

LOS ANGELES UNIFIED SCHOOL DISTRICT
VAN GOGH CHARTER ELEMENTARY

DISTRICT AFFILIATED CHARTER SCHOOL

17160 VAN GOGH STREET

GRANADA HILLS, CA 91344

Renewal Petition

Submitted
February 21, 2017

TERM OF PROPOSED CHARTER

JULY 1, 2017 TO JUNE 30, 2022

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Assurances, Affirmations, and declarations

Van Gogh Charter Elementary School (also referred to herein as “Van Gogh Charter”, “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>Pamela Merloni</i> |
| · The address of Charter School is: | <i>17160 Van Gogh Street Granada Hills, CA 91344</i> |
| · The phone number for Charter School is: | <i>(818) 360-2141</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-5th</i> |
| · The number of students in the first year of this Charter will be: | <i>509</i> |
| · The grade levels of the students in the first year will be: | <i>TK-5th</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>504</i> |
| · The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: | <i>Traditional</i> |
| · The bell schedule for Charter School will be: | <i>8:01 a.m.- 2:24 p.m.</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

The Van Gogh Charter School site is a conversion of LAUSD school Van Gogh Street Elementary School, located in the residential community of Granada Hills, in the North San Fernando Valley. The school originally opened in 1968. However, much of the Van Gogh campus was rebuilt after the 1994 Northridge Earthquake.

In the immediate geographic area of Granada Hills, there are many charter, affiliated charter and public school options available to families that reside within the school's boundaries (see Figure 1). In order to effectively compete with these options, Van Gogh Charter School must continue to offer the highest quality education available for our community. As we have in the past, we will maintain our culturally and ethnically diverse student enrollment. As a socially inclusive school that embraces children of all ethnic and socio-economic backgrounds, as well

as all achievement levels, we foster a deep appreciation for the diversity inherent in Los Angeles and the greater global community.

Figure 1:

| SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA 1 | | | | | | | | | | | |
|---|--------------------------------|---|----------------------------------|------------------------------|-----------------------------|-----------------------------|-----------------------------|---|--|-------------------------------|---|
| Van Gogh Charter 17160 Van Gogh Street Granada Hills, CA 91344 | | | | | | | | | | | |
| LAUSD Schools | # of Students 2014-2015 | % Students Eligible for Free/Reduced Lunch | % of Special Ed. Students | % of English Learners | % Major Ethnicity #1 | % Major Ethnicity #2 | % Major Ethnicity #3 | CAASPP 2014-2015 % of students in Grades 3-5 Meeting or Exceeding the State Standards in ELA | CAASPP 2014-2015 % of students in Grades 3-5 Meeting or Exceeding the State Standards in Math | 2014-2015 AYP Criteria | 2015-2016 Federal Intervention Program |
| Danube Ave. Elementary | 448 | 65.8% | 13.2% | 18.3% | White 12.3% | Latino 75.9% | Asian 2.5% | 35% | 27% | Yes | Not in PI |
| Tulsa Street Elementary | 530 | 67.2% | 11.7% | 16.6% | White 18.3% | Latino 59.4% | Asian 5.3% | 40% | 33% | Yes | In PI |
| Charter Schools | # of Students 2014-2015 | % Students Eligible for Free/Reduced Lunch | % of Special Ed. Students | % of English Learners | % Major Ethnicity #1 | % Major Ethnicity #2 | % Major Ethnicity #3 | CAASPP 2014-2015 % of students in Grades 3-5 Meeting or Exceeding the State Standards in ELA | CAASPP 2014-2015 % of students in Grades 3-5 Meeting or Exceeding the State Standards in Math | 2014-2015 AYP Criteria | 2015-2016 Federal Intervention Program |
| Knollwood Preparatory Academy | 439 | 50.6% | 10.3% | 12.8% | White 24.6% | Latino 56.0% | Asian 6.2% | 45% | 41% | Yes | Not in PI |
| Granada Community Charter | 452 | 69.0% | 17.3% | 20.4% | White 21.2% | Latino 61.6% | Asian 7.3% | 27% | 17% | Yes | In PI |
| El Oro Way CES | 496 | 28.2% | 8.3% | 11.1% | White 51.6% | Latino 31.3% | Asian 6.0% | 64% | 56% | Yes | Not in PI |
| Van Gogh Charter | 498 | 22.3% | 9.4% | 4.6% | White 44.8% | Latino 33.1% | Asian 7.8% | 66% | 59% | Yes | Not in PI |
| Darby Ave Charter | 526 | 34.4% | 11.4% | 5.5% | White 35.7% | Latino 38.0% | Asia 9.7% | 60% | 59% | Yes | Not in PI |
| Castlebay Lane Charter | 800 | 10.8% | 6.3% | 9.3% | White 46.6% | Latino 14.0% | Asian 25.8% | 64% | 63% | Yes | Not in PI |

1 The table shows Surrounding Schools Demographic and Performance Data from School Year 2014-2015 CDE CALPADS and LAUSD Elementary Schools Performance Framework 2014-2015

STUDENT POPULATION TO BE SERVED

Currently, the school accepts children who live within our local school boundaries. Other students that are interested in attending can apply for our annual lottery. Based upon school enrollment we will select students by lottery to fill any available spaces. Those students that are not chosen will remain on a waiting list.

Some facts about the current and sub-group population:

- The school will serve the neighborhood population in the current Van Gogh Charter Elementary attendance boundary, and students from surrounding areas of Los Angeles, providing continued integration of the charter school.
- Higher number of identified gifted children than LAUSD average (11% of students are identified Gifted & Talented compared to the District goal of 6%).
- Our student population of 509 speaks fourteen different languages and represents six ethnicities. Currently 41 of our students are Limited English Proficient (LEP). Approximately 15% of our students are IFEPs (Initially Fluent English Proficient) speaking 15 different languages. 19% of the students speak languages in addition to or instead of English. 56% of Van Gogh students are classified as minority students.
- Special Education students make up 9% of the 2016-17 population. We have three Special Education teachers: an SDP teacher, a Resource Specialist, and an additional non-register carrying Special Education teacher, all providing instruction in Collaborative Learning Center environments.
- During the last five years, our enrollment numbers have grown slightly with a current population of 509 students.

| 2016-2017 SCHOOL YEAR Subgroup | Enrollment |
|-----------------------------------|------------|
| Students | 509 |
| Ethnicity | |
| African American | 22 |
| American Indian/Alaska Native | 1 |
| Asian | 46 |
| Filipino | 25 |
| Hispanic | 188 |
| Pacific Islander | 2 |
| White | 225 |

GOALS AND PHILOSOPHY

Mission and Vision

Our Mission

Our mission at Van Gogh Charter School is to educate children to be successful, responsible, and respectful individuals. Our school community strives to support and encourage our students to become compassionate and contributing members of society.

Our Vision

Van Gogh Charter School is committed to helping all learners embrace their diverse and unique talents to their fullest potential. Our students will become academically competent individuals, creative and critical thinkers, socially responsible citizens, successful contributors in a global society, and motivated lifelong learners.

Our Motto

Believe, Dream, Achieve

Goals of the Van Gogh Charter School

Van Gogh Charter School's primary goal is to provide an innovative instructional program that actively engages all children to embrace learning, achieve their highest potential, and master a 21st century curriculum. To accomplish this goal we will:

- Maximize student achievement, primarily based on Common Core Standards and District expectations and enhanced authentic assessments.
- Increase interactive, hands-on learning opportunities for all students with an emphasis on enriched learning experiences differentiated for subgroups such as children performing below grade-level, Gifted, and English Learners (EL).
- Encourage the use of innovative teaching methods and empower our teachers through targeted professional development.
- Provide families in our school community with an opportunity to shape the learning environment and to contribute to the school's success.
- Articulate with our community middle and high schools to become the first step in a continuous pathway of outstanding public education.
- Ensure that all students are college prepared and career ready for the 21st Century.

Our secondary goal is to leverage Van Gogh Charter School's documented outcomes and best practices in all aspects of building a successful community school to serve as a model among elementary schools in the District. We believe that maintaining affiliated charter status can yield tremendous benefits for our school community in the near term and will pay dividends to the District in the long term. Van Gogh will seek to introduce successful "real world" models to other schools in the District who seek to close the achievement gap, engage the whole community in the success of the school, prepare children to be academically successful for life, and to be responsible citizens who will make a positive contribution to society.

Implementation of Vision

Van Gogh Charter School will build a model of excellence in public education through a learning program that:

- Infuses music, dance, art, physical education and technology into traditional, standards-based curriculum to provide a rich experience for all of our students.
- Includes hands-on and investigative learning opportunities and visits to Riley's Farm, Discovery Cube L.A., Gene Autry Museum, Ronald Reagan Museum, Tree People, and the Skirball Cultural Center.
- Places an emphasis on multi-disciplinary, project-based learning that encourages our children to make connections between the curriculum and the real world.
- Provides a solid foundation in everyday communication skills; solving problems creatively, thinking critically, working both independently and cooperatively, and utilizing technology effectively as digitally responsible citizens.
- Emphasizes social and community values that foster self-esteem, diversity and respect for each other.
- Meaningfully involves all stakeholders – parents, students, faculty, administration, and local community partners – in the continuous improvement and success of the school.
- Develops and advances best practices for engaging students and parents, training teachers, and promoting educational excellence, collaboration, and innovation.

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

Van Gogh believes an educated person of the 21st century is flexible, creative, and complex with a continuous thirst for knowledge. These individuals are self-confident and self-motivated, lifelong learners that are active participants in their community.

An educated person of the 21st century is prepared for a multi-cultural world that is globally interconnected. Being a part of the ever-changing and fast-paced information age, an educated person is technologically savvy, curious, and productive.

Students at Van Gogh will take responsibility for their own learning. They will be able to gain valuable information and insights from concrete experiences in order to develop positive problem solving and critical thinking skills. Students will make more efficient and meaningful choices to expand inter- and intra-personal relationships.

Van Gogh students will reason, question and inquire. They can apply the scientific method of investigation. Our students will be intellectually flexible and able to think about complex systems whether abstractly or creatively.

To be effective in the 21st century, students must be able to exhibit a range of functional and critical thinking skills related to information, media, and technology. This requires knowledge and expertise that is mastered through problem solving, communication, and collaboration. One needs the ability to collaborate and make individual contributions on a global scale in order to work and contribute to the modern world.

Van Gogh Charter Elementary School uses the California Department of Education's blueprint as a compass to educate every student with 21st Century skills. According to <http://www.cde.ca.gov/eo/in/cr/p21cskls.asp> this Framework describes the skills, knowledge, and expertise students must master to succeed in work and life: it is a blend of content knowledge specific skills, expertise and literacies. The essential skills for success in today's world include the following:

- Learning and Innovation Skills for the 21st Century (The Six C's: Critical thinking, Communication, Collaboration, Creativity, Connectivity, Culture)
- Life and Career Skills
- Information, Media, and Technological Skills

Van Gogh Charter Elementary School has a computer lab with 36 Macs. Van Gogh's teachers, parents and community understand the importance of preparing students with a 21st century literacy. The Van Gogh PTO has funded a Computer teacher three days a week who introduces students to digital media, standards-based lessons, and supports students and teachers with the Smarter Balanced Interim and Summative assessments. In addition to the computer lab, teachers can utilize 2 iPad carts with their students for digital projects and blended learning opportunities. Our special education teachers utilize iPads on a 1:1 student basis. Van Gogh Charter is presently working on acquiring chrome books for half of our student population to implement blended learning opportunities across all grade levels.

How Learning Best Occurs

Van Gogh recognizes that learning best occurs when the community is immersed in a culture of education that both challenges and nurtures the development of individuals. Teachers, parents, and community members need to create an environment and culture that is inherently reflective of our school, home, and community.

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

Van Gogh will serve as an academic arena to develop a desire for lifelong learning in all children. The school will provide a safe, supportive, and challenging environment that encourages students to maximize their learning potential through integrated learning experiences. Well-qualified teachers, support personnel, and diverse classrooms will provide optimal opportunities for every child to be reached and supported in his/her educational development. Classroom instruction will take into account the multiple modalities of learning and the differences of abilities among students.

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 | |
| <p><u>Basic Services #1: Safe Facilities & Updated textbooks</u> <u>Teacher assignments and Credentialing:</u> The school will assign 100% of teachers in advance with their credentials, including subject matter and English Learner Authorizations.</p> <p><u>Access to Instructional Materials:</u> The school will provide 100% of students with sufficient access to 100% of standards aligned instructional materials/textbooks necessary to participate fully in the educational program described in the school charter. All English Learner students will have full access to ELD program materials and any supplemental materials necessary to provide the student with access to core instruction. Each student with an IEP will have full access to all instructional materials necessary to participate fully in the program set forth in the IEP.</p> <p><u>Facilities Maintenance:</u> The school will achieve and maintain an overall “good” or better rating on annual review(s) of school facilities.</p> | <p>Related State Priorities:</p> <p>X 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <hr/> <p>Local Priorities:</p> <p><input type="checkbox"/> : <input type="checkbox"/> :</p> |
| Specific Annual Actions to Achieve Goal | |
| <ul style="list-style-type: none"> • 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. • Annual review of ELD and special education programs to identify and obtain all instructional materials needed (Principal and EL Coordinator). • Internal and/or District annual review(s) of the state and condition of its facilities. • Ongoing maintenance and repair log, with biannual inspection of school facilities by Plant Manager and Principal. | |
| Expected Annual Measurable Outcomes | |
| <p>Outcome #1: Metric/Method for Measuring: Annual Review of School Compliance with Credentialing and Assignment</p> | |

Requirements.

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

Outcome #2: Annual Williams Instructional Materials Review and Certification Process/Annual Budget Review/Annual Inventory.

Metric/Method for Measuring:

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

Outcome #3: Internal and District Annual Review of Facilities

| Metric/Method for Measuring: | | | | | | |
|---|---|---|---|---|---|---|
| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
| All Students (Schoolwide) Facilities | “Good” or better rating on annual review. | “Good” or better rating on annual review. | “Good” or better rating on annual review. | “Good” or better rating on annual review. | “Good” or better rating on annual review. | “Good” or better rating on annual review. |
| English Learners | N/A | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A | N/A |
| African American Students | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaska Native Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Latino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian/Pacific Islander Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Students of Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A |
| White Students | N/A | N/A | N/A | N/A | N/A | N/A |

| LCFF STATE PRIORITIES-Implementation of State Standards | |
|---|--|
| GOAL #2 | |
| <p>Consistent with the charter, the school will annually increase the number of students achieving proficiency level and above as measured by the CAASPP SBAC English Language Arts & Math, and DIBELS.</p> <p>For English Learners, the school will meet annual AMAO 1 targets.</p> | <p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7</p> <p>X 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <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 annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to (1) yield improved academic performance outcomes for all students, including English Learners, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development | |

- Provide or obtain training for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.
- Annual review and modification of English Language acquisition program for English Learners to ensure adequate yearly progress and access to core curriculum.
- Ensure programs for English Learners are designed to include the new California English Language Development Standards.

Expected Annual Measurable Outcomes

Outcome #1:

Metric/Method for Measuring: CAASPP SBAC

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| All Students (School-wide) | CAASSP Benchmark Levels of Performance for ELA 69% | 2% Increase 71% | 2% Increase 73% | 2% Increase 75% | 2% Increase 77% | 2% Increase 79% |
| | CAASSP Benchmark Levels of Performance for Math 64% | 2% Increase 66% | 2% Increase 68% | 2% Increase 70% | 2% Increase 72% | 2% Increase 74% |
| English Learners | N/A | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged Students | CAASSP Benchmark Levels of Performance for ELA 54% | 2% Increase 56% | 2% Increase 58% | 2% Increase 60% | 2% Increase 62% | 2% Increase 64% |
| | CAASSP Benchmark Levels of Performance for Math 52% | 2% Increase 54% | 2% Increase 56% | 2% Increase 58% | 2% Increase 60% | 2% Increase 62% |
| Foster Youth | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | CAASSP Benchmark Levels of Performance for ELA 27% | 2% Increase 29% | 2% Increase 31% | 2% Increase 33% | 2% Increase 35% | 2% Increase 37% |
| | CAASSP Benchmark Levels of Performance | 2% Increase | 2% Increase | 2% Increase | 2% Increase | 2% Increase |

| | | | | | | |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|------------------------|
| | for Math 23% | 25% | 27% | 29% | 31% | 33% |
| African American Students | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaska Native Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian Students | CAASSP Benchmark Levels of Performance for ELA 90% | 2% Increase 92% | 2% Increase 94% | 2% Increase 96% | 2% Increase 98% | 2% Increase 100% |
| | CAASSP Benchmark Levels of Performance for Math 86% | 2% Increase 88% | 2% Increase 90% | 2% Increase 92% | 2% Increase 94% | 2% Increase 96% |
| Filipino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Latino Students | CAASSP Benchmark Levels of Performance for ELA 58% | 2% Increase 60% | 2% Increase 62% | 2% Increase 64% | 2% Increase 66% | 2% Increase 68% |
| | CAASSP Benchmark Levels of Performance for Math 51% | 2% Increase 53% | 2% Increase 55% | 2% Increase 57% | 2% Increase 59% | 2% Increase 61% |
| Native Hawaiian/Pacific Islander Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Students of Two or More Races | CAASSP Benchmark Levels of Performance for ELA 65% | 2% Increase 67% | 2% Increase 69% | 2% Increase 71% | 2% Increase 73% | 2% Increase 75% |
| | CAASSP Benchmark Levels of Performance for Math 70% | 2% Increase 72% | 2% Increase 74% | 2% Increase 76% | 2% Increase 78% | 2% Increase 80% |
| White Students | CAASSP Benchmark Levels of Performance for ELA 72% | 2% Increase 74% | 2% Increase 76% | 2% Increase 78% | 2% Increase 80% | 2% Increase 82% |
| | CAASSP Benchmark Levels of Performance for Math 68% | 2% Increase 70% | 2% Increase 72% | 2% Increase 74% | 2% Increase 76% | 2% Increase 78% |

Outcome #2:

Metric/Method for Measuring: CELDT and/or ELPAC

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|---|--|---|---|---|---|---|
| All Students (School-wide) | N/A | N/A | N/A | N/A | N/A | N/A |
| English Learners | Meet or exceed AMAO 1 target(s) 78% | Meet or exceed AMAO 1 target(s) 2 % Increase 80% | Meet or exceed AMAO 1 target(s) 2 % Increase 82% | Meet or exceed AMAO 1 target(s) 2 % Increase 84% | Meet or exceed AMAO 1 target(s) 2 % Increase 86% | Meet or exceed AMAO 1 target(s) 2 % Increase 88% |
| Socioeconomically Disadvantaged Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A | N/A |
| African American Students | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaska Native Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Latino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian/Pacific Islander Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Students of Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A |
| White Students | N/A | N/A | N/A | N/A | N/A | N/A |

Outcome #3:

Metric/Method for Measuring: DIBELS – BOY

| | Baseline 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|--|--------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| All Students (School-wide) | 81% | 2% Increase 83% | 2% Increase 85% | 2% Increase 87% | 2% Increase 89% | 2% Increase 91% |
| English Learners | 60% | 62% | 64% | 66% | 68% | 70% |
| Socioeconomically Disadvantaged Students | 75% | 77% | 79% | 81% | 83% | 85% |
| Foster Youth | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | 25% | 27% | 29% | 31% | 33% | 35% |

| | | | | | | |
|---|-----|------|------|------|------|------|
| African American Students | 78% | 80% | 82% | 84% | 86% | 88% |
| American Indian/Alaska Native Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian Students | 98% | 100% | 100% | 100% | 100% | 100% |
| Filipino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Latino Students | 73% | 75% | 77% | 79% | 81% | 83% |
| Native Hawaiian/Pacific Islander Students | 93% | 95% | 97% | 99% | 100% | 100% |
| Students of Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A |
| White Students | 82% | 84% | 86% | 88% | 90% | 92% |

LCFF STATE PRIORITIES-Parental Involvement

GOAL #3

| | |
|---|---|
| <p>The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four workshops annually.</p> <p>(1) My child's teachers inform me about my child's academic progress. (2) My child is safe on school grounds. (3) School staff takes my concerns seriously. (4) This school provides opportunities to help me support my child's learning</p> <p>The school will increase the number of parents, students and teachers completing the School Experience Survey by 2% annually.</p> | <p>Related State Priorities:</p> <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6 |
| | <p>Local Priorities:</p> <input type="checkbox"/> : <input type="checkbox"/> : |

Specific Annual Actions to Achieve Goal

- Maintain an effective program for interactive parent and family involvement that includes meaningful opportunities for providing and gathering parental input for decision-making, sharing and receiving information, and teaching and learning how to support the educational program.
- Provide guidelines for parents to express and resolve concerns, in accordance with the charter.

Expected Annual Measurable Outcomes

Outcome #1:
Metric/Method for Measuring: Annual Review of School Experience Survey of Parental Participation (Parent Participation)

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|---|----------|--------------------|--------------------|--------------------|--------------------|--------------------|
| All Students (School-wide) Parent Participation | 70% | 2% Increase 72% | 2% Increase 74% | 2% Increase 76% | 2% Increase 78% | 2% Increase 80% |

| | | | | | | |
|---|-----|-----|-----|-----|-----|-----|
| English Learners | N/A | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A | N/A |
| African American Students | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaska Native Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Latino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian/Pacific Islander Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Students of Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A |
| White Students | N/A | N/A | N/A | N/A | N/A | N/A |

Outcome #2:

Metric/Method for Measuring: Annual Review of School Experience Survey
(My child's teachers informs me about my child's academic progress)

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|---|----------|-------------|-------------|-------------|-------------|-------------|
| All Students (School-wide) | 78% | 2% Increase | 2% Increase | 2% Increase | 2% Increase | 2% Increase |
| Parents Informed of Child's Academic Progress | | 80% | 82% | 84% | 86% | 88% |
| English Learners | N/A | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A | N/A |
| African American Students | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaska Native Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Latino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian/Pacific Islander Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Students of Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A |
| White Students | N/A | N/A | N/A | N/A | N/A | N/A |

Outcome #3:

Metric/Method for Measuring: Provide four parent workshops annually

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

LCFF STATE PRIORITIES-Student Achievement

GOAL #4

The school will annually increase the number of students achieving “proficiency” or equivalent on CAASSP English Language Arts and Mathematics assessments.

Related State Priorities:

- 1 4 7
 2 5 8
 3 6

The school will meet annual API growth targets, schoolwide and for all numerically significant subgroups, set by the state.

Local Priorities:

- :
:

The school will annually increase the number of English Learners who Reclassified Fluent English Proficient (RFEP) by at least 2%.

Specific Annual Actions to Achieve Goal

- Annual ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development.
- Provide or obtain opportunities for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.
- Monitor Long Term English Learners (LTEL’s) progress Language Acquisition Team
- Utilize class-size reduction teacher to target needs of EL students.
- Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas.
- Purchase ELD Common Core aligned materials.

Expected Annual Measurable Outcomes

Outcome #1:

Metric/Method for Measuring: CAASSP SBAC Data (English Language Arts)

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|----------------------------|--|--------------------|--------------------|--------------------|--------------------|--------------------|
| All Students (School-wide) | CAASSP Benchmark Levels of Performance for ELA 69% | 2% Increase 71% | 2% Increase 73% | 2% Increase 75% | 2% Increase 77% | 2% Increase 79% |
| English Learners | N/A | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically | CAASSP | 2% | 2% | 2% | 2% | 2% |

| | | | | | | |
|---|--|-----------------|-----------------|-----------------|-----------------|------------------|
| Disadvantaged Students | Benchmark Levels of Performance for ELA 54% | Increase 56% | Increase 58% | Increase 60% | Increase 62% | Increase 64% |
| Foster Youth | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | CAASSP Benchmark Levels of Performance for ELA 27% | 2% Increase 29% | 2% Increase 31% | 2% Increase 33% | 2% Increase 35% | 2% Increase 37% |
| African American Students | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaska Native Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian Students | CAASSP Benchmark Levels of Performance for ELA 90% | 2% Increase 92% | 2% Increase 94% | 2% Increase 96% | 2% Increase 98% | 2% Increase 100% |
| Filipino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Latino Students | CAASSP Benchmark Levels of Performance for ELA 58% | 2% Increase 60% | 2% Increase 62% | 2% Increase 64% | 2% Increase 66% | 2% Increase 68% |
| Native Hawaiian/Pacific Islander Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Students of Two or More Races | CAASSP Benchmark Levels of Performance for ELA 65% | 2% Increase 67% | 2% Increase 69% | 2% Increase 71% | 2% Increase 73% | 2% Increase 75% |
| White Students | CAASSP Benchmark Levels of Performance for ELA 72% | 2% Increase 74% | 2% Increase 76% | 2% Increase 78% | 2% Increase 80% | 2% Increase 82% |

| Outcome #2 | | | | | | |
|---|----------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Metric/Method for Measuring: RFEP Data- Reclassification Rates | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
| All Students (School-wide) | N/A | N/A | N/A | N/A | N/A | N/A |
| English Learners | 13% | 2% Increase 17% | 2% Increase 19% | 2% Increase 21% | 2% Increase 23% | 2% Increase 25% |
| Socioeconomically Disadvantaged Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A | N/A |

| | | | | | | |
|---|-----|-----|-----|-----|-----|-----|
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A | N/A |
| African American Students | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaska Native Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Latino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian/Pacific Islander Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Students of Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A |
| White Students | N/A | N/A | N/A | N/A | N/A | N/A |

LCFF STATE PRIORITIES-Student Engagement

GOAL #5

School Attendance Rate

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

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 | |

Chronic Absenteeism Rate

The school will decrease by 1% annually the number of students missing 16 days or more each school year or an attendance rate of 91% or lower school-wide.

Local Priorities:

- :

Student Suspension Rate

The school will maintain the number of suspension incidents at 0% for all subgroups: English learners, foster youth, low income students, African- American students, and students with disabilities.

Specific Annual Actions to Achieve Goal

- Promote and strengthen the home-school partnership through an annual schedule of programs and activities implemented by the Parent Support Officer
- Increase annually the percent of students attending 173-180 days
- Maintain attendance incentive programs
- Administration will contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership with regard to attendance
- Decrease the number of students missing 16 or more school days each year

Expected Annual Measurable Outcomes

Outcome #1:

Metric/Method for Measuring: Student Attendance Rates

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|--|----------|----------------------|---------------------|---------------------|---------------------|---------------------|
| All Students (School-wide) | 97.5% | 2% Increase 99.5% | 2% Increase 100% | 2% Increase 100% | 2% Increase 100% | 2% Increase 100% |
| English Learners | 96.9% | 98.9% | 100% | 100% | 100% | 100% |
| Socioeconomically Disadvantaged Students | 81.8% | 83.8% | 85.8% | 87.8% | 89.8% | 91.8% |
| Foster Youth | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | 81.8% | 83.8% | 85.8% | 87.8% | 89.8% | 91.8% |

| | | | | | | |
|---|-------|-------|------|------|------|------|
| African American Students | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaska Native Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian Students | 97.1% | 99.1% | 100% | 100% | 100% | 100% |
| Filipino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Latino Students | 97.5% | 99.5% | 100% | 100% | 100% | 100% |
| Native Hawaiian/Pacific Islander Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Students of Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A |
| White Students | 97.4% | 99.4% | 100% | 100% | 100% | 100% |

Outcome #2:

Metric/Method for Measuring: Chronic Absenteeism Rates (Students at Far Below Basic in Attendance)

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|--|----------|------------------------|------------------------|------------------------|------------------------|----------------------|
| All Students (School-wide) | 0.8% | Decrease by 1% 0% | Decrease by 1% 0% | Decrease by 1% 0% | Decrease by 1% 0% | Decrease by 1% 0% |
| English Learners | 0% | Decrease by 1% 0% | Decrease by 1% 0% | Decrease by 1% 0% | Decrease by 1% 0% | Decrease by 1% 0% |
| Socioeconomically Disadvantaged Students | 2.2% | Decrease by 1% 1.2% | Decrease by 1% 0.2% | Decrease by 1% 0% | Decrease by 1% 0% | Decrease by 1% 0% |
| Foster Youth | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | 0% | Decrease by 1% 0% | Decrease by 1% 0% | Decrease by 1% 0% | Decrease by 1% 0% | Decrease by 1% 0% |
| African American Students | 0% | Decrease by 1% 0% | Decrease by 1% 0% | Decrease by 1% 0% | Decrease by 1% 0% | Decrease by 1% 0% |
| American Indian/Alaska Native Students | 0% | Decrease by 1% 0% | Decrease by 1% 0% | Decrease by 1% 0% | Decrease by 1% 0% | Decrease by 1% 0% |
| Asian Students | 4.3% | Decrease by 1% 3.3% | Decrease by 1% 2.3% | Decrease by 1% 1.3% | Decrease by 1% 0.3% | Decrease by 1% 0% |
| Filipino Students | 0% | Decrease by 1% 1% | Decrease by 1% 1% | Decrease by 1% 1% | Decrease by 1% 1% | Decrease by 1% 1% |

| | | | | | | |
|---|------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | | 0% | 0% | 0% | 0% | 0% |
| Latino Students | 0.5% | Decrease by 1% 0% | Decrease by 1% 0% | Decrease by 1% 0% | Decrease by 1% 0% | Decrease by 1% 0% |
| Native Hawaiian/Pacific Islander Students | 0% | Decrease by 1% 0% | Decrease by 1% 0% | Decrease by 1% 0% | Decrease by 1% 0% | Decrease by 1% 0% |
| Students of Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A |
| White Students | 0.4% | Decrease by 1% 0% | Decrease by 1% 0% | Decrease by 1% 0% | Decrease by 1% 0% | Decrease by 1% 0% |

Outcome #3:

Metric/Method for Measuring: Student Suspension Rate

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|---|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (School-wide) | 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% |
| American Indian/Alaska Native Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Asian Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Filipino Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Latino Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Native Hawaiian/Pacific Islander Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Students of Two or More Races | 0% | 0% | 0% | 0% | 0% | 0% |
| White Students | 0% | 0% | 0% | 0% | 0% | 0% |

LCFF STATE PRIORITIES – School Climate

GOAL #6

The school will reduce the number of suspension incidents by 2% schoolwide and by 5% for English Learners, foster youth, low income students, African- American students, and students with disabilities.

Related State Priorities:

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

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- Continue to implement positive behavior support plans and activities, as well as social skills training.
- Continue to implement a “Character Counts” program that trains and supports student’s positive behavior to help prevent, de-escalate, and resolve conflicts
- Promote and strengthen home-school partnership to maN/Age discipline.
- Maintain safe and positive school environments.

Expected Annual Measurable Outcomes

Outcome #1:

Metric/Method for Measuring: Monthly School Suspension Data

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|---|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (School-wide) | 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% |
| American Indian/Alaska Native Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Asian Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Filipino Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Latino Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Native Hawaiian/Pacific Islander Students | 0% | 0% | 0% | 0% | 0% | 0% |

| | | | | | | |
|-------------------------------|----|----|----|----|----|----|
| Students of Two or More Races | 0% | 0% | 0% | 0% | 0% | 0% |
| White Students | 0% | 0% | 0% | 0% | 0% | 0% |

Outcome #2:

Metric/Method for Measuring: Number of Instructional Days Lost to Suspension Data

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|---|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (School-wide) | 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% |
| American Indian/Alaska Native Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Asian Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Filipino Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Latino Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Native Hawaiian/Pacific Islander Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Students of Two or More Races | 0% | 0% | 0% | 0% | 0% | 0% |
| White Students | 0% | 0% | 0% | 0% | 0% | 0% |

Outcome #3:

Metric/Method for Measuring: Percentage of students who feel safe on school grounds (School Report Card)

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|--|----------|-----------------------|-----------------------|-----------------------|-----------------------|------------------------|
| All Students (School-wide) | 91% | 2% Increase 93% | 2% Increase 95% | 2% Increase 97% | 2% Increase 99% | 2% Increase 100% |
| English Learners | 100% | 100% | 100% | 100% | 100% | 100% |
| Socioeconomically Disadvantaged Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Foster Youth | 100% | 100% | 100% | 100% | 100% | 100% |
| Students with Disabilities | 100% | 100% | 100% | 100% | 100% | 100% |
| African American Students | 100% | 100% | 100% | 100% | 100% | 100% |
| American Indian/Alaska Native Students | 100% | 100% | 100% | 100% | 100% | 100% |

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

LCFF STATE PRIORITIES-Course Access

GOAL #7

The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program. We will Maintain 100% of students having access to the core subjects and the school's enrichment program.

The school will differentiate instruction and services to respond effectively to the diverse needs of all students, and provide them with the opportunity to learn and thrive.

The school will deliver high quality professional development that allows teachers to enhance their teaching practice in the classroom. Teachers will have the opportunity to engage in ongoing self-reflection, modify instruction to meet the needs of all students, gain content knowledge, and collaborate with other teachers.

Related State Priorities:

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

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

- Conduct an annual review of the school's master schedule, student schedules, and other information.
- Evaluate teaching methods and classroom curriculum to ensure that all students, including English Learners, Foster Youth, Socioeconomically Disadvantaged Students, and Students with Disabilities, have equal access to a high-quality education and the opportunity to achieve their full academic potential.
- Provide teachers, who support all staff, with the necessary tools, coaching and training for planning and delivering highly effective professional development aligned to the Common Core State Standards in ELA and Math.

Expected Annual Measurable Outcomes

Outcome #1:

| | | | | | | |
|---|--|--|--|--|--|--|
| | program | program | program | program | program | program |
| Asian Students | Maintain 100% of students having access to the core subjects and the school's enrichment program | Maintain 100% of students having access to the core subjects and the school's enrichment program | Maintain 100% of students having access to the core subjects and the school's enrichment program | Maintain 100% of students having access to the core subjects and the school's enrichment program | Maintain 100% of students having access to the core subjects and the school's enrichment program | Maintain 100% of students having access to the core subjects and the school's enrichment program |
| Filipino Students | Maintain 100% of students having access to the core subjects and the school's enrichment program | Maintain 100% of students having access to the core subjects and the school's enrichment program | Maintain 100% of students having access to the core subjects and the school's enrichment program | Maintain 100% of students having access to the core subjects and the school's enrichment program | Maintain 100% of students having access to the core subjects and the school's enrichment program | Maintain 100% of students having access to the core subjects and the school's enrichment program |
| Latino Students | Maintain 100% of students having access to the core subjects and the school's enrichment program | Maintain 100% of students having access to the core subjects and the school's enrichment program | Maintain 100% of students having access to the core subjects and the school's enrichment program | Maintain 100% of students having access to the core subjects and the school's enrichment program | Maintain 100% of students having access to the core subjects and the school's enrichment program | Maintain 100% of students having access to the core subjects and the school's enrichment program |
| Native Hawaiian/Pacific Islander Students | Maintain 100% of students having access to the core subjects and the school's enrichment program | Maintain 100% of students having access to the core subjects and the school's enrichment program | Maintain 100% of students having access to the core subjects and the school's enrichment program | Maintain 100% of students having access to the core subjects and the school's enrichment program | Maintain 100% of students having access to the core subjects and the school's enrichment program | Maintain 100% of students having access to the core subjects and the school's enrichment program |
| Students of Two or More Races | Maintain 100% of students having access to the core subjects and the school's enrichment program | Maintain 100% of students having access to the core subjects and the school's enrichment program | Maintain 100% of students having access to the core subjects and the school's enrichment program | Maintain 100% of students having access to the core subjects and the school's enrichment program | Maintain 100% of students having access to the core subjects and the school's enrichment program | Maintain 100% of students having access to the core subjects and the school's enrichment program |
| White Students | Maintain 100% of students having access to the core subjects and the school's enrichment program | Maintain 100% of students having access to the core subjects and the school's enrichment program | Maintain 100% of students having access to the core subjects and the school's enrichment program | Maintain 100% of students having access to the core subjects and the school's enrichment program | Maintain 100% of students having access to the core subjects and the school's enrichment program | Maintain 100% of students having access to the core subjects and the school's enrichment program |

Outcome #2:

- Metric/Method for Measuring:** Evaluate teaching methods and classroom curriculum to ensure that all students, including English Learners, Foster Youth, Socioeconomically Disadvantaged Students, and Students with Disabilities, have equal access to a high-quality education and the opportunity to achieve their full academic potential.

Outcome #3:

- **Metric/Method for Measuring:** Provide teachers with the necessary tools, coaching and training for planning and delivering highly effective professional development aligned to the Common Core State Standards in ELA and Math, and NGSS Science Standards.

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|--|---|---|---|---|---|---|
| Teachers | 100% of teachers will receive highly effective professional development | 100% of teachers will receive highly effective professional development | 100% of teachers will receive highly effective professional development | 100% of teachers will receive highly effective professional development | 100% of teachers will receive highly effective professional development | 100% of teachers will receive highly effective professional development |
| All Students (School-wide) | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom |
| English Learners | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom |
| Socioeconomically Disadvantaged Students | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom |
| Foster Youth | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom |
| Students with Disabilities | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom |
| African American Students | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom |
| American Indian/Alaska Native Students | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom |
| Asian Students | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom |

| | | | | | | |
|---|---|---|---|---|---|---|
| Filipino Students | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom |
| Latino Students | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom |
| Native Hawaiian/Pacific Islander Students | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom |
| Students of Two or More Races | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom |
| White Students | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom | 100% of our students will receive high quality instruction in the classroom |

LCFF STATE PRIORITIES-Other Student Outcomes

GOAL #8

100% of our TK-2nd grade students will participate in our Early Language Literacy Plan (ELLP) providing foundational literacy instruction as part of first teaching or as tiered intervention, will engage in series of differentiated literacy professional developments based on individual teacher’s knowledge of content and facilitated by school leadership teams, to address content facilitated by school leadership teams, to address the needs from early emergent to fluent readers.

Implement ongoing training, and support all teachers and paraprofessionals participating in the ELLP program.

Maintain an effective evaluation process, where teachers integrate valid measure of student learning.

Related State Priorities:

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

Local Priorities:

- :
 :

Specific Annual Actions to Achieve Goal

- Provide off-site professional development for ELLP for all teachers, as school budget allows.
- Continue on-site training of teachers and paraprofessionals in ELLP through current grade-level “experts” on staff and instructional leadership team.
- Data walls will be displayed to show student progress in DIBELS and/or TRC across all grade levels.

Expected Annual Measurable Outcomes

Outcome #1:

Metric/Method for Measuring: Review of Teacher/Parent Surveys, Student Work Samples, School- and District-based Writing Performance Assessments

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|----------------------------|---|---|---|---|---|---|
| All Students (School-wide) | Maintain 100% of students being instructed and having access to the school's adopted ELLP program | Maintain 100% of students being instructed and having access to the school's adopted ELLP program | Maintain 100% of students being instructed and having access to the school's adopted ELLP program | Maintain 100% of students being instructed and having access to the school's adopted ELLP program | Maintain 100% of students being instructed and having access to the school's adopted ELLP program | Maintain 100% of students being instructed and having access to the school's adopted ELLP program |
| English Learners | Maintain 100% of students being instructed and having access | Maintain 100% of students being instructed and having access | Maintain 100% of students being instructed and having access | Maintain 100% of students being instructed and having access | Maintain 100% of students being instructed and having access | Maintain 100% of students being instructed and having access |

| | | | | | | |
|-------------------------------|---|---|---|---|---|---|
| | to the school's adopted ELLP program | to the school's adopted ELLP program | to the school's adopted ELLP program | to the school's adopted ELLP program | to the school's adopted ELLP program | to the school's adopted ELLP program |
| Students of Two or More Races | Maintain 100% of students being instructed and having access to the school's adopted ELLP program | Maintain 100% of students being instructed and having access to the school's adopted ELLP program | Maintain 100% of students being instructed and having access to the school's adopted ELLP program | Maintain 100% of students being instructed and having access to the school's adopted ELLP program | Maintain 100% of students being instructed and having access to the school's adopted ELLP program | Maintain 100% of students being instructed and having access to the school's adopted ELLP program |
| White Students | Maintain 100% of students being instructed and having access to the school's adopted ELLP program | Maintain 100% of students being instructed and having access to the school's adopted ELLP program | Maintain 100% of students being instructed and having access to the school's adopted ELLP program | Maintain 100% of students being instructed and having access to the school's adopted ELLP program | Maintain 100% of students being instructed and having access to the school's adopted ELLP program | Maintain 100% of students being instructed and having access to the school's adopted ELLP program |

Outcome #2:

Metric/Method for Measuring: Review of classroom internal assessments that measure student performance

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|--|---|---|---|---|---|---|
| All Students (School-wide) | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA |
| English Learners | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA |
| Socioeconomically Disadvantaged Students | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA |
| Foster Youth | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA |
| Students with Disabilities | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA |
| African American Students | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA |
| American Indian/Alaska Native Students | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA |
| Asian Students | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA |
| Filipino Students | 100% of students will maintain and | 100% of students will maintain and | 100% of students will maintain and | 100% of students will maintain and | 100% of students will maintain and | 100% of students will maintain and |

| | | | | | | |
|---|---|---|---|---|---|---|
| | show progress in ELA | show progress in ELA | show progress in ELA | show progress in ELA | show progress in ELA | show progress in ELA |
| Latino Students | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA |
| Native Hawaiian/Pacific Islander Students | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA |
| Students of Two or More Races | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA |
| White Students | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA | 100% of students will maintain and show progress in ELA |

Outcome #3:

- **Metric/Method for Measuring:** Evaluate the effectiveness of how well professional development meets the objectives it sets out to accomplish

| APPLICABLE STUDENT GROUPS | Baseline | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|--|---|---|---|---|---|---|
| Teacher | 100% of teachers will receive ongoing high quality professional development | 100% of teachers will receive ongoing high quality professional development | 100% of teachers will receive ongoing high quality professional development | 100% of teachers will receive ongoing high quality professional development | 100% of teachers will receive ongoing high quality professional development | 100% of teachers will receive ongoing high quality professional development |
| All Students (School-wide) | 100% of students will receive high quality instruction in the classroom | 100% of students will receive high quality instruction in the classroom | 100% of students will receive high quality instruction in the classroom | 100% of students will receive high quality instruction in the classroom | 100% of students will receive high quality instruction in the classroom | 100% of students will receive high quality instruction in the classroom |
| English Learners | 100% of students will receive high quality instruction in the classroom | 100% of students will receive high quality instruction in the classroom | 100% of students will receive high quality instruction in the classroom | 100% of students will receive high quality instruction in the classroom | 100% of students will receive high quality instruction in the classroom | 100% of students will receive high quality instruction in the classroom |
| Socioeconomically Disadvantaged Students | 100% of students will receive high quality instruction in the classroom | 100% of students will receive high quality instruction in the classroom | 100% of students will receive high quality instruction in the classroom | 100% of students will receive high quality instruction in the classroom | 100% of students will receive high quality instruction in the classroom | 100% of students will receive high quality instruction in the classroom |
| Foster Youth | 100% of students will receive high quality instruction in the classroom | 100% of students will receive high quality instruction in the classroom | 100% of students will receive high quality instruction in the classroom | 100% of students will receive high quality instruction in the classroom | 100% of students will receive high quality instruction in the classroom | 100% of students will receive high quality instruction in the classroom |
| Students with Disabilities | 100% of students will receive high quality instruction in the classroom | 100% of students will receive high quality instruction in the classroom | 100% of students will receive high quality instruction in the classroom | 100% of students will receive high quality instruction in the classroom | 100% of students will receive high quality instruction in the classroom | 100% of students will receive high quality instruction in the classroom |
| African American Students | 100% of students will receive high | 100% of students will receive high | 100% of students will receive high | 100% of students will receive high | 100% of students will receive high | 100% of students will receive high |

How the Goals of the Program EN/Able Students to Become Self-Motivated, Competent, and Lifelong Learners

Van Gogh's desired curriculum will include an integrated, inquiry-based TK-5 curriculum closely aligned with the Common Core Standards and closely aligned to National Standards in the core areas of language arts, science, math, and social studies. Cross-curricular, project-based learning will be enhanced using music, art, and dance instruction and there will be a strong emphasis on hands-on learning. Van Gogh's program embraces the following key elements:

1. Standards are Essential: Clear and public standards for what students should learn at benchmark grade levels are a crucial aspect of making sure we are meeting the academic needs of all students. They also serve as a guide for all stakeholders, teachers, administrators, parents, and students, indicative of the specific basic knowledge and skills the students must master.

a. Students will demonstrate their self-motivation and competence toward learning through increased attendance in school, on time completion of classroom assignments and teacher evaluation of the student participation in classroom tasks.

b. Students will demonstrate their progress toward becoming lifelong learners by their consistent selection of projects for instruction and parents' rating on the school report card survey with the evidence which will be posted on the School Report Card.

2. Challenging Curriculum: Standards will be accompanied by a rigorous curriculum that is aligned with those standards. The goal of Van Gogh is provide a demanding and enriching 21st Century curriculum that will not only meet but exceed the minimum thresholds established by the District and the state.

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

INSTRUCTIONAL DESIGN

1. Framework & Teaching Methodologies

Van Gogh's proposed teaching methodologies are framed around differentiated and experiential, or inquiry-based instruction through thematic units in a cooperative group setting. Supporting these methodologies, Van Gogh teachers will utilize a collaborative model for instruction to provide professional development by grade-level experts and instructional leaders. All our methodologies will be supported by authentic assessments.

2. Instructional Framework

Van Gogh's curriculum is based on the Common Core State Standards and Associated Frameworks in language arts, mathematics, science, social studies, health, visual and performing arts, technology, and physical education. We believe that powerful learning and addressing the needs of our targeted population are best accomplished through a balanced program, which combines curriculum-centered and student-centered instruction. Systematic direct instruction, guided practice and the application of skills through expansive, multi-disciplinary selections ensure that all students are accessing the standards. Multiple intelligences are addressed through the use of experiential and open-ended inquiry-based learning to produce self-motivated and well-balanced learners. We believe that integrating these modalities will help our students to become analytical as well as creative thinkers.

3. Teaching Methodologies

The teachers of Van Gogh, supported by the leadership team, will review and use current research and student data to drive best teaching methodologies while utilizing rigorous, conceptual learning at each grade-level. Teachers in TK-5th grade collaborate to integrate curricular standards to maximize student learning and provide consistent professional development to support the standard methodologies, which include:

Clear Expectations - Teachers clearly define and articulate Common Core State Standards in student-friendly language to ensure academic goals are attained.

Academic Rigor - Students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts.

Criteria Charts/Rubrics-These tools help focus students to effectively meet and exceed teacher expectations and objectives of the assignment. Charts/rubrics are based upon curricular standards and objectives.

Independent Study - Students and teachers identify problems or topics of interest to the student and they plan a method of investigating the problem or topic and identify the type of product the student will develop. The product will address the problem and demonstrate the students' ability to apply skills and knowledge to the problem or topic.

Experiential Learning – Students learn by doing. Students relate to the curriculum through plays, field trips, labs, simulations, and experiments. It is through these involvements that students will process, analyze, and conceptualize the experience.

Project Based Learning - Teachers evaluate student achievement through creative, varied and innovative products to illustrate a student's understanding of material taught. By using project-based learning, the students will select products that will provide another avenue for differentiation among our diverse learners.

Flexible/Collaborative Groupings - Students participate 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 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.

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.

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

Thinking Maps - Thinking Maps are used to guide students' critical thinking skills in all subject areas.

Differentiated Instruction - Educators provide multiple options for taking in information, making sense of ideas, and expressing what is learned for a mixture of students with multiple intelligences. Teachers provide lessons and assignments within the core curriculum that allow students to perform at their appropriate academic levels while maintaining or exceeding the Common Core State standards.

Integration of the Arts - Teachers and curriculum specialists use drama, dance, music and visual arts to enhance their students' thinking and learning experiences. Adhering to the proposed instructional framework and teaching methodologies ensures Van Gogh's instructors can successfully meet the needs of all students.

Adhering to the proposed instructional framework and teaching methodologies ensures Van Gogh's instructors can successfully meet the needs of all students.

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.

Curriculum and Instruction

Van Gogh Charter Elementary 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 Standards, and CAASPP.

Instructional Framework

Van Gogh's curriculum is based on the Common Core Standards and Associated Frameworks in language arts, mathematics, science, social studies, visual and performing arts, technology, and physical education. The curriculum meets all state and LAUSD standards. Van Gogh teachers and staff believe that powerful learning and addressing the needs of its student population are best accomplished through a balanced program, which combines curriculum centered and student-centered instruction. Systematic direct instruction, guided practice, and the application of skills through an expansive reading selection, ensure that all students are exposed to the standards. Subsequently, addressing multiple intelligences (Howard Gardner) through the use of experiential and open-ended (Bloom's Taxonomy) inquiry based learning produces self-motivated, and well-balanced learners. Utilizing Depth of Knowledge questioning to increase rigor and promote strategic thinking and complex reasoning. We believe that integrating these modalities will help our students to become analytical (Sandra Kaplan) as well as creative thinkers.

Content Goals - Scope and Sequence

The scope and sequence of skills taught across grade levels and content areas are outlined below. All Common Core State Standards (as per <http://www.cde.ca.gov/be/st/ss/index.asp>) will be addressed with cross grade-level planning so students receive consistent instruction. Van Gogh will follow Common Core Content Standards in the following areas: English Language Arts, English Language Development, mathematics, social studies, health, physical education, the arts, and science.

Common Core Standards will be implemented as required by the State.

Language Arts

- Present a rigorous curriculum that exceeds the Common Core State Standards for language arts TK-5

- Develop students' reading, writing, listening and speaking skills to support academics across disciplines
- Develop critical reading skills
- Support reading using the District mandated reading program
- Enhance reading using Literature Circles, Core Literature, iPads, Web-based Reading Programs, Leveled Readers, SDAIE strategies, Kaplan prompts to develop depth and complexity
- Critique, justify, and theorize in compositions/writing across disciplines and genres
- Develop students' grammar, spelling, oral speaking, and active listening skills through direct instruction and vocabulary development as well as integration of language arts embedded across curriculum
- Apply vocabulary development in written and oral format
- Demonstrate critical thinking skills specific to Bloom's Taxonomy
- Utilize Depth of Knowledge level 3 questioning to promote strategic thinking and complex reasoning
- Use technology as a tool for presentation and projects
- Devote a minimum two hours daily to language arts instruction in grades TK-5

English Language Development

- Focus instruction for our EL population that builds on cultural and linguistic strengths.
- Provide meaningful access to a curriculum that is standards based, cognitively complex, rigorous, and coherent.
- Teachers of EL's and SEL's are teachers of both language and content.
- ELD instruction is separate but complimentary to English language arts instruction.
- Accelerate English language learning by listening, speaking, reading, and writing with robust and contextual instruction.
- Students with CELDT levels 1-3 receive a minimum of 1 hour of ELD instruction per day.
- Students with CELDT levels 4-5 receive a minimum of 45 minutes of ELD instruction per day.

Mathematics

- Present a rigorous curriculum that exceeds the Common Core State Standards for mathematics

- Develop students' mathematic proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes
- Enhance mathematics using programs such as: My Math, Hands on Equations, Touchmath, technology including SMARTBoard and web-based programs
- Recognize relevant information and review applications by checking work
- Apply math skills to daily problem-solving situations
- Connect math across disciplines (music, dance, science, art, technology, and social studies)
- Develop students' skills using mathematical practices (counters, picture models, protractors, calculators, computers, rulers)

Science

- Present a rigorous curriculum that meets and enriches the NGSS standards for science
- Support science by using FOSS Kits, textbooks, AIMS, and Delta materials
- Hypothesize and develop experiments utilizing the scientific method
- Use hands-on investigations and field studies for further research
- Apply the language of the discipline using inquiry journals
- Theorize and explore other subjects such as music and art as a scientist
- Understand the need for eco-friendly products and life-changes to better our local and global community
- Teach the sciences as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade levels
- Help students learn and apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness

Social Studies

- Present a rigorous curriculum that meets and enriches the Common Core State Standards for history and social studies
- EN/Able students to understand their own place in the world through studying communities, cities, states, and countries in terms of geographical settings and periods
- Develop critical thinking skills in order to relate over time to historical events and be able to find parallels and patterns
- Interpret geographical and historical information to draw conclusions and gain understanding of cause and effect of historical events
- Use role-play, interactive units, field trips, and technology, to gain first hand experiences

The Van Gogh community is diverse and may be likened to a mini United Nations. Over 11 languages are spoken at our school that range from Lithuanian to Urdu. All these rich cultures serve as a backdrop for many innovative and educational projects in the classroom, which

include a Kindergarten Chinese New Year activity; a 1st grade National Monuments project; 2nd grade International Rice Festival; a 3rd grade multicultural Thanksgiving feast; a 4th grade Dia de los Muertos (The Day of the Dead) celebration; a 5th grade heritage presentation, and many others that celebrate worldwide diversity.

Technology

- Present a rigorous curriculum that meets and enriches the Common Core State Standards for mathematics
- Develop students' mathematic proficiency by applying mathematical concepts for technology with all classrooms wired for internet access and teachers provided with laptops and document readers used daily for the delivery of innovative, interactive, multi-modal instruction
- Enhance students' expository and creative writing by developing word processing skills (taught schoolwide using Type to Learn) and utilizing technology such as Book Creator for iPad
- Explore a myriad of artistic applications with programs such as: PowerPoint, iMovie, and Movie Maker
- Experience working with data to identify and present information using spreadsheets and graphs (Excel) are utilized in a variety of curricular areas
- Develop proficiency at identifying, choosing, and utilizing up-to-date relevant information to enhance research and support project-based learning.
- Use SMARTBoards, iPads, and Web-based programs to enhance students' content knowledge across the curriculum
- Participate in a schoolwide computer education program using a state-of-the-art computer lab, directed by a highly-trained computer teacher

Arts

Van Gogh students receive a Renaissance-like education rich in science, the arts, and history through multiple perspectives. This provides opportunities for students to apply their learning through challenging hands-on multidisciplinary projects and activities. We incorporate the District Arts Program which includes courses in theatre arts, dance, fine arts, and music, all of which are an integral part of every student's instruction. Expanding the students' art skills by building on the prior year's knowledge

- Introduce students to famous artists through the Meet the Masters and District Arts Programs, as well as teacher-developed lessons, which include art history, art theory, lines, techniques and different media

- Involve students in inter-disciplinary theatrical productions such as multicultural musicals and Shakespeare festivals, allowing students to understand the elements of drama, enrich their vocabulary, voice projection and enunciation
- Teach the students about rhythm, beat, tone, tune, melody, different music genres, and musical instruments, while tying songs into the curriculum
- Develop students' skills with math, patterns, listening, sequencing, memorization, and vocabulary which all lead to increased academic performance.
- Utilize and apply the music elements to plan and perform original classroom musicals for holidays such as Halloween, Thanksgiving, Winter holidays, Valentine's Day, Dr. Seuss Day, and Mother's Day
- Provide an after school instrumental program (K-5) which includes strings, woodwinds, percussion, and brass instruments; with scholarships provided for many students from a neighborhood charitable organization. Schoolwide performances are scheduled multiple times throughout the year, providing opportunities for students, teachers, parents and the community to enjoy their musical accomplishments
- Develop motor skills, dance vocabulary and creative expression, while being exposed to various historical and cultural dance traditions through a District Arts Dance Program
- Explore the dance genre of hip hop, through an after-school enrichment program provided by Sky High Dance, which includes three performances providing opportunities for students, teachers, parents and the community to enjoy their rhythmic accomplishments

Health and Physical Education

Physical Education

- Teachers deliver high quality, standards-based physical education instruction to prepare every student for a lifetime of physical activity, health and well-being. As part of the classroom instructional program, teachers ensure that students receive 200 minutes every two weeks of physical education instruction as required by the State.
- YMCA Play program provides additional opportunities for students to participate in physical education activities.
- As prior recipients of the PTEP grant for physical education Van Gogh will continue to strive to obtain additional physical education opportunities for all grade levels.

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.

Our transitional kindergarten program prepares students for kindergarten over a two year period. Emphasis is placed on developing oral language skills and social emotional skills while providing integrated experiences in language, literacy, English Language Development, mathematics, physical education, art, music, computers, science, and social science. The program is based on the *California Kindergarten Common Core State Standards* for kindergarten and the *California Preschool Learning Foundations* for pre-kindergarten with a strong emphasis on English Language Arts, Math and social engagement. The daily schedule includes whole group and small group instruction. Most activities are "hands-on" allowing students to learn through movement. Our Transitional kindergarten class is combined with kindergarten classes for recess and lunch.

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.

Van Gogh Charter follows a traditional school calendar with 180 instructional days within a calendar year.

Van Gogh Charter Bell Schedule

Playground Opens 7:30 a.m.

Warning Bell 7:56 a.m.

Instructional Day 8:01 a.m.-2:24 p.m.

Banked Tuesday Dismissal 1:20 p.m.

Recess Schedule 1st - 5th 10:00 a.m.-10:20 a.m.

TK, K-10:20-10:40 a.m.

Lunch Schedule 1st & 2nd -12:00.-12:40 p.m.

3rd-5th - 12:15-12:55 p.m.

TK & K - 12:20 - 1:00 p.m.

Minimum Day Schedule

Start Time- Same
Recess Time- Same
Dismissal 12:30 p.m.

Shortened Day Schedule

Start Time- Same
Recess Time-Same
Dismissal 1:35 p.m.

Mathematics Placement Act

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

High School Exit Examination

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

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

The Van Gogh Charter Instructional Leadership Team, Professional Development Standing Committee and the school Principal work collaboratively to determine Professional Development at Van Gogh. Weekly Professional Development continues to be an on-going component and an effective tool used to design instruction to meet the curricular needs of our students and staff. Through data analysis, the ILT will problem-solve and determine the course of action for professional development incorporating the CCSS and the new English Learner Standards, and the implementation of the Next Generation Science Standards. The principal's role is to secure outside vendors when necessary, but also to support in house teams of experts in scheduled professional development. Weekly grade level meetings, in addition to Professional

Development provide staff with the opportunity to analyze periodic assessments and collaborate on how to best meet the needs of students at each grade level.

State or District mandated Professional Development is the responsibility of the school principal. The principal is responsible to follow through on required professional development at the school site, as well as to schedule, document, deliver, and submit completion of mandated state Professional Development.

MEETING THE NEEDS OF ALL STUDENTS

As a District affiliated charter school we will implement Blended Learning opportunities throughout the curriculum.

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*.

Van Gogh Charter Elementary currently has forty-one ELL students, who speak eleven different languages. We consistently aim to exceed the District goal of reclassifying our ELL population by:

- Implementing EL lessons and incorporating strategies such as: Think-Pair-Share, Choral/Reciprocal/Partner Reading, Bloom's Taxonomy of Higher Level Thinking, Sentence Framing (as needed), and Oral Language Development Opportunities
- Using Thinking Maps to support learning
- Using realia, manipulatives, TPR, SDAIE strategies, multi-modal techniques, technology
- We consistently monitor the progress of our English Learners and reclassify all students as they meet District criteria.
- Reclassification will continue to meet or to exceed the District norms.
- English Learners will continue to meet or exceed the mandated AMAO 1, 2, and 3 targets

Gifted and Talented Students and Students Achieving Above Grade Level

1. Teachers provide GATE students with enriched lessons and assignments that encourage them to strengthen their cognitive skills
2. Techniques developed by Sandra Kaplan are utilized to differentiate instruction and extend learning
3. The concepts of Novelty, Depth, Complexity, and Acceleration/Deceleration are used to encourage critical thinking and problem solving skills
4. Students demonstrate comprehension and a thorough knowledge of subjects by defining, describing and identifying what they have learned through analysis and synthesis of information
5. Students present outcomes whether verbal, written, arts-based, or technology-based at an appropriate cognitive level
6. The Charter will continue to utilize the District's GATE identification process and policy, and reimburse the District for testing and processing on a fee-for-service basis.

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.

Students Achieving Below Grade Level

1. A schoolwide recognition of the importance of early, targeted, intensive intervention based on a holistic view of student performance that includes formal assessment, student participation, work samples, and observation
2. Teachers use a multi-tiered approach, assisting students in meeting or exceeding grade level standards by regularly collecting and analyzing a myriad of performance-based data to determine the acquisition of skills
3. Teachers have been trained in, are proficient in, and regularly utilize the District-provided, web-based My Data, and M-Class (DIBELs) programs to review and analyze student outcome data to drive instruction
4. Tier 1 and/or Tier 2 support is provided daily in classrooms during Universal Access Time in both literacy and mathematics, with teachers using flexible groupings and differentiated instruction to target specific skill areas in need of short-term remediation
5. Special education assistants, teacher assistants, retired teachers, or expert parent/family volunteers work in most classes to assist the teachers in providing Tier 1 and/or Tier 2 pre-teaching, re-teaching, and review to small, flexible groups of students
6. Primary (K-2) students in need of short-term Tier 3 interventions are provided daily, small group, intensive, targeted instruction in the afternoon in the two Primary Learning Centers taught by the primary SDP teacher and the Resource Specialist Teacher utilizing the approaching, intervention, and technology components of the California

Treasures Reading Program, Burst Reading, and web-based programs such as Reading A-Z, Raz-Kids, and Starfall

7. Progress Monitoring, using DIBELS, is regularly conducted to determine the outcomes of the Tier 3 instruction, with children moved in and out of their flexible groupings based on the results
8. Students in grades 2-5 in need of Tier 3 interventions receive daily, intensive, smaller group support in both language arts and/or math, using a collaborative rotation (Learning Center) of the 2nd-5th grade general education teachers, the SDP Teacher, an additional Intervention Teacher, and the Resource Specialist Teacher
9. The Learning Center utilizes core curriculum materials and Common Core State standards, providing additional learning opportunities for the students using, scaffolding techniques, accommodations, increased structure, multi-modal teaching, pre-teaching, re-teaching, increased time on task, technology, and smaller groupings
10. The continued need for Tier 3 intervention, or the need for more support, is determined by analyzing data that is shared through frequent communication and collaboration of the teachers working with those students
11. An active, responsive Student Success and Progress Team (SSPT) meets regularly
12. Referrals to the SSPT are for a variety of general education issues involving the emotional, behavioral and academic needs of the children
13. Follow-up SSPT meetings are held at regular intervals (6 to 8 weeks) to determine the success of interventions, with comprehensive special education assessments suggested only after a detailed analysis of the child's performance in Tier 3 interventions

Socioeconomically Disadvantaged Students

- Teachers use a multi-tiered approach, assisting students in meeting or exceeding grade level standards by regularly collecting and analyzing a myriad of performance-based data to determine the acquisition of skills
- Teachers have been trained in, are proficient in, and regularly utilize the District-provided, web-based My Data, M-Class (DIBELS) programs to review and analyze student outcome data to drive instruction
- Tier 1 and/or Tier 2 support is provided daily in classrooms during Universal Access Time in both literacy and mathematics, with teachers using flexible groupings and differentiated instruction to target specific skill areas in need of short-term remediation
- The concepts of Novelty, Depth, Complexity, and Acceleration/Deceleration are used to encourage critical thinking and problem solving skills
- Increased parent/teacher communication and support
- Van Gogh aspires to provide students with the necessary tools to succeed academically

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

1. District Affiliated Charter School's Special Education Responsibilities

a. General Requirements

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

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

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

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

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

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

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

b. Transferring Students

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

c. Assessments

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

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

student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

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

e. Least Restrictive Environment

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

f. Staffing Requirements

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

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

g. Student Discipline/Inclusion

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

and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

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

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

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

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

***Modified Consent Decree Requirements**

All District affiliated charter schools chartered by the Los Angeles Unified School District (“LAUSD or the District”) Governing Board are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All District affiliated charter schools are required to use the current version of the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

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

The Charter School Suspension/Expulsion Report, due monthly throughout the school year.

Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.

CBEDS, which is due at the end of October of Each School Year.

All Students Enrolled December 1 of Each School Year, due at the end of December every school year.

Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

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

Students in Other Subgroups

“A TYPICAL DAY”

It's 8:01 a.m. And as the second bell rings at Van Gogh you feel the excitement in the air as the students settle into their classrooms for a day of rigorous standards-based learning. You will see a trusting, encouraging, and safe environment that emphasizes lifelong problem solving and leads to academic excellence. On a typical day you will see teachers, administration, parents, staff, and community members working together to meet the individualized needs of all of our students.

If it's a Monday morning you will see the principal, assisted by the student council, leading our weekly morning greeting. During the morning greeting, announcements are made about upcoming events, Schoolwide Positive Behavior Intervention Support, and current issues are discussed. The flag is saluted, the Pledge of Allegiance is recited, and there is a lively rendition of a patriotic song (differing on a monthly basis). Recognition of character traits aligned to the Pillars of Character and seasonal themes are emphasized. Community members are encouraged to attend this weekly opportunity to recognize and applaud student accomplishments.

Throughout the day, in all classrooms, you will see students highly engaged in activities related to all curricular areas. You may encounter students interacting with SMARTBoards; viewing PowerPoint presentations; utilizing hands-on manipulatives; experiencing differentiated instruction in small, flexible, learning groups; or incorporating art and music into the core-content areas.

Our recognition of the gifts all students possess has created a campus of tolerance and acceptance, where additional adult support is so pervasive, the specialists so visible, small group instruction so commonplace and flexible, that students with special needs and English Learners, seamlessly blend in with their peers.

As you pass by our Parent Center you will find an enthusiastic cadre of dedicated volunteers planning and preparing for exciting schoolwide events, as well as supporting teachers in their preparation of materials for rigorous, innovative, and stimulating lessons. You will also find our community representative organizing parent workshops and providing parents with support and resources.

Walking through the grounds of the beautiful Van Gogh campus, it would be hard not to miss our Native California gardens, well-maintained and clean facilities, and bulletin boards proudly displaying students' work. Students actively participate in keeping the campus clean and demonstrate a commitment to the environment by diligently recycling.

At the end of school, the fun doesn't stop! Students happily participate in a plethora of enrichment classes, engage in Youth Services sports programs, the North Valley YMCA activities, or supervised free play.

Enrichment Includes:

Instrumental music

Academic Chess

Skyhigh Dance

Public Speaking

Vex Robotics Competition Team

Coding including a Girls Who Code Class

Lego Robotics

Cooking

Cartooning

Fashion Design

Theatre Productions

GLIMPSE OF A TYPICAL DAY

| ACTIVITY TIME BLOCK | DESCRIPTION STRUCTURE & STRATEGIES | INTEGRATED OPPORTUNITIES FOR PROGRAM ENRICHMENT | OUTCOMES |
|---|---|--|--|
| MORNING ROUTINE 8:00-8:15 | <ul style="list-style-type: none"> · MONDAY MORNING ASSEMBLY, HELD EACH WEEK · FLAG SALUTE/PATRIOTIC SONG BREAKFAST IN THE CLASSROOM · ATTENDANCE · HOMEWORK COLLECTION · WARM-UP | <ul style="list-style-type: none"> · CIVIC PRIDE · REINFORCEMENT OF MONTHLY CHARACTER TRAIT · SCHOOLWIDE ANNOUNCEMENTS (RECYCLING, COMMUNITY SERVICE INITIATIVES, CURRENT CHARITABLE EVENTS, SPIRIT | <ul style="list-style-type: none"> · ENGAGE COMMUNITY MEMBERS IN ONE SETTING, CONSISTENTLY · VENUE TO DISPENSE TIMELY, CRITICAL INITIATIVES (SUCH AS TEST PREP, STUDENT CODE OF CONDUCT AND UPCOMING EVENTS) · ENLIST BROAD-BASED STAKEHOLDER PARTICIPATION |

| | | | |
|---|---|---|---|
| | | DAY) · PATRIOTIC SONG | · OPPORTUNITY TO CELEBRATE · POSTING OF STUDENT PICTURES ON DEDICATED BULLETIN BOARD |
| LANGUAGE Arts Block 8:15-10:00 | COLLABORATIVE TEACHING IN FLEXIBLE GROUPS OF STANDARDS-BASED CONTENT, ENHANCED WITH: · LECTURE/DISCUSSION · DEPARTMENTALIZED THEMATIC UNIT EXTENSIONS · UNIVERSAL THEMES | · COOPERATIVE GROUPING · DIFFERENTIATED CURRICULUM FOR DIFFERENT LEARNING GROUPS · HANDS-ON, INQUIRY BASED INSTRUCTION · LITERATURE CIRCLES · CALIFORNIA TREASURES · FLEXIBLE GROUPING · WRITE FROM THE BEGINNING · WRITING JOURNALS | · PROVIDE A STIMULATING, ENGAGING & CHALLENGING ENVIRONMENT FOR EACH AND EVERY STUDENT · CROSS DISCIPLINARY PROJECTS AS MEANS TO ENHANCE CRITICAL THINKING, RESOURCEFULNESS, · CROSS DISCIPLINARY LEARNING THROUGH THE THOUGHTFUL USE OF TECHNOLOGY TO CREATE AN END PRODUCT · EFFECTIVE WRITING AND SPEAKING SKILLS |
| 10:00-10:20 RECESS | GAME AREAS MUSIC MONDAYS | NUTRITION LIBRARY | · COOPERATIVE PLAY · CHARACTER EDUCATION · PLAY LEADERS – CROSS-GRADE LEVEL INTERACTION BUILDING LEADERSHIP SKILLS |
| UNIVERSAL ACCESS TIME 10:20/10:40-11:00 | · WRITING EXTENSIONS - THEMATIC UNIT · ENRICHMENT · UNIVERSAL ACCESS/DIFFERENTIATED INSTRUCTION | · LIBRARY · ELD INSTRUCTION · TECHNOLOGY BASED LEARNING(IPADS, WEB-BASED PROGRAMS) · LEVELED READERS | · GRADE LEVEL READING · CRITICAL READING AND MATH SKILLS · APPROACHING, ON-LEVEL AND BEYOND |

| | | | |
|---|--|---|---|
| | | · SMALL GROUP INSTRUCTION | |
| MATHEMATICS BLOCK 11:00-11:50/12:10 | <ul style="list-style-type: none"> · MY MATH · COOPERATIVE LEARNING · HANDS-ON MANIPULATIVE · INTERVENTION | <ul style="list-style-type: none"> · FLEXIBLE GROUPING · MATH JOURNAL · CALENDAR MATH · INTEGRATED TECHNOLOGY · HANDS-ON EQUATIONS ENGAGE NY | <ul style="list-style-type: none"> · STUDENTS REACH BENCHMARK, PROFICIENT OR ADVANCED LEVELS OF PROFICIENCY IN DISTRICT, STATE, PUBLISHER AND TEACHER GENERATED ASSESSMENTS · REFINED TEACHING CONTENT WITH SUPPLEMENTAL SOURCES TO CREATE STUDENTS WHO EFFECTIVELY APPLY MATH PROBLEM SOLVING SKILLS TO REAL WORLD SCENARIOS |

GLIMPSE OF A TYPICAL DAY (CONT.)

| ACTIVITY TIME BLOCK | DESCRIPTION STRUCTURE & STRATEGIES | INTEGRATED OPPORTUNITIES FOR PROGRAM ENRICHMENT | OUTCOMES |
|---|--|--|--|
| LUNCH 11:50-12:30 12:00-12:40 12:10-12:50 | <ul style="list-style-type: none"> · SUSTENANCE · GAME AREA | <ul style="list-style-type: none"> · NUTRITION PARTNERSHIP LIBRARY | <ul style="list-style-type: none"> · COOPERATIVE PLAY · CHARACTER EDUCATION · PLAY LEADERS – CROSS-GRADE LEVEL INTERACTION BUILDING LEADERSHIP SKILLS |
| AFTERNOON ROUTINE SOCIAL STUDIES SCIENCE HEALTH | <ul style="list-style-type: none"> · STANDARDS-BASED CURRICULUM · INTERACTIVE/HANDS-ON MODALITIES TO ILLUMINATE ABSTRACT | CCSS NGSS CURRICULUM <ul style="list-style-type: none"> • FOSS KITS INCORPORATING HANDS-ON | <ul style="list-style-type: none"> · FULL INTEGRATION OF ARTS & ACADEMICS WITH REAL WORLD EXAMPLES · CAUSE & EFFECT |

| | | | |
|----------------------------------|--|--|---|
| <p>ART PE 12:30-2:25</p> | <p>CONCEPTS. · THESE DAYS ALTERNATE TO ALLOW FOR A CONCENTRATION OF ACTIVITY ON ALTERNATING DAYS</p> | <p>INVESTIGATIONS AND INQUIRY</p> <ul style="list-style-type: none"> • 3RD-5TH GR. SCIENCE ROTATION • SCOTT FORESMAN • INTERACTIVE ACTIVITIES & MODELS • SCIENCE INQUIRY JOURNALS • TOO GOOD FOR DRUGS • CHARACTER COUNTS • SECOND STEP • DISTRICT ARTS PROGRAM (VISUAL AND DANCE • MUSIC • SPORTSMANSHIP • COOPERATION AND TEAM BEHAVIOR • SIMULATIONS • LEARNING THROUGH THE ARTS, MUSICALS, MULTICULTURAL DANCES • EXHIBITS AND PRESENTATIONS • HISTORY SIMULATIONS • BAD WOLF PRESS PLAYS PSYCHOMOTOR • FIELD TRIP • EXPERT VISITS | <p>· COMMUNITY OUTREACH & PARTNERSHIPS WITH:</p> <ul style="list-style-type: none"> • TREE PEOPLE • LOCKS OF LOVE • UNICEF • CANDY SPLIT • FOOD DRIVES • JUMP ROPE FOR HEART (HEART ASSOCIATION) • CLOTHING DONATION • COOPERATIVE PLAY • FOLLOWING DIRECTIONS- RULES • PHYSICAL FITNESS (PSYCHOMOTOR) • PENNIES FOR PATIENTS • BUDDY BENCH • SHARING FOR HOPE |
| <p>DISMISSAL 2:24</p> | | | |

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.

- **Language Arts:** Students will be able to read, write, listen, and speak effectively. When writing and speaking, students will be able to incorporate: text evidence across the disciplines, utilizing the language of the discipline, using details, big ideas, compare and contrast, give different perspectives and concrete examples. Furthermore, they will understand concepts in a deeper and more complex way. Students will be able to combine these skills to compose meaningful genre based writing as well as give oral presentations.
- **Mathematics:** Students will understand and apply formal logical reasoning, analytic and symbolic processing, and algebraic manipulation and construction. They will be able to understand applications, explain strategies both orally and written, understand expressions, and prove equations with multiple strategies. To gain further understanding of the mathematical processes, they will apply math skills to daily problem solving situations.
- **Science:** Based on the Next Generation Science Standards, students will acquire proficiency in the fundamental concepts and terms of various branches of science, such as physical, life, and earth. Students will be empowered with scientific knowledge and problem solving to become better global citizens and consumers. They will focus on concepts and critical and analytical thinking across the disciplines.
- **Social Studies:** Students will be prepared for 21st Century Citizenship. Students will demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. They will demonstrate an understanding of the rights and the origins, functions, and sources of power, authority, and governance. Based upon this foundation students will have the tools to engage in their communities, country, and the changing world.
- **Technology:** Students will demonstrate an understanding of technological concepts, systems, programs, and operations in the computer lab, as well as their classroom. They will use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students will understand the use of current technology and its real world applications such as spreadsheets, graphs, collaborative digital presentations, and artistic applications with their teacher and technology integration specialist. Students will be college and career ready with current technical innovations such as coding.
- **Arts:** Students will develop knowledge and appreciation for the arts to include: music, dance, visual arts, and theater arts. This will be promoted through an academic

curriculum intertwined with enriched instruction provided by teachers and content specialists where applicable.

- **Physical Education and Health:** Students will build a healthy and balanced body and mind through various activities that follow the physical education standards. Students have dedicated time for psychomotor skills which are taught, developed, and challenged by their physical education teacher and reinforced by their teacher.

MEASURING PUPIL OUTCOMES:

SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

| | | |
|--------------------------------------|---|---|
| <p>LANGUAGE ARTS: WRITING</p> | <ul style="list-style-type: none"> ▪ GRADE LEVEL (TK-5) KEY STANDARDS AS PER CALIFORNIA FRAMEWORK | <ul style="list-style-type: none"> ▪ STATE MANDATED TESTS ▪ DISTRICT INTERIM ASSESSMENTS ▪ TEACHER DEVELOPED ASSIGNMENTS, TESTS, AND ACTIVITIES ▪ WRITE FROM THE BEGINNING ▪ PUBLISHERS' MATERIALS AND ASSESSMENTS – CALIFORNIA TREASURES ▪ PRESENTATIONS AND PROJECTS ▪ DEBATE AND SPEECH ▪ WRITING JOURNALS/NOTEBOOKS |
| <p>LANGUAGE ARTS: READING</p> | <ul style="list-style-type: none"> ▪ GRADE LEVEL (TK-5) KEY STANDARDS AS PER CALIFORNIA FRAMEWORK | <ul style="list-style-type: none"> ▪ STATE MANDATED TESTS ▪ DISTRICT PERIODIC ASSESSMENTS ▪ TEACHER DEVELOPED ASSIGNMENTS, TESTS, AND ACTIVITIES ▪ PUBLISHERS' MATERIALS AND ASSESSMENTS – CALIFORNIA TREASURES ▪ PRESENTATIONS AND PROJECTS ▪ LEVELED LITERATURE CIRCLES/CORE LITERATURE |
| <p>MATH</p> | <ul style="list-style-type: none"> ▪ GRADE LEVEL (TK-5) KEY STANDARDS AS PER CALIFORNIA FRAMEWORK | <ul style="list-style-type: none"> ▪ STATE MANDATED TESTS ▪ DISTRICT INTERIM ASSESSMENTS ▪ TEACHER DEVELOPED ASSIGNMENTS, TESTS, AND ACTIVITIES ▪ PUBLISHERS' MATERIALS AND ASSESSMENTS -- MY MATH ▪ MATH JOURNALS ▪ PROJECTS |
| <p>SCIENCE</p> | <ul style="list-style-type: none"> ▪ GRADE LEVEL (TK-5) KEY STANDARDS AS PER CALIFORNIA FRAMEWORK | <ul style="list-style-type: none"> ▪ STATE MANDATED TESTS FOR 5TH GRADE ▪ TEACHER DEVELOPED ASSIGNMENTS, TESTS, AND ACTIVITIES ▪ PUBLISHERS' MATERIALS AND ASSESSMENTS -- FOSS |

| | | |
|----------------------------|--|---|
| | | <ul style="list-style-type: none"> · CLASSROOM OBSERVATIONS · INVESTIGATIONS · SCIENCE JOURNALS |
| HISTORY AND SOCIAL STUDIES | <ul style="list-style-type: none"> · GRADE LEVEL (TK-5) KEY STANDARDS AS PER CALIFORNIA FRAMEWORK | <ul style="list-style-type: none"> · TEACHER DEVELOPED ASSIGNMENTS, TESTS, AND ACTIVITIES · PUBLISHERS' MATERIALS AND ASSESSMENTS –SCOTT FORESMAN · RESEARCH PROJECTS · EXHIBITS AND PRESENTATIONS · INTEGRATION OF THE ARTS SUCH AS PLAYS AND MUSICALS · FIELD STUDIES |
| TECHNOLOGY | <ul style="list-style-type: none"> · USE OF INTERNET FOR RESEARCH · COMMUNICATION · USE OF APPLICATIONS SUCH AS WORD PROCESSING, PUBLISHING, POWERPOINT PRESENTATIONS, AND SPREADSHEETS · USE OF ARTISTIC APPLICATIONS | <ul style="list-style-type: none"> · TEACHER DEVELOPED ASSIGNMENTS, TESTS, AND ACTIVITIES · OBSERVATION · PRESENTATIONS AND PROJECTS |

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.

Methods by which student progress is measured, include authentic and standardized assessments:

- **Authentic Assessments:** Authentic assessments aligned with the grade-level state standards are ongoing and can better evaluate the child over time and in a variety of settings. Examples of authentic assessments include: teacher developed assignments and activities, homework, anecdotal records, journals, work samples, grade-level and teacher-developed tests, rubrics, criteria charts, short-term and long-term projects, and learning contracts.

- **Interim Assessments:** Teachers in Kindergarten through Second Grade will utilize the District Interim assessments in English Language Arts and Math. Teachers in Third through Fifth Grade will utilize the Smarter Balanced Interim assessments. The results of these interim assessments will be analyzed and used to target instruction in the classroom.
- **Standardized Assessments and how data will be used:** Smart Balanced Assessment Consortium (SBAC), California Science Test Grade 5 (CAST), California English Development Test (CELDT), DIBELS TK-5), *California Treasures* Assessments/Fluency, District Interim Literacy Assessments, District Interim Math Assessments. The District is currently testing all second graders to qualify for gifted identification (OLSAT). District assessments will be given to students at their appropriate grade level. Data will be used to guide instruction as teachers review the progress of students in the classroom.

C. State Mandated Testing (LAUSD Specific Language)

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. As a District affiliated charter school, Van Gogh will test with the District and adhere to District testing calendars and procedures for all state mandated assessments (*pursuant to Ed. Code § 60602.5*).

DATA ANALYSIS AND REPORTING

How Data Will Be Used

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

- Data from combined assessments is evaluated continuously by teachers and administration in order to meet each student's educational needs. Using this data during weekly grade level meetings helps to identify students in need of differentiation such as intervention and enrichment.
- Data from State, District, and authentic assessments are communicated to parents by the teaching staff throughout the school year in a variety of ways such as parent/teacher conferences, assessment result letters, and report cards.
- Data is used to identify and prioritize professional development needs as well as to provide topics for discussion during grade level planning.
- Schoolwide data is also shared in a public forum at monthly governance (School Site) meetings and Principal Chats in order to discuss upcoming program development and intervention priorities.

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.

Identification of Grading Policy

Individual classroom teachers shall be 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 progress toward fulfilling 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 state's curricular standards as appropriate for each grade-level and content area.

Student progress toward achieving the Common Core State Standards will be communicated to parents by providing feedback on class assignments, homework assignments, and regular conferences with the students' teachers.

Proficient levels of the State Standards are summarized on the Progress Report. 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 divided into 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 fair play.

Progress is reported to the parents three times annually using the LAUSD Progress Report. Additionally, parent conferences are conducted as needed throughout the year.

Element 4 – Governance

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

GENERAL PROVISIONS

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

Charter School shall adhere to and implement all applicable District policies and procedures for compliance with California open meetings laws (i.e., the Brown Act and the Greene Act, as applicable) and the California Public Records Act.

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

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

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

LEGAL AND POLICY COMPLIANCE

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

In coordination and consultation with the District, Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by

the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

Additional Parent Involvement Opportunities

Parents have played a very active role at Van Gogh Charter and the success of Van Gogh Charter School will depend upon continuing this tradition. The highly productive collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and will be involved in all levels of decision-making at Van Gogh Charter School, their primary role will be to help to fulfill our promise of an enriched educational experience for all children. At least one elected parent representative will serve on each of the school's Governing and Executive Committees, including but not limited to budget, By-Laws and curriculum, ELAC (if school has 21 or more ELs enrolled), school safety, staff selection, technology, discipline and professional development.

Parents attend monthly parent meetings (Friends of Van Gogh PTO) where they elect their own officers and representatives and where they set goals for their participation. By participating in the process, parents will learn skills related to teaching their children, planning, budgeting, management, analysis and problem solving.

Parents and community members are invited to many additional activities including events such as:

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| <p style="text-align: center;">Van Gogh Gives Back</p> | <ul style="list-style-type: none"> · Locks of Love · Trick or Treat for UNICEF · YMCA Thanksgiving Food Drive · Candy Split for local shelter · Jump Rope for Heart · Charitable Campaign · Pajama Drive for foster children · Leukemia Foundation · Pet Shelter Donations · Recycling · Military Outreach |
| <p style="text-align: center;">Family Fun Nights</p> | <ul style="list-style-type: none"> · Fall Festival/Trunk or Treat · Valentine Rock Dance · Dine-Out Nights · Carnival |
| <p style="text-align: center;">School Events</p> | <ul style="list-style-type: none"> · Back-To-School Night · Open House · Volunteer Brunch · Parent Education Workshops · Monday Morning Assemblies · Student of the Month Assemblies |

| | |
|--|--|
| | <ul style="list-style-type: none"> · Classroom Activities · Holiday-Themed Activities · Student/Staff Softball Game · Campus Beautification · Student Council Spirit Days · Boy and Girl Scouts · Chaperoned Field Trips · Book Fair |
|--|--|

STAKEHOLDER INVOLVEMENT

Van Gogh Charter School Governance Council

Van Gogh Charter School will maintain a Governance Council that will be the chief site based decision-making body for the school under the authority of the local district superintendent and under the ultimate authority of the Los Angeles Unified School District Board of Education. The Governance Council will be governed in its operations and its actions by the charter petition and the By-Laws of the Governance Council of Van Gogh Charter School, which can be revised as needed. The Governance Council will meet at least seven times per year to discuss policy and make decisions on the direction for the school. All teachers, parents, and community members are encouraged to attend council meetings. Subject to LAUSD policies and procedures, the Council will have authority for aspects of its operation including, but not limited to, the development and implementation of policies related to curriculum, personnel consistent with district policies and procedures and collective bargaining agreements, professional development, categorical block grant budget and finance, implementation of admissions, site-level scheduling, community relations, classroom usage (within district policy), use of the school site (within district policy), safety, discipline, charter revision subject to district approval, dispute resolution (within district policy), appointment of school representatives to external organizations, and interactions with LAUSD. We will 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 Van Gogh Charter School.

Selection Process of Council Members and Governance Council Organization

Members of the Governance Council will serve two-year terms; one-half of the teacher members and one-half the parent members will be elected each year. The voting members of the Governance Council will include representatives from the school’s various constituencies as follows:

Six staff members and two alternate teacher representatives, who will be elected from and by the credentialed teachers employed at the school, which will include:

- The principal
- UTLA Chapter Chair
- Three teachers: one primary grade representative (K-2); one upper grade representative (3-5); and one Special Education representative
- One Classified Representative (to be elected by classified staff)

Six parent/guardian/family members, elected by PTO

- Six at-large parent/guardian/family representatives who will be elected from and by parents whose children are enrolled in the school.
- Four (4) alternate parent council representatives designated. The first alternate will be the alternate with the most votes as compared to the other alternate(s).

Standing Committees

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

Committees may include but are not limited to:

- Curriculum Development and Review
- Student Activities
- Budget and Finance
- Standards and Conduct
- Facilities and Safety
- Human Resources and Personnel Selection
- Staff Development
- Technology

Other committees may be formed as the need arises. Committees are advisory and will have at least one parent and one staff member as members. The Committee chairperson must establish a meeting agenda and submit a summary of all meetings to the Council Chair and/or the Council Secretary. Committees may elect a chairperson at their first meeting. In the event that no one accepts the chairperson position, the Van Gogh Charter School Governance Council Chair will appoint a chairperson. Committee meeting dates and times will be determined by the Council, as needed.

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.

Van Gogh Charter would like to incorporate a sibling preference in their annual lottery.

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:

1. Was the misconduct caused by, or directly and substantially related to, the student's disability?
2. 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: Pamela Merloni
c/o School Principal
17160 Van Gogh Street
Granada Hills, CA 91344

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.