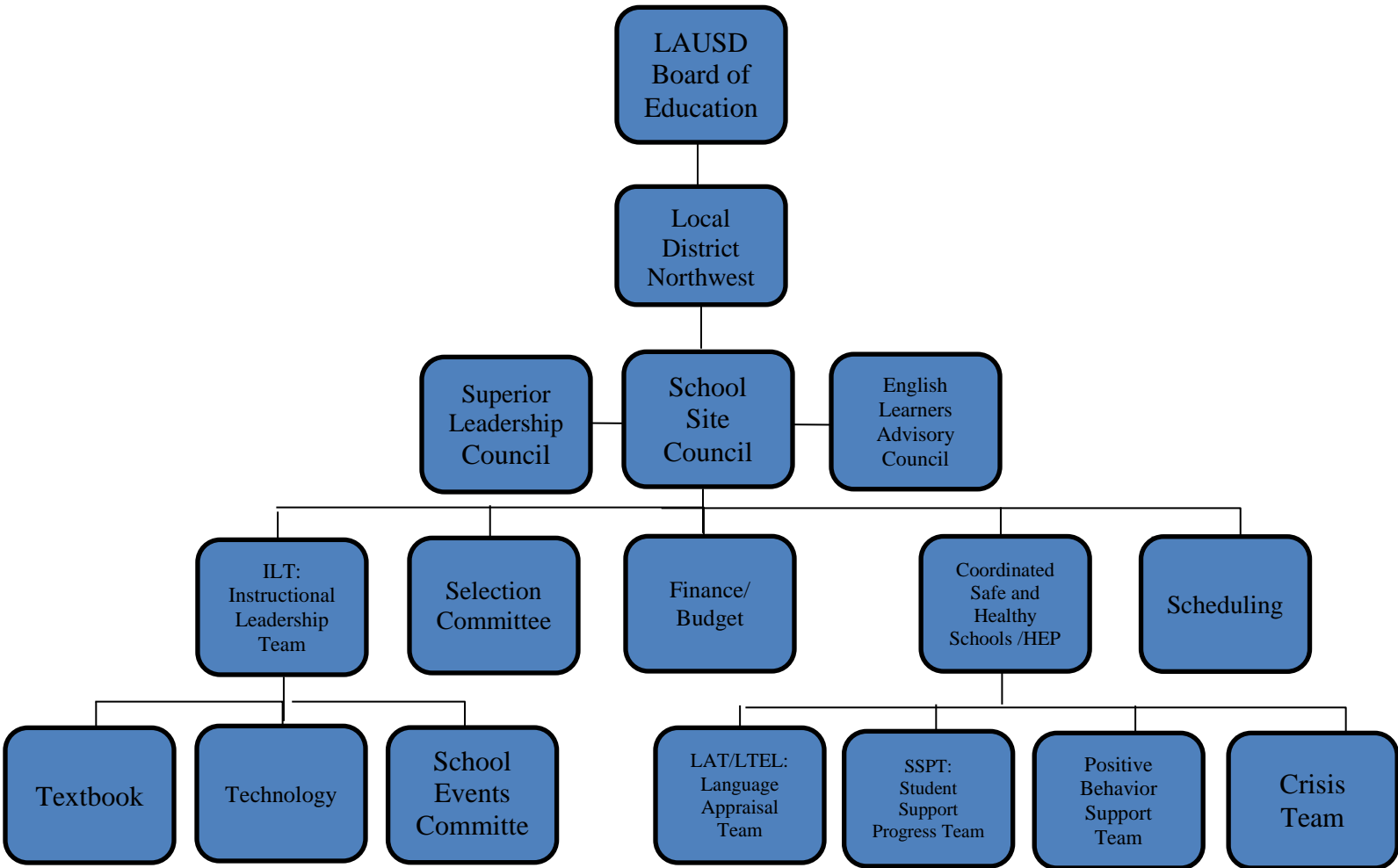
Superior Leadership Council responsibilities include, but are not limited to: categorical block grant management, curriculum and instruction, personnel selection pursuant to District policies and procedures and collective bargaining agreements, scheduling of school events, implementation of student admissions and/or enrollment policies in accordance with the District policy and Charter Schools Act, and community relations. All attempts will be made to gain consensus, the preferred method of decision-making. In the event that consensus cannot be reached, decisions can be reached as long as 70% of the voting members of the Superior Leadership Council are present, alternates may assume voting rights when a member is not present and count as part of the 70%. If there is not 70% of the membership present for decision making, then an emergency Superior Leadership Council can be called within a 24 hour period. Any decision made cannot impact LAUSD personnel including, but not limited to; salaries, health benefits and job security. LAUSD personnel issues will be dealt with according to the Collective Bargaining Agreements between LAUSD and the respective bargaining unit. Superior Leadership Council shall follow article XXVII of the LAUSD/UTLA CBA Contract of Shared Decision Making and School Based Management.

Council members are elected for 2 year terms except in the first year, half will be elected for one year and the other half for a two year term. Elected members of the SLC are expected to be present at all meetings. In the event that a member is unable to attend a meeting, they will notify the chair in writing prior to the meeting. If more than half of the scheduled meetings are missed by any one member, the alternate shall take the position of the member and the member shall become the alternate. The District reserves the right to appoint a non-voting, single representative to the Charter School governing council. The Superior Leadership Council operates under its Bylaws and may from time to time revisit the policies and procedures and amend its Bylaws accordingly. Members of the Charter School's governing council, any administrators, managers or employees, and any other committees of the Charter School shall comply with federal and state laws, nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest and all LAUSD's code of ethics. Superior will participate in any and all audits and inspection of records as would any other typical LAUSD elementary school. A vacancy in any office is filled at the earliest opportunity by a special election of the council, for the remaining portion of the term of office. The Superior Leadership Council and committees shall comply with the Brown Act and meet at least 6 times per year. All meetings are open to the public and members of the school community in accordance with the Brown Act. Notifications of Leadership Council meetings shall be published in the school newsletter, on the website, on a bulletin board in the main office, or on the school marquis at least 72 hours in advance. In addition, an agenda for each meeting will be written in the school newsletter or posted on the bulletin board in the main office at least 72 hours prior to the meeting. Each year, the Leadership Council will vote for: a chairperson, a vice-chairperson, a secretary, and a parliamentarian at the first meeting. Minutes of each meeting shall be taken and available for review on the bulletin board in the main office and at the next meeting. Every person has a right to inspect and copy these public records. The work of the Superior Leadership Council shall be accomplished through the activities, reports and recommendations of its various advisory committees. Issues

arising before the Leadership Council will be referred to the appropriate committee for consideration and its recommendations shall be presented to the Leadership Council for final approval.

Superior will be subject to District oversight and that this oversight shall continue throughout the life of the Charter School. Oversight also includes monitoring of the Charter School's progress and attainment of measurable pupil outcomes, as well as adherence with all applicable laws and regulations, LAUSD policies, court orders, and the terms of the charter, and financial reporting requirements. Superior will also expect that oversight shall include a review of the school's performance in the areas of academic achievement, Leadership, organizational management, finance, and the attainment of applicable benchmarks as well as a review of adherence with applicable law, regulations, LAUSD policies, and the terms of the charter. It is also understood that the District will identify the school's strengths, underdeveloped areas, develop specific goals to facilitate year-to-year oversight, and review the school's self study process to facilitate school improvement. Superior will comply with the District policy related to Charter Schools, including the Affiliated Charter Schools bulletin, as it may be changed from time to time. In the event that the charter needs to be amended, the Superior Leadership Council will need a resolution raised and obtain a quorum vote for approval of the amendment in order for the amendment to move forward for submission to the Innovation and Charter Division for approval from the LAUSD Board within the legal timeline.

Organizational Chart Relationship of Superior Street Elementary School to Los Angeles Unified School District LAUSD Board of Education



Advisory Committees

Committees shall be formed to research issues and obtain input from all affected/interested groups. They will ensure participation of all stakeholders, present findings to the SLC for a decision, create a more efficient way to handle decision making, and provide a more effective way of communication. Each committee shall be chaired by a teacher, Assistant Principal, Principal, or Coordinator/Advisor. All committees must have both parent and staff representation. All committee meetings will be open to the public and meeting notices posted 72 hours before the scheduled meeting date. Everyone interested will be encouraged to attend. Involvement in the governing council and the various committees will provide for direct parent and teacher involvement regarding the ongoing process of reviewing and revising the school's educational program to meet the unique and changing needs of our students. Any parent or legal guardian of a child enrolled at Superior can nominate themselves as a candidate to sit on a committee for the at large position. The Leadership Council will then elect the candidate into the position of parent at large through a quorum vote. Staff members are elected by their peers to sit on committees during a staff meeting. Each year, the committee chair will be voted on by the members of that committee at the first meeting. Committees meet at least five times per year, but when circumstances arise, it is expected that committee members meet to address any pressing needs. Committees will take meeting notes at each meeting and these notes shall be posted in the main office. Each month, the committee chair will provide a report on the current work of the committee, either in person at a SLC meeting or in written form to the chairperson of the SLC before the SLC meeting takes place for that month.

English Learner Advisory Committee (ELAC): Per LAUSD policy, when our school has more than 21 English learner students, we shall establish an elected English Learner Advisory Committee (ELAC). The responsibilities of the ELAC include: Advising the SLC on the development of the Single Plan for Student Achievement (SPSA), especially those sections related to English Learners Assisting in the development of the school's needs assessment and language census Advising the Principal and staff on the school's program for English Learners Advising in the development and approval of the school's LEP budget Page 74 of 122 . Ad-Hoc Committees

Instructional Leadership Team (ILT): focused on student learning and achievement and coordinating the improvement of instruction based on data, meet regularly with the principal to advise and support the development and implementation of the school improvement plan (SIP), assist in tracking the school's progress toward meeting the SIP goals and implementing the action steps, help the teachers use the student performance data to inform instructional decisions, communicate its work and decisions to faculty, staff, families and the school improvement team.

Selection Committee: As per bulletin 5439.0, "Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. Schools will have the autonomy to interview and select teachers and school funded support staff from District approved lists of eligible candidates". A Selection Committee will be established in the event of a position opening.

Budget Committee: decisions will be made by taking into account the priorities of the school by getting input from all stakeholders. Prior to creating budgets for the upcoming fiscal year, a survey developed by the Budget Committee, will be distributed to the stakeholders to determine their goals with respect to the school's educational program. Upon receiving the survey results, the budget committee will then complete the budget for how the upcoming year's fiscal amount might be allocated. The results of the budget surveys and options developed by the Finance/Budget Committee will be presented to the staff and to the Superior Leadership Council. Parents, who serve on ELAC and SSC, will input into budgetary decisions for the categorical funding. ELAC and SSC Councils will provide a recommendation to the Superior Leadership Council. The Superior Leadership Council will make all budgetary decisions regarding categorical funding.

Coordinated Safe and Healthy Schools/HEP (Health Education Program): write and develop a comprehensive school safety plan relevant to the needs and resources of the school, plan red ribbon week, assist the school in providing health education needs of all the students and ensuring that the school campus is a drug-free and violence free environment where students and other stakeholders can be safe, attend HEP meetings, assist with the Health Textbook training and implementation

Scheduling: maintain, schedule, and adjust the school's main calendar of events yearly

Textbook: assist in the inventory of all textbooks for the school at the beginning and end of each school year, maintain a book room where extra materials are stored, assist in the distribution of all educational materials to each classroom at the beginning of each year. In addition, attend textbook showcase meeting, discuss curriculum, and vote on future textbooks for the school.

Technology: Surveys technology inventory, develops/refines the school technology plan, contributes to the school-wide technology curriculum, and works with the Budget Committee on the financing of technology-related projects.

School Events Committee : plan and coordinate school wide events included but not limited to the holiday program , read across America week, multicultural day, volunteer recognition tea, and the color fun run, collaborate with the PTA to ensure the success of the school events.

LAT/LTEL Language Appraisal Team: multi-disciplinary team that monitors and supports the progress of all English Learners, monitor placement and instruction of EL and RFEP students, ensure that EL students meet benchmarks as outlined in the EL Master Plan, avoid overidentification of EL students for Special Education Services, Reclassify fluent English proficient students, ensure that RFEPs continue to make progress and achieve academic proficiency after reclassification.

SSPT Student Support Progress Team: ensure student's needs are addressed and provide a method for students to succeed, support students in acquiring linguistic, academic, behavioral, and social competencies, provide a method to evaluate the effectiveness of school wide Tier I systems and practices, including instruction and positive behavior intervention supports.

Positive Behavior Support Team: Established to foster positive behavior in students by reviewing school policies and recommending best practices related to discipline, anti-bullying, citizenship, and character development Oversees the safety and security of students and all other community members both on campus and on the school's perimeter.

Crisis Team: responsible for initiating crisis response, assessing the range of services needed, and providing direct intervention services, determines if there is a need for additional assistance from the local district crisis team

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 of Superior. The collaboration between parents and educators enables us to provide the best, most enriched education possible. We strive to have at least one elected parent representative serve on each of the standing and ad-hoc committees.

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, Superior 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 TK-4 at Superior Street School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School shall have SECOND admission preference.

Superior will conduct prospective parent tours each school year, (typically the tours will be held in the spring.) Student enrollment for the upcoming school year will begin in May.

Lottery applications will be available in the first week of April and would need to be returned by the last Friday of May of the academic school year.

Lottery Procedures:

If the number of pupils who wish to attend Superior exceeds the school's capacity, Superior shall conduct a lottery to establish a wait list from which it can draw in the event it does reach its capacity. At the end of the Application Period, at the end of May, the names of non-resident applicants will be organized by applicant grade levels and a lottery shall be conducted. Lottery Applicants are strongly encouraged to hand-deliver their completed applications to the front office during normal business hours (7:30-4:00p.m., Monday-Friday). Mailed applications are accepted as well. Fully completed, lottery applications must be received by the last Friday of May. The lottery shall be conducted in the following manner: The lottery process for admission to Superior will be fairly executed with the designated random public drawing of applications. This drawing will be completed in the auditorium/space available where any interested party may elect to attend. Each year within five (5) days of the close of the application deadline, in the morning, the principal and another school employee will randomly select

applications until all have been given a priority number for admission. Parents of lottery applicants will be notified by mail within 2 weeks of their priority placement on the waiting list. Parents of students who are offered admission will receive a phone call and they then will have three (3) school days to accept or decline after being notified. The waitlists for each grade level shall be held in Superior'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.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School: Superior Elementary School
c/o School Principal
9756 Oso Avenue
Chatsworth, CA 91311

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

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal

delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute cannot be resolved by mutual agreement at 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.