



LOS ANGELES UNIFIED SCHOOL DISTRICT

Dearborn Elementary Charter Academy

A DISTRICT AFFILIATED CHARTER SCHOOL

9240 WISH AVENUE

NORTHRIDGE, CA. 91325

Renewal Charter Petition

Submitted

February 13, 2025

TERM OF CHARTER

JULY 1, 2025 TO JUNE 30, 2031

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Dearborn Elementary Charter Academy (also referred to herein as “Dearborn”, “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(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil’s 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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils 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”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- 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(e)(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(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(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 "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL 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(c)(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(c)(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(c)(5)(A)(iii).)

GENERAL INFORMATION

• The name and title of the contact person for Charter School is:	<i>George Fuentes, Principal</i>
• The contact address of Charter School is:	<i>9240 Wish Ave. Northridge 91325</i>
• The contact phone number for Charter School is:	<i>(818) 349-4381</i>
• Charter School is located in LAUSD Board District:	<i>3</i>
• Charter School is located in LAUSD Region:	<i>North</i>
• The grade configuration of Charter School is:	<i>TK-5</i>
• The number of students in the first year of this charter term will be:	<i>540</i>
• The grade level(s) of the students in the first year will be:	<i>TK-5</i>
• Charter School’s scheduled first day of instruction in 2025-2026 is:	<i>8/11/2025</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>548</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 (e.g. daily hours) for Charter School will be:	<i>7:52 am – 2:15 pm</i>
• The term of this Charter shall be from:	<i>July 1, 2025-June 30, 2031</i>
• If Charter School is Low performing, per the CDE Performance Category, the term of this Charter, if approved:	

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Dearborn Elementary Charter Academy is a suburban elementary school in the heart of Northridge located one mile east of California State University, Northridge, and adjacent to Dearborn Park and Holmes Middle School. We offer a variety of quality programs that attract families to our school. Dearborn is a special place where students are inspired to achieve their potential. From our acclaimed School for Advanced Studies to our Special Education classes, Dearborn is a special place where students are inspired to achieve their potential. We offer a well-rounded program that focuses on academic achievement and includes arts education, technology, character education, and healthy lifestyles. Our school makes it a priority to support Social Emotional Learning. In addition, our school focuses on character development and positively rewards students when caught displaying models of character, such as respectfulness, trustworthiness, kindness, and cooperation. Students are positively rewarded at monthly assemblies. Our healthy lifestyles program is

a partnership with the YMCA. Bi-weekly, every student receives instruction in physical education from a YMCA Coach. We promote healthy eating choices by providing student-approved menu choices that provide healthy nutrients and energy to support academic and physical growth.

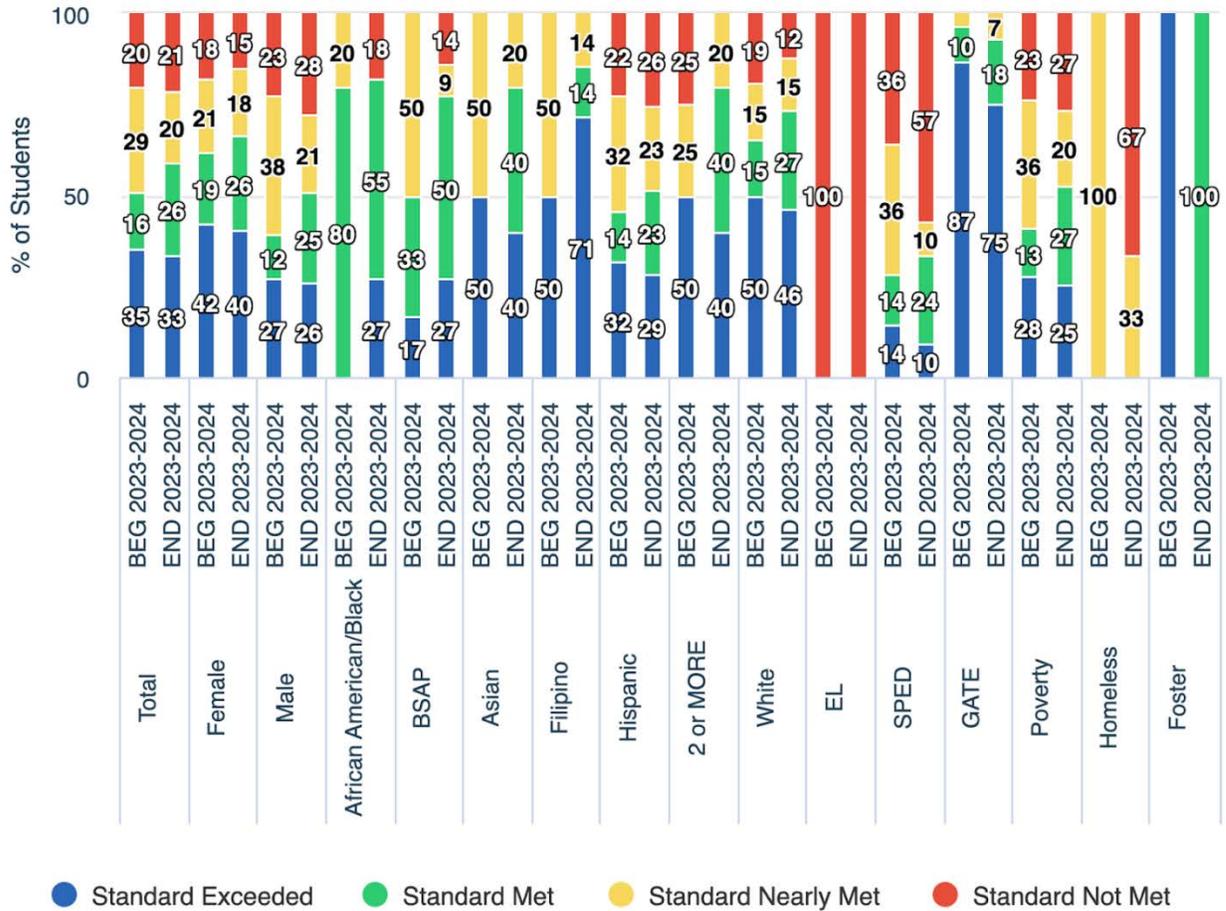
Dearborn prides itself on being a school that places a strong emphasis on the arts, fostering creativity and self-expression in all students. As a family-oriented institution, we are dedicated to educating the whole child, supporting their academic, emotional, and social growth. To prepare our students for success in college and beyond, Dearborn has partnered with CSUN to provide students with valuable opportunities to engage in college community events.

Our school offers a rigorous, standards-based academic program across all subject areas, ensuring students receive a comprehensive and challenging education. Known for our warm, inclusive atmosphere, Dearborn is committed to creating a welcoming, family-like environment for all. We continuously strive for excellence, adapting to the evolving needs of our diverse community.

According to the data comparison of the Smarter Balanced Summative Assessments (SBA) from 2017 to 2024, we have made significant gains in both English Language Arts (ELA) and Mathematics. In 2017, our ELA score was 5 points below standard, and our Mathematics score was 14.4 points below standard. By 2024, our ELA score has increased by 24.3 points, reaching 19.3 points above standard, while our Mathematics score has improved by 23.5 points, now 9.1 points above standard. These impressive gains highlight substantial progress in both subject areas over the past several years. The innovative features of our educational program include providing teachers with targeted professional development that includes Thinking Maps, Write from the Beginning, Foundations, district-adopted curriculum training, CGI (Cognitively Guided Instruction), and building upon in-house teacher skills. In addition, grade-level planning has guided growth so that each grade level is pacing the curriculum together. Other innovative features of our educational program include Principal Data Chats with teachers to review and target specific students and their needs.

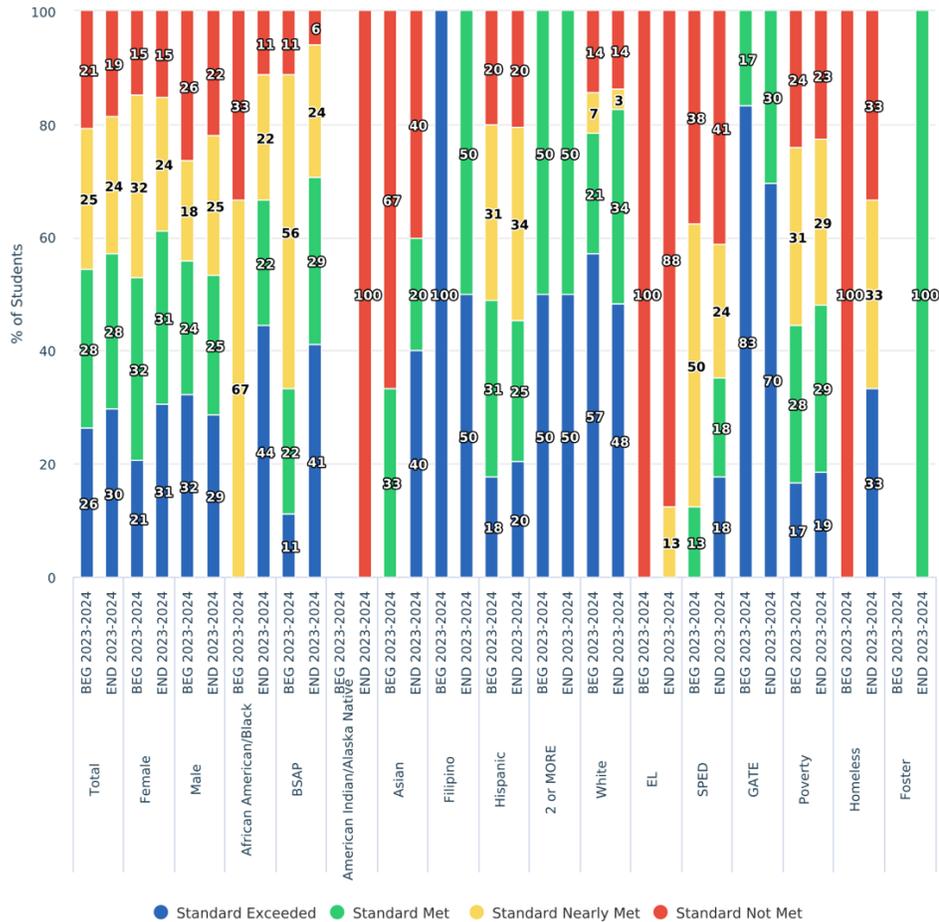
2023-2024 Smarter Balanced Assessment Achievement Data for two years by Subgroup from Whole Child 2.0.

Beginning (Beg) and Actual SBA ELA Performance Levels by Student Group



Our subgroups achieved significant successes on the 2023-2024 Smarter Balanced Assessments. In English Language Arts (ELA), our Asian students demonstrated remarkable growth, increasing by 30%, while our African American subgroup improved by 27% in the "standard exceeded" category. Additionally, our Hispanic population showed a 6% improvement, and our poverty subgroup grew by 11% in the standard met/exceeded category.

Beginning (Beg) and Actual SBA Math Performance Levels by Student Group



Our school has demonstrated significant academic growth among key student subgroups. The African American subgroup increased by 81.8 points, students with disabilities improved by 17.4 points, the poverty subgroup grew by 1.4 points, and our homeless population achieved an outstanding increase of 88.7 points. These results highlight our commitment to equity and our ability to address the unique needs of all learners effectively.

Our English Learners and Students with Disabilities face challenges in making adequate academic progress, as reflected in Smarter Balanced ELA and Math data. English Learners are impacted by an increase in newcomers. Similarly, Students with Disabilities face challenges due to their specific learning needs, despite the district’s adoption of an alternate ELPAC format.

To address these challenges, the school has prioritized these subgroups and revamped its professional development plan using a PDSA (Plan, Do, Study, Act) cycle to target instructional needs. Teachers and administrators collaborate to develop strategies, including meeting English Learner reclassification requirements and providing accommodations for Students with Disabilities. Additionally, the Early Language & Literacy

Plan leverages DIBELS (TK-2) and iReady (3-5) data to identify and target specific skill deficiencies through focused, small-group instruction.

The table below shows the percentage of students that reclassify each school year. Although the District's reclassification criteria have shifted from year to year, Dearborn is consistently able to reclassify English Learners well before they culminate elementary school.

Reclassification Rates for 3 years	% Reclassified
2023-2024	26%
2022-2023	44%
2022-2021	26%

STUDENT POPULATION TO BE SERVED

Dearborn currently has a student body of 530 in grades TK-5. Our enrollment has steadily increased over the past few years. We have 62% of our student population that are socioeconomically disadvantaged.

Our student backgrounds are very diverse with 58% of our student body being Latino, 4% Black, 7% Asian/Filipino, 16% White, and 7% Other. Dearborn also has many different types of learners. In order to meet the needs of different learners, we provide a variety of programs to engage our students. Specific student interests include introduction to ballroom dancing and playing an instrument by joining orchestra in grades 4-5. Students in K-5 also begin to learn coding and robotics through our Computer Wise program. Our challenge lies in providing enrichment for our Gifted population while also providing intervention and prevention for our struggling subgroups.

2024-2025 Dearborn Student Population
Black 4.2%
Filipino 4.0%

American Indian 0%
Asian 2.9%
Hispanic 58.3%
Pacific Islander 0%
White 16.2%
Two or More 6.9%
Other 7.6%
2024-2025 Dearborn Subgroups
Students with Disabilities (SWD) 13.5%
Socioeconomically Disadvantaged 62%
2024-2025 English Learners
English Learners 8.8%
Reclassified ELs (RFEP) 5.5%
2024-2025 GATE Learners
Identified Gifted-All 8.6%

Identified Gifted-Filipino 15%
Identified Gifted-Asian 14.3.%
Identified Gifted-Black 8.7%
Identified Gifted-Hispanic 8.3%
Identified Gifted-White 10.7%

GOALS AND PHILOSOPHY

Mission and Vision

Mission

Dearborn Elementary Charter Academy provides a rigorous academic curriculum and social foundation to meet the needs of our diverse learning community in a safe, supportive environment. Our goal is to have students achieve their greatest potential and become caring, responsible, contributing, well-educated citizens. We accomplish these goals through teachers and staff excellence, parent collaboration, and community commitment.

Vision

Our vision is to be a recognized, progressive school of excellence where students, parents, and teachers work collaboratively to prepare for the future. Our goal is to have students achieve their greatest potential and become caring, responsible, contributing, well-educated citizens through our interdisciplinary curriculum.

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

An Educated Person of the 21st Century is a student that is familiar with A-G College Requirements. It means that they are using critical thinking, creativity, collaboration, and global connections to build upon their learning every day. They understand that the world is rapidly changing and requires the ability to adapt, learn innovative technologies, empower others, and make connections to the world around them.

Dearborn Elementary Charter Academy uses the California Department of Education’s blueprint as a compass to educate every student with 21st Century skills. 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 (The Four C's: Critical thinking, Communication, Collaboration, and Creativity)
- Life and Career Skills
- Information, Media, and Technological Skills

Dearborn Elementary Charter Academy has a newly renovated computer lab featuring two carts equipped with 30 Chromebooks and 30 iPads. The updated space includes modern furniture designed to facilitate collaborative grouping and provides dedicated areas for Robotics and Coding activities.

We are in the process of launching a state-of-the-art STEAM lab with cutting-edge technology like Cricut machines, Makey Makeys, LEGO coding, Dash Robots, 3D printers, and gaming equipment. The STEAM lab will be used to support computer science initiatives and e-sports clubs.

All stakeholders understand the importance of preparing students for 21st century literacy. Dearborn buys a Computer Wise teacher who introduces students to digital media and standards-based lessons through Google Classroom.

How Learning Best Occurs

Dearborn Elementary is a remarkably diverse community. We strive to build upon the cultural assets our students bring to school. California Common Core State Standards provide the foundation of lesson planning. We have 62% of our student population that are socioeconomically disadvantaged, so we believe that equal access is of the utmost importance to their education.

According to the 2023-2024 My Integrated Student Information System (MiSiS) GATE student roster, our Gifted students account for 8.6% of our student body. We understand the importance of providing an enriched academic experience, not just to our Gifted population, but to our entire student body. Teachers utilize Sandra Kaplan's prompts of Depth and Complexity to provide rigor. Students are provided with opportunities for project-based learning.

The school also is sensitive to the needs of students working below benchmark or who may just need extra support in specific content standards. Teachers meet with the principal three times a year to review data and create small group instruction schedules based upon student data, teacher observation, and District assessments. Teachers provide small group instruction to students to help close the gaps in their learning. We utilize the school budget to purchase tutoring vendors who support students performing below benchmark. These tutors work part time to provide targeted instruction using the Mundo Academy curriculum based on common core

standards. They pull out students into small learning groups according to academic areas of need. Grouping is constantly monitored and adjusted based upon DIBELS/iReady scores and progress monitoring.

Learning best occurs when students, parents, teachers, administration, and staff collaboratively work together through a shared vision and mission of learning. Our school believes in the 'whole child' approach, which aims to educate the child academically, socially, globally, and emotionally. We believe in a progressive educational experience and the importance of creating lifelong learners who are continuously motivated to learn.

Student learning is also maximized when teachers are provided with relevant and specific professional development based upon their students' needs. Teacher training must be engaging. After implementing newly learned pedagogy, teachers shared the strengths and weaknesses of the lesson with colleagues.

Classroom instruction considers the many modes of student learning. Our teachers use multiple modalities of teaching techniques to ensure student comprehension. Informal and formal assessments are used to gauge a student's growth and areas of need. Using these assessments helps teachers to guide instructional planning and personalize the instruction.

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

Dearborn staff, administration, and families share a common goal that all students have a natural motivation to learn in a positive, self-determining way by creating a supportive environment. We take the "whole child" approach, which encompasses the students' cognitive, socio-emotional and physical developments to promote self-motivation and build competence.

Dearborn educators engage student learning by incorporating multiple modalities, challenging curriculum, active participation, high-interest lessons, and art disciplines. Our accomplished teachers inspire students using high expectations, as well as providing positive and encouraging feedback. They attend professional development to continually grow as educators and engage students through best teaching practices. Teachers ensure that students continue to build on the skills necessary to be successful lifelong learners. Teachers engage students in lessons, activities, and experiments that provide opportunities to demonstrate their learning. This helps to build confidence as developing scholars.

Dearborn students have access to experts, from our classroom teachers, enrichment specialists, and administrative team, who are also role models that embody dedication, commitment, and the love of learning.

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 (2013) (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 local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2025)	
GOAL #1	
<p>Basic Services #1: Safe Facilities, Updated Textbooks, Teacher assignments and Credentialing:</p> <p>The school will assign 100% of teachers according to their credentials and certifications.</p> <p>Access to Instructional Materials: The school will provide all students with sufficient access to 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>Facilities Maintenance: 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><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <p>Local Priorities:</p> <p><input type="checkbox"/>: <input checked="" 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

Outcome #1:

The school will assign 100% of teachers in accordance with their credentials, including multiple subject credentials and EL authorizations.

Metric/Method for Measuring:

Annual Review of School Compliance with Credentialing and Assignment Requirements.

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	2025-2026	2026-2027	2027-2028 <small>(Not applicable if categorized as Low Performing)</small>	2028-2029 <small>(Not applicable if categorized as Low Performing)</small>	2029-2030 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	Not significant subgroup at this time	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	Not significant subgroup at this time	100%	100%	100%	100%	100%
LatinX Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	Not significant subgroup at this time	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:

The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter.

Metric/Method for Measuring:

Annual Williams Instructional Materials Review and Certification Process/Annual Budget Review/Annual Inventory.

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
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	recent data available)			(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	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:						
The school will achieve and maintain an overall “good” rating or better on annual review(s) of school facilities.						
Metric/Method for Measuring:						
Internal and District Annual Review						
APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
				(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)
All Students (Schoolwide)	Good	“Good” or better on anual review	“Good” or better on anual review	“Good” or better on anual review	“Good” or better on anual review	“Good” or better on anual review
English Learners Students	Good	“Good” or better on anual review	“Good” or better on anual review	“Good” or better on anual review	“Good” or better on anual review	“Good” or better on anual review
Socioeconomically Disadvantaged Students	Good	“Good” or better on anual review	“Good” or better on anual review	“Good” or better on anual review	“Good” or better on anual review	“Good” or better on anual review
Foster Youth Students	Good	“Good” or better	“Good” or better	“Good” or better	“Good” or better	“Good” or better

		<i>on anual review</i>				
Students with Disabilities	<i>Good</i>	<i>“Good” or better on anual review</i>				
African American Students	<i>Good</i>	<i>“Good” or better on anual review</i>				
American Indian/Alaska Native Students	<i>Good</i>	<i>“Good” or better on anual review</i>				
Asian Students	<i>Good</i>	<i>“Good” or better on anual review</i>				
Filipino Students	<i>Good</i>	<i>“Good” or better on anual review</i>				
Latino Students	<i>Good</i>	<i>“Good” or better on anual review</i>				
Native Hawaiian/Pacific Islander Students	<i>Good</i>	<i>“Good” or better on anual review</i>				
Students of Two or More Races	<i>Good</i>	<i>“Good” or better on anual review</i>				
White Students	<i>Good</i>	<i>“Good” or better on anual review</i>				

GOAL #2	
Consistent with the charter, the school will annually increase the number of students meeting grade level/at or above benchmark as measured by Smarter Balance Assessment and iReady Reading.	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6

For English Learners, the school will meet the annual reclassification rate.

Local Priorities:
<input type="checkbox"/> :
<input type="checkbox"/> :

Specific Annual Actions to Achieve Goal

The school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to (1) yield improved academic performance outcomes for all students, including English Learners, (2) set school target goals, 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.
- Annually review and modify 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 California English Language Development Standards.

Expected Annual Measurable Outcomes

Outcome #1:
 Increase the percentage of students that met or exceeded standards in English Language Arts on the Smarter Balance Assessment (SBA).

Metric/Method for Measuring:
 SBA, ELA

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	2025-2026	2026-2027	2027-2028 <small>(Not applicable if categorized as Low Performing)</small>	2028-2029 <small>(Not applicable if categorized as Low Performing)</small>	2029-2030 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	58%	60%	62%	64%	66%	68%
English Learners Students	0%	30%	35%	40%	45%	50%
Socioeconomically Disadvantaged Students	52%	54%	56%	58%	60%	62%
Foster Youth Students	100%	66%	69%	72%	75%	78%
Students with Disabilities	26%	30%	33%	36%	39%	42%
African American Students	83%	84%	85%	86%	87%	88%
American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	n/a
Asian Students	80%	81%	82%	83%	84%	85%
Filipino Students	89%	90%	90%	90%	90%	90%
Latino Students	51%	54%	57%	60%	63%	66%
Native Hawaiian/Pacific Islander Students	n/a	n/a	n/a	n/a	n/a	n/a

Students of Two or More Races	50%	52%	54%	56%	58%	60%
White Students	70%	72%	74%	76%	78%	80%

Outcome #2:

Increase the percentage of students that met or exceeded standards in English proficiency on the ELPAC.

Metric/Method for Measuring:

ELPAC

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	2025-2026	2026-2027	2027-2028 <small>(Not applicable if categorized as Low Performing)</small>	2028-2029 <small>(Not applicable if categorized as Low Performing)</small>	2029-2030 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	n/a	n/a	n/a	n/a	n/a	n/a
English Learners Students	62%	64%	66%	68%	70%	72%
Socioeconomically Disadvantaged Students	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth Students	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:

Increase the percentage of students that meet early on, mid or above grade level on iReady reading diagnostic.

Metric/Method for Measuring:

End of the Year (EOY).

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	2025-2026	2026-2027	2027-2028 <small>(Not applicable if categorized as Low Performing)</small>	2028-2029 <small>(Not applicable if categorized as Low Performing)</small>	2029-2030 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	58%	60%	62%	64%	66%	68%
English Learners Students	0%	40%	43%	47%	50%	53%

Socioeconomically Disadvantaged Students	49%	52%	55%	58%	61%	64%
Foster Youth Students	100%	56%	59%	62%	65%	68%
Students with Disabilities	35%	38%	41%	44%	47%	50%
African American Students	63%	66%	69%	72%	75%	78%
American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	n/a
Asian Students	80%	80%	80%	80%	80%	80%
Filipino Students	75%	75%	75%	75%	75%	75%
Latino Students	53%	56%	59%	62%	65%	68%
Native Hawaiian/Pacific Islander Students	n/a	n/a	n/a	n/a	n/a	n/a
Students of Two or More Races	70%	71%	72%	73%	74%	75%
White Students	74%	75%	76%	77%	78%	79%

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>Increase the percentage of parents feeling informed regarding their child's academic progress based on the following School Experience Survey question.</p> <p>(1) My child's teacher(s) informs me about my child's academic progress.</p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8</p> <p><input checked="" 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"> • 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:						
Increase percentage of parents completing the School Experience Survey annually.						
Metric/Method for Measuring:						
Annual Review of School Experience Survey of Parental Participation (Parent Participation)						
APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
				<small>(Not applicable if categorized as Low Performing)</small>	<small>(Not applicable if categorized as Low Performing)</small>	<small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	90%	95%	100%	100%	100%	100%

English Learners Students	90%	95%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	90%	95%	100%	100%	100%	100%
Foster Youth Students	90%	95%	100%	100%	100%	100%
Students with Disabilities	90%	95%	100%	100%	100%	100%
African American Students	90%	95%	100%	100%	100%	100%
American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	100%
Asian Students	90%	95%	100%	100%	100%	100%
Filipino Students	90%	95%	100%	100%	100%	100%
Latino Students	90%	95%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	n/a	n/a	n/a	n/a	n/a	100%
Students of Two or More Races	90%	95%	100%	100%	100%	100%
White Students	90%	95%	100%	100%	100%	100%

Outcome #2:
 Increase percentage of parents feeling informed regarding child’s academic progress.

Metric/Method for Measuring:
 Annual Review of School Experience Survey of Student Participation. (My child's teacher(s) inform me about my child's academic progress.)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	2025-2026	2026-2027	2027-2028 (Not applicable if categorized as Low Performing)	2028-2029 (Not applicable if categorized as Low Performing)	2029-2030 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	95%	98%	100%	100%	100%	100%
English Learners Students	95%	98%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	95%	98%	100%	100%	100%	100%
Foster Youth Students	95%	98%	100%	100%	100%	100%
Students with Disabilities	95%	98%	100%	100%	100%	100%
African American Students	95%	98%	100%	100%	100%	100%
American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	n/a
Asian Students	95%	98%	100%	100%	100%	100%
Filipino Students	95%	98%	100%	100%	100%	100%
Latino Students	95%	98%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	n/a	98%	100%	100%	100%	100%
Students of Two or More Races	95%	98%	100%	100%	100%	100%

White Students	95%	98%	100%	100%	100%	100%
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Outcome #3:

Increase percentage of parent participation and engagement

Metric/Method for Measuring:

Ensure at least 39% of parents attend at least 1 academic initiative training session, as documented by attendance records and survey submissions.

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APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	2025-2026	2026-2027	2027-2028 <small>(Not applicable if categorized as Low Performing)</small>	2028-2029 <small>(Not applicable if categorized as Low Performing)</small>	2029-2030 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	38%	39%	40%	41%	42%	43%
English Learners Students	38%	39%	40%	41%	42%	43%
Socioeconomically Disadvantaged Students	38%	39%	40%	41%	42%	43%
Foster Youth Students	38%	39%	40%	41%	42%	43%
Students with Disabilities	38%	39%	40%	41%	42%	43%
African American Students	38%	39%	40%	41%	42%	43%
American Indian/Alaska Native Students	38%	39%	40%	41%	42%	43%
Asian Students	38%	39%	40%	41%	42%	43%
Filipino Students	38%	39%	40%	41%	42%	43%
Latino Students	38%	39%	40%	41%	42%	43%
Native Hawaiian/Pacific Islander Students	38%	39%	40%	41%	42%	43%
Students of Two or More Races	38%	39%	40%	41%	42%	43%
White Students	38%	39%	40%	41%	42%	43%

GOAL #4

The school will annually increase the number of students achieving proficient or above proficient on Smarter Balance Assessment (SBA) English Language Arts and Mathematics. The school will meet annual state-determined growth targets, schoolwide and for all numerically significant subgroups. The school will annually increase the number of English Learners who reclassify as Fluent English Proficient (RFEP) by at least 2%.

Related State Priorities:

- 1 4 7
- 2 5 8
- 3 6

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

Annually review the standards-based curriculum and academic achievement data 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 by the Language Acquisition Team.
- Utilize class-size reduction teacher to target needs of EL students.
- Utilize the ELD standards to provide access to CCSS ELA/Literacy standards and other content areas.
- Purchase ELD Common Core aligned materials.
- Provide additional academic language support before/after school.

Expected Annual Measurable Outcomes

Outcome #1:

Increase the percentage of students that met standard/exceeded standard in English Language Arts on the Smarter Balance Assessment (SBA).

Metric/Method for Measuring:

SBA Data (English Language Arts)

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	2025- 2026	2026- 2027	2027- 2028 <small>(Not applicable if categorized as Low Performing)</small>	2028- 2029 <small>(Not applicable if categorized as Low Performing)</small>	2029- 2030 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	55%	58%	60%	62%	64%	66%
English Learners Students	0%	20%	23%	26%	29%	32%
Socioeconomically Disadvantaged Students	45%	48%	51%	54%	57%	60%
Foster Youth Students	20%	23%	26%	29%	32%	35%
Students with Disabilities	33%	35%	37%	39%	41%	43%
African American Students	77%	79%	81%	83%	85%	87%
American Indian/Alaska Native Students	NA	NA	NA	NA	NA	NA
Asian Students	60%	62%	64%	66%	68%	70%
Filipino Students	70%	71%	72%	73%	74%	75%
Latino Students	42%	45%	48%	51%	55%	60%
Native Hawaiian/Pacific Islander Students	NA	NA	NA	NA	NA	NA
Students of Two or More Races	50%	52%	54%	56%	58%	60%
White Students	79%	80%	81%	82%	83%	84%

Outcome #2:

Increase the percentage of students that met standard/exceeded standard in mathematics on the Smarter Balance Assessment (SBA).

Metric/Method for Measuring:

SBA Data (mathematics)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	2025-2026	2026-2027	2027-2028 <small>(Not applicable if categorized as Low Performing)</small>	2028-2029 <small>(Not applicable if categorized as Low Performing)</small>	2029-2030 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	58%	60%	62%	64%	66%	70%
English Learners Students	0%	20%	23%	26%	29%	31%
Socioeconomically Disadvantaged Students	48%	51%	54%	57%	60%	63%
Foster Youth Students	20%	23%	26%	29%	32%	35%
Students with Disabilities	36%	38%	40%	42%	44%	46%
African American Students	66%	68%	70%	72%	74%	76%
American Indian/Alaska Native Students	NA	NA	NA	NA	NA	NA
Asian Students	60%	62%	64%	66%	68%	70%
Filipino Students	70%	71%	72%	73%	74%	75%
Latino Students	45%	48%	51%	53%	56%	59%
Native Hawaiian/Pacific Islander Students	NA	NA	NA	NA	NA	NA
Students of Two or More Races	50%	52%	54%	56%	58%	60%
White Students	82%	83%	84%	85%	86%	87%

Outcome #3:

Increase the number of English Learners who reclassify as Reclassified Fluent English Proficient (RFEP) as found in MiSiS.

Metric/Method for Measuring:

RFEP Data

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	2025-2026	2026-2027	2027-2028 <small>(Not applicable if categorized as Low Performing)</small>	2028-2029 <small>(Not applicable if categorized as Low Performing)</small>	2029-2030 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	NA	NA	NA	NA	NA	NA
English Learners Students	26%	28%	30%	32%	34%	36%
Socioeconomically Disadvantaged Students	NA	NA	NA	NA	NA	NA
Foster Youth Students	NA	NA	NA	NA	NA	NA

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

GOAL #5	
<p>The school will annually increase the year-to-date attendance rate and increase the percentage of students achieving basic and proficient attendance levels.</p> <p>The school will annually decrease the number of students with chronic absenteeism (missing 15 days or more each school year).</p> <p>Contact families whose student is in the chronic absenteeism band during the school year and strengthen the home-school partnership regarding attendance.</p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input checked="" 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"> • Promote and strengthen the home-school partnership through an annual schedule of programs and activities implemented by the district's Student Family and Community Engagement staff. • Increase annually the year-to-date attendance rate and increase the percentage of students achieving basic and proficient attendance levels. • Maintain attendance incentive programs. • Contact families whose student is in the chronic absenteeism band during the school year and strengthen the home-school partnership regarding attendance. • Decrease the number of students with chronic absenteeism.

Expected Annual Measurable Outcomes
<p>Outcome #1: The school will annually increase the year-to-date attendance rate and increase the percentage of students achieving basic and proficient attendance levels.</p> <p>Metric/Method for Measuring: Student Attendance Rates</p>

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	2025-2026	2026-2027	2027-2028 <small>(Not applicable if categorized as Low Performing)</small>	2028-2029 <small>(Not applicable if categorized as Low Performing)</small>	2029-2030 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	91%	92%	93%	94%	95%	96%
English Learners Students	89%	90%	91%	92%	93%	94%
Socioeconomically Disadvantaged Students	90%	91%	92%	93%	94%	95%
Foster Youth Students	NA	NA	NA	NA	NA	NA
Students with Disabilities	87%	88%	89%	90%	91%	92%
African American Students	90%	91%	92%	93%	94%	95%
American Indian/Alaska Native Students	NA	NA	NA	NA	NA	NA
Asian Students	96%	96%	96%	96%	96%	96%
Filipino Students	95%	96%	96%	96%	96%	96%
Latino Students	93%	94%	95%	96%	96%	96%
Native Hawaiian/Pacific Islander Students	NA	NA	NA	NA	NA	NA
Students of Two or More Races	95%	96%	96%	96%	96%	96%
White Students	93%	94%	95%	96%	96%	96%

Outcome #2:
The school will annually decrease the number of students with chronic absenteeism (missing 15 days or more each school year).

Metric/Method for Measuring:
Chronic Absenteeism Rates (Students in Chronic Absenteeism Band)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	2025-2026	2026-2027	2027-2028 <small>(Not applicable if categorized as Low Performing)</small>	2028-2029 <small>(Not applicable if categorized as Low Performing)</small>	2029-2030 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	23%	21%	19%	17%	15%	13%
English Learners Students	38%	35%	32%	29%	26%	23%
Socioeconomically Disadvantaged Students	28%	26%	24%	22%	20%	18%
Foster Youth Students	NA	NA	NA	NA	NA	NA
Students with Disabilities	47%	45%	43%	41%	39%	37%
African American Students	36%	34%	32%	30%	28%	26%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	6%	6%	6%	6%	6%	6%
Filipino Students	14%	13%	12%	11%	10%	9%
Latino Students	25%	23%	21%	19%	17%	15%

Native Hawaiian/Pacific Islander Students	NA	NA	NA	NA	NA	NA
Students of Two or More Races	20%	19%	18%	17%	16%	15%
White Students	24%	22%	20%	18%	16%	14%

Outcome #3:

By the end of the school year, contact 80% of families whose students fall into the chronic absenteeism band and engage those families in two-way communication (e.g., phone calls, meetings, or home visits) as documented in Misis.

Metric/Method for Measuring:

Misis entries.

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	2025-2026	2026-2027	2027-2028 <small>(Not applicable if categorized as Low Performing)</small>	2028-2029 <small>(Not applicable if categorized as Low Performing)</small>	2029-2030 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	35%	45%	55%	65%	75%	80%
English Learners Students	35%	45%	55%	65%	75%	80%
Socioeconomically Disadvantaged Students	35%	45%	55%	65%	75%	80%
Foster Youth Students	35%	45%	55%	65%	75%	80%
Students with Disabilities	35%	45%	55%	65%	75%	80%
African American Students	35%	45%	55%	65%	75%	80%
American Indian/Alaska Native Students	35%	45%	55%	65%	75%	80%
Asian Students	35%	45%	55%	65%	75%	80%
Filipino Students	35%	45%	55%	65%	75%	80%
Latino Students	35%	45%	55%	65%	75%	80%
Native Hawaiian/Pacific Islander Students	35%	45%	55%	65%	75%	80%
Students of Two or More Races	35%	45%	55%	65%	75%	80%
White Students	35%	45%	55%	65%	75%	80%

GOAL #6

The school will maintain the number of suspension and expulsion incidents at 0% school-wide.

Related State Priorities:

- 1 4 7
- 2 5 8
- 3 6

Local Priorities:

:

□:

Specific Annual Actions to Achieve Goal

- Continue to implement positive behavior support plans and activities, as well as social skills training to maintain the number of suspension and expulsion incidents at 0% schoolwide.
- Continue to implement a “Character Counts” program that trains and supports students’ positive behavior to prevent, de-escalate, and resolve conflicts.
- Promote and strengthen home-school partnership to manage discipline.
- Maintain safe and positive school environments.

Expected Annual Measurable Outcomes

Outcome #1:

Maintain low number of suspensions.

Metric/Method for Measuring:

Monthly School Suspension Data

Baseline	Baseline (Based on most recent data available)	2025-2026	2026-2027	2027-2028 <small>(Not applicable if categorized as Low Performing)</small>	2028-2029 <small>(Not applicable if categorized as Low Performing)</small>	2029-2030 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners Students	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth Students	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:

Maintain the low percentage of students expelled from school.

Metric/Method for Measuring: Number of Instructional Days Lost to expulsion Data						
APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	2025-2026	2026-2027	2027-2028 <small>(Not applicable if categorized as Low Performing)</small>	2028-2029 <small>(Not applicable if categorized as Low Performing)</small>	2029-2030 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners Students	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth Students	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: Maintain a high percentage (80% or above) of students who feel safe on school grounds.						
Metric/Method for Measuring: Percentage of students who feel safe on school grounds (School Experience Survey)						
APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	2025-2026	2026-2027	2027-2028 <small>(Not applicable if categorized as Low Performing)</small>	2028-2029 <small>(Not applicable if categorized as Low Performing)</small>	2029-2030 <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	91%	92%	93%	94%	95%	96%
English Learners Students	NA	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged Students	85%	86%	87%	88%	89%	90%
Foster Youth Students	NA	NA	NA	NA	NA	NA
Students with Disabilities	62%	67%	72%	77%	82%	87%
African American Students	NA	NA	NA	NA	NA	NA
American Indian/Alaska Native Students	NA	NA	NA	NA	NA	NA
Asian Students	NA	NA	NA	NA	NA	NA

Filipino Students	NA	NA	NA	NA	NA	NA
Latino Students	85%	86%	87%	88%	89%	90%
Native Hawaiian/Pacific Islander Students	NA	NA	NA	NA	NA	NA
Students of Two or More Races	NA	NA	NA	NA	Na	NA
White Students	85%	86%	87%	88%	89%	90%

INSTRUCTIONAL DESIGN

Dearborn Elementary Charter Academy has several goals within our educational program to enable our students to become, or remain, self-motivated, competent, and lifelong learners. These goals include promoting creative thinking, encouraging students to work creatively, independently and with others, developing critical thinking and problem-solving skills, communicating clearly, and supporting collaborative work.

All classes are taught by fully credentialed teachers, with one teacher holding National Board Certification. Several other teachers are actively pursuing National Board Certification. Teachers receive assistance from classroom aides who are currently pursuing a higher-level degree. Students in targeted populations, such as limited English proficient, are placed in classrooms with teachers who have received additional training in meeting the needs of that subgroup. Ongoing training during the school year also takes place to continue to guide instruction using newest methodologies available to best teach these subgroups. This is also true of other subgroups such as Gifted and Talented and special needs (autism and developmentally delayed).

Dearborn Elementary Charter Academy’s curriculum is based on the Common Core State Standards and associated frameworks in language arts, mathematics, science, social studies, visual and performing arts, and physical education. The curriculum meets all California CCSS and LAUSD standards. We believe that powerful learning and addressing the needs of our targeted population are best accomplished through a balanced program. Systematic direct instruction, guided practice, and the application of skills through expansive multi-disciplinary selections ensure that all students are exposed to Common Core mandated standards.

Our teaching methodologies are framed around differentiated or inquiry-based instruction. Brain Research is confirming what many teachers already know: When learning is linked to real-life experiences, students apply and retain information in meaningful ways. (Westwater & Wolfe, 2000) All of our methodologies will be supported by authentic assessments utilizing LAUSD, teacher-created, performance, and publisher assessments. While addressing multiple intelligences, Dearborn Charter uses open-ended inquiry and project-based learning that will lead to self-motivated, well balanced, competent, and life-long learners. As research shows, “When students pose their own questions, they engage

more deeply in learning, taking ownership of the process and feeling more motivated” (Hattie, 2009)."

Dearborn Elementary Charter Academy’s curriculum is aligned with Common Core State Standards (CCSS) for ELA and mathematics, California ELD Standards, Next Generation Science Standards, and California State Standards for Social Studies. Cross- curricular, hands-on project-based enrichment curricula meet or exceed state standards for music, art, physical education, and technology. Dearborn’s program is based on the following key elements:

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

Challenging Curriculum: Dearborn seeks to provide a challenging, 21st Century curriculum that will not only meet, but also exceed, the minimum thresholds established by the District and the state.

Trained Teachers: If students are going to be held to high standards, they need teachers who know the subject matter and know how to teach that subject matter to their students. We provide pertinent and ongoing professional development to all teachers and support staff. The teachers and staff at Dearborn work hard to prepare students to be successful and contributing members of society. Our goal is to have all students building competence in the following areas:

Language Arts: Students will be able to read, write, listen, and speak effectively. Students will be able to incorporate Language of the Discipline and concrete examples when writing and speaking. Furthermore, they will actively read, listen, and be able to locate and interpret information. Students will be able to combine these skills to compose meaningful writing and oral presentations.

Mathematics: Students will understand and apply formal logic, analytical reasoning, arithmetic and pre-algebraic skills, and problem-solving techniques. Students will make sense of problems and persevere in solving them, including creating their own word problems to gain further understanding of the applications of such processes.

Science: Through hands-on experiments in class and in the STEAM lab, students will develop a strong understanding of core concepts and terminology across various scientific disciplines, including physical, life, and earth science. They will learn to formulate hypotheses and conduct experiments using the scientific method, fostering critical thinking skills.

History and Social Science: Students will understand and appreciate the diverse cultural perspectives that shape individuals and societies, recognizing both shared human experiences and unique cultural, racial, and ethnic expressions.

Technology: All students at Dearborn will have regularly scheduled time in the Computer Lab to learn word processing and formal keyboarding skills using our one-to-one access to iPads (Tk-2nd) and Chromebooks (3rd-5th). Students will be familiar with various applications to accomplish goals in all other disciplines such as using Google Suite products. Students will understand the use of current technology and its real-world applications by means of coding and robotics. All classrooms have an interactive whiteboard to support and engage students in a 21st century learning environment.

Arts: Students will develop knowledge of and appreciation for all of the forms of the arts including music, visual arts, theatre, and dance/creative movement. Their experiences will be enhanced through an academic curriculum intertwined with enrichment instruction by specialists.

Physical Education: Each student will cultivate a healthy and balanced body and mind through a variety of activities and drills aligned with physical education standards. These include dedicated time for developing psychomotor skills and participation in a dance enrichment program.

Leadership, Collaboration and Cooperation: Students will know and be able to demonstrate the adaptive and associative skills appropriate to their level. Students will be able to participate effectively in conversations and collaborate with peers. They will be able to build upon the ideas of others and be able to express their own ideas clearly and persuasively.

Goal Setting: Students will be able to set their own short-term and long-term academic goals in keeping with their abilities and based on a high level of expectation inherent in the school community.

Critical Thinking and Problem Solving: Students will become effective problem-solvers, developing critical thinking skills. They will be able to analyze and evaluate information, and ask insightful questions to deepen their understanding.

Social Awareness: Students will develop the ability to recognize and understand the perspectives, emotions, and needs of others. They will demonstrate empathy and respect for diverse viewpoints, while learning to navigate social dynamics and use effective communication strategies to resolve conflicts and build positive relationships within the community.

Citizenship: Students will actively engage in their civic duties and responsibilities, developing an appreciation for their impact on both the local community and the broader world.

Teaching Methodologies

The teachers of Dearborn Elementary Charter Academy use current research and student data to drive instruction at each grade level. The teachers believe that it is our responsibility as educators to meet the needs of all student populations. Teachers in all grades collaborate to integrate curricular standards in order to maximize student learning. We provide consistent professional development to support the standard methodologies including 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.

Clear Expectations - Teachers clearly define and communicate several goals within our educational program to help students become, and remain, self-motivated, competent, and lifelong learners. These goals include promoting creative thinking, encouraging students to work creatively, independently and with others, developing critical thinking and problem-solving skills, communicating clearly, and supporting collaborative work. Dearborn Elementary Charter Academy’s curriculum is based on the Common Core State Standards and associated frameworks in language arts, mathematics, science, social studies, visual and performing arts, and physical education. The curriculum meets all California CCSS and LAUSD standards. We believe that powerful learning and addressing the needs of our targeted population are best accomplished through a balanced program. “To prepare for work in the 21st century, opportunities must exist to enable students to work and learn in a team-like environment.” (Uchida et al., 1996) Systematic direct instruction, guided practice, and the application of skills through expansive multi-disciplinary selections ensure that all students are exposed to Common Core mandated standards.

Collaborative Groupings - Teachers form small groups to encourage peer interaction, where students share their thinking processes and collaborate on problem-solving. These cooperative groups not only promote diverse perspectives, student-centered learning, and teamwork, but also provide opportunities for enrichment and acceleration, ensuring that all students are challenged and supported at their individual levels.

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

Direct Instruction - Teachers use carefully planned, targeted direct instruction to deliver standards-based material, ensuring that each lesson is aligned with curriculum goals and tailored to meet the diverse needs of students. Through clear explanations, guided practice, and structured feedback, teachers help students build a strong foundational understanding of key concepts while providing the support needed to foster mastery and growth.

Guided and Independent Practice - We provide students with ample time and opportunities to fully grasp and demonstrate their understanding of the concepts or skills being taught. By allowing for varied pacing, ongoing practice, and formative assessments, we ensure that each student has the time and support needed to master the material at their own pace, without feeling rushed. This approach helps to build confidence, reinforce learning, and ensures that all students can show mastery before moving forward.

Small Group Instruction - Teachers use data to form small groups, personalizing instruction to meet the needs of both students requiring additional support and those who need enrichment. These groups offer targeted opportunities to preview, review, and accelerate content, ensuring that all students receive the appropriate level of challenge and reinforcement to deepen their understanding.

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

Higher Level Thinking - Teachers design lessons that develop critical thinking skills, which help to solve complex problems with depth and complexity. Teachers use the highest stages of Bloom's Taxonomy/ DOK (Depth of Knowledge) while questioning to provide students the opportunity to stretch their thinking through synthesis, analysis, and evaluation

Curriculum and Instruction

Charter School shall have autonomy in their instructional programs and choice of curricular materials pursuant to District policy and consistent with the requirements of section 60000, et seq. of the Education Code, the *Williams* settlement, and aligned with California content and performance standards, including the Common Core State Standards, and CAASPP.

Instructional Framework

Dearborn's curriculum is built around the California State Standards and the associated frameworks in language arts, mathematics, science, social studies, visual and performing arts, technology, and physical education. It fully aligns with both state and LAUSD standards. The charter plan ensures that the school has successfully transitioned to and is

implementing the Common Core State Standards, with a focused approach on addressing instructional shifts and ongoing professional development for staff.

Dearborn teachers and staff believe that impactful learning, which meets the diverse needs of our student population, is best achieved through a balanced program that combines both curriculum-centered and student-centered instruction. Our approach incorporates systematic direct instruction, guided practice, and the application of skills through a broad range of reading selections, ensuring that all students are exposed to and meet the state and district-mandated standards.

By addressing multiple intelligences (Howard Gardner) and utilizing experiential, open-ended inquiry-based learning (Bloom's Taxonomy), we foster self-motivated, well-rounded learners. We believe that integrating these strategies will help students develop both analytical and creative thinking skills (Sandra Kaplan), preparing them to become thoughtful, independent problem-solvers.

Delineation Of the Core Subjects

Dearborn will follow State and Common Core Content Standards in the following areas: English Language Arts, English Language Development, mathematics, social studies, health, physical education, the arts, and science. We follow these by using the state adopted programs approved by LAUSD.

English Language Arts

English language arts incorporate the strands of reading, writing, listening, and speaking. The infusion of Foundations, Thinking Maps, Depth and Complexity, Bloom's Taxonomy and Webb's Depth of Knowledge (DOK) is key to providing rigorous instruction to our students. Our framework and curriculum are aligned to the CCSS ELA standards. The phonological and phonics continuum assists our TK-2 students in learning to read and improving their fluency. DIBELS assessments are used to help evaluate the students' reading deficiencies. iReady is used with our students in grades 3-5 to assess reading comprehension.

The English language arts framework for K - 3 students is to guide instruction in foundational skills including: (1) fluency and decoding multi-syllabic words; (2) exposure to narrative and expository text, recall sequence, main ideas, and supporting details; and (3) writing compositions that describe familiar events and experiences by constructing complete, correct sentences. In addition, students must be able to give oral presentations. The English language arts framework for grades 4 - 5 student focuses on: (1) determining structural patterns of text; (2) achieving an effective balance between researched information and original ideas; (3) evaluating credibility of a speaker; (4) presenting evidence/examples to support arguments, and differentiating between fact and opinion; and (5) identifying sequence of activities.

Our writing program, *Write from the Beginning*, addresses persuasive/opinion, narrative, and informative writing. Thinking Maps are used to encourage students to plan and organize their writing into coherent paragraphs. The maps help to provide a visual pattern in order to deepen comprehension. The writing process is embedded within the language arts program throughout each grade level.

The following is a list of activities that some of our grade levels participate in throughout the school year:

- Read Across America: Teachers select award-winning, culturally relevant texts to inspire a love of reading in all students. They facilitate a variety of engaging reading activities to support literacy development. A highlight of the program is the annual Family Literacy Night, "Pajamarama," where the auditorium is transformed into immersive themed environments, such as Harry Potter, creating a magical experience for students and families. This event has become a popular tradition for our community.
- Unit openers across grade levels introduce students to thematic units within various subjects.
- Utilizing collaborative writing prompts and providing opportunities for students to publish their work.
Students write across the curriculum and engage in projects like "Flat Stanley" and Pen Pals.
- Cross age reading occurs when upper grade students partner with primary students to build fluency and the joy of reading.
- Instructional aides are utilized daily to support small group instruction in literacy.

English Language Development

Dearborn continues to push our English Learner students toward the proficiency path of English Language Development. Initially, each teacher meets one-on-one with our EL designee. Together, ELPAC, DIBELS, iReady, SBAC scores, and work samples are analyzed to set specific, targeted goals for each student. Our ELD designee meets with every EL student to review individual data (ELPAC/DIBELS/iReady/Grades) and chooses specific reclassification goals for the academic school year.

Our school implements LAUSD's English Learner Master Plan. Our students are strategically placed in classes according to their ELD levels in order to properly provide SDAIE/ELD instructional support. We use the ELD Framework and the district's Constructive Conversation Skills. Teacher assistants are assigned to allow differentiated small group instruction and language support.

A variety of SDAIE/ELD strategies are used to provide support for our English Learners. These include, but are not limited to:

- Think-Pair-Share

- Visual Aids
- Graphic organizers/Thinking Maps
- Small Group Instruction
- Constructive Conversation Skills

Integrated ELD instruction is practiced throughout the school day in all subject areas. English learners receive the appropriate scaffolding, such as realia, visuals, manipulatives, conversation skills, and think/pair/share. Designated ELD instruction is taught according to the District's English Learner Master Plan. English Learners placed in a Structured English Immersion classroom (ELPAC levels 1-3) receive 30 minutes of daily-designated ELD instruction. English Learners placed in a Mainstream English classroom (ELPAC levels 4-5) receive 30 minutes of daily-designated ELD instruction. Teachers of English learners utilize the following during designated ELD instruction during the instructional day:

- Constructive Conversations Skills
- CKLA Language Studio: English Language Development
- Rosetta Stone

Mathematics

Developing students' mathematical proficiency and mastery is key. Eureka Math (district adopted mathematics program) is aligned to the CCSS as the core math curriculum. The mathematics framework focuses on understanding the structure and logic of mathematical concepts. Through interacting with and manipulating materials, reading, writing, listening, and speaking, students will clarify and demonstrate their understanding of mathematical ideas. Problem solving is an essential element of mathematics. Students must be able to approach problem solving using reasoning, critical thinking, and strategies.

The following is a list of activities that different grade levels have participated in throughout the school year:

- 100th Day of School: Students create a 100th day project by putting together a collection of 100 items, such as 100 cotton balls.
- Kidtown: Some students simulate the production of goods and the services that people provide to sell those goods. In the exchange, students are required to master addition and subtraction facts when products are "sold", and change is required to complete the payment transaction.
- Volume Zoo: Some students create animals using different size boxes. Students find the volume of each individual box and then calculate the total volume of the animal. The student projects are then showcased during Open House.

- Athenian Secret: Some students experience an Interact Kit that takes place in Ancient Greece. Students solve math and logic problems as they read myths and learn about ancient philosophers.

Science

The science framework consists of an emphasis on the three strands, which include Life Science, Physical Science, and Earth Science. Our school implements the Next Generation Science Standards. Amplify Science is used as the primary district curriculum. We also supplement with Generation Genius and Mystery Science. Which are programs that provide cutting edge hands-on activities. The scientific method is used to develop hypotheses, test hypotheses through observing, investigating, and recording to form conclusions based upon results. Validity is based upon repeated testing and evaluating those results.

Our yearly Science Fair offers an opportunity for students to create science experiments and reports that attempt to solve real world problems such as the effects rainwater has on drinking water. Projects are based on grade level standards. Our school community gathers to view and participate in science projects.

Students can visit our redesigned Extended Learning/STEAM Lab, where students can engage in hands-on experiments that mimic real life scenarios. The lab has 30 Chromebooks, 30 iPads and an interactive whiteboard. The lab is also a Maker Space stocked with materials to offer standards-based labs that are engaging and relevant to the real world.

Science is made more hands-on with these activities that different grade levels participate in throughout the school year:

- Students plant seeds in individual cups, where they monitor daily growth and care for the plants by watering them regularly.
- Students research constellations and create a visual representation of their constellations through engineering, art, or computer design.
- STEM challenge kits use students' STEM skills (science, technology, engineering and math) and help provide a real-life context for that expertise
- Field trips to the Los Angeles Zoo, California Science Center, Santa Monica Pier Aquarium, Underwood Farms, WOLF Camp, Griffith Observatory, Discovery Cube, and other locations allow students opportunities to learn outside of the classroom

History/Social Science

The history and social science framework emphasizes historical events and important people, awareness of chronological and geographical content, and

points-of-view. History and social science are brought to life at Dearborn through a rich variety of activities across the grade levels:

- Our school-wide Multicultural Fair, where students and classes construct projects and displays reflecting the diverse cultures represented at Dearborn. Samples of foods from around the world as well as music are part of this annual event.
- Thanksgiving Feast: classes culminate their learning about the Pilgrims and Native Americans with their very own Thanksgiving Feast. They also complete crafts, such as: beaded necklaces, dream catchers, and weaving.
- Students present a biography in first person and can dress in character.
- Students simulate the Kidtown Interact kit by building an economic system based on the exchange of goods and services.
- Students create a “flat version” of themselves and mail it anywhere in the world. The Flat Stanley project allows students to learn about geography, other cultures, and mapping skills.
- Students learn about major symbols in American history by creating a three-dimensional abstract project of an assigned symbol, which includes an oral presentation.
- Students explore the various colonies, their unique resources, and what they have to offer. They then design billboards and present them to their classmates, persuading others to move to their colony.
- School journeys to various locations throughout the Los Angeles area helps bring history to life via venues such as, San Fernando Mission, Leonis Adobe, as well as Natural History Museum.

Health and Social Emotional Learning

The Health Framework emphasizes developing lifelong positive health-related attitudes and behaviors, promoting healthy bodies, well-being, and emotional health into adulthood. It encourages students to make healthy eating choices while also fostering essential social-emotional competencies, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. By integrating both physical and emotional health, students are empowered to make informed choices that support their well-being, resilience, and overall success in life.

The following is a list of activities that different grade levels participate in throughout the school year:

- Red Ribbon Week is taught by encouraging classes to participate in a wide variety of school activities. These are supported through lessons in the classroom to reinforce saying no to drugs and yes to healthy choices. Some of these activities include, but are not limited to, placing red ribbons on the perimeter gate to spell out “Say no to drugs,” door decorations to

promote healthy options instead of doing drugs, songs and poems, as well as other spirit/awareness building opportunities.

- Lessons are taught that support growth and development, body systems, and identifying risky behaviors.
- Kindergarten through fifth grade use the Second Step program and Sanford Harmony as a part of the Social Emotional Learning and instruction that allows students to role play and open discussions about problem solving, conflict resolution, and empathy.
- The Dairy Council provides California schools with a program that educates students about food groups, healthy eating habits, exercise and their effects on the mind and body.
- As part of our commitment to social-emotional development, we integrate programs like Pretty Brown Girls, which focus on fostering the self-esteem, resilience, and leadership skills of girls of color, promoting positive identity development in a culturally affirming environment.

Physical Education

Students participate in psychomotor activities on alternate weeks, engaging in grade-level appropriate games and exercises that promote physical health, coordination, and teamwork. In addition to these activities, teachers also deliver lessons that focus on developing physical skills, understanding the importance of fitness, and encouraging a lifelong commitment to health and wellness.

The following is a list of activities that different grade levels participate in throughout the school year:

- Students participate in the Color Run to celebrate health while fostering school spirit.
- Teachers provide 400 monthly minutes of physical education instruction centered around sports, fitness, and the physical education standards.

Arts

The arts framework incorporates an appreciation of the arts through various disciplines. It allows students to express themselves through dance, theater, visual art, and music.

At Dearborn Elementary Charter Academy, we believe in educating the whole child. All children need to be enriched physically and mentally. The arts allow children to be successful in areas other than academics. They address the needs of all learners including special needs children, ELs, and gifted. They allow children to gain self-confidence, to be imaginative, and to express themselves. The skills learned in the visual and performing arts transfer to academic success as well. We currently provide many enrichment activities that meet and enhance CA CCSS. A professor in the Education Department at CSUN has provided lesson plans and materials that

support arts education, specifically aligned with the performing arts programs offered at CSUN. These resources enhance student learning and deepen engagement with the arts.

Visual Arts

The students learn about art history, artists, primary and secondary colors, lines, techniques, and different art mediums. They produce products that tie into many curriculum areas. After learning about a specific artist, they create a drawing based on that artist's techniques. Art teaches listening skills, following directions, sequencing, history, and math. It also allows students to express themselves and be imaginative and creative. Success in art also increases self-confidence. Our district provides a dedicated art teacher who ensures that students meet the established art standards.

Dance

Our 4th and 5th grade students participate in a weekly ballroom dance program, Once Upon a Dance, where students are given instruction in ballroom dances such as the tango and waltz. This not only teaches them the culture, music, and basic movements of ballroom dance, but also teaches them social etiquette. When learning ballroom dances, they utilize listening, sequencing and memorization skills, as well as reinforce coordination. Each year several of our students compete in a ballroom dance competition.

Music

Our music curriculum at each grade level meets Common Core State Standards and reinforces skills in language arts, math, social studies, and science. Music helps students with math, patterns, listening skills, sequencing, memorization, and vocabulary which all lead to increased academic performance. Our instrumental music specialist provides our students with a comprehensive program that includes rhythm, beat, tone, tune, melody, different music genres, and musical instruments while tying songs into curriculum areas. Our music program shows continuity and an increase in music knowledge through the years. Each year students in the orchestra perform the pieces they have been learning to play on their instrument of choice. This show highlights skills learned during the school year.

Theater/Drama

Teachers integrate the CA CCSS into the drama program by utilizing the standards in reading, listening, speaking, and writing by creating and performing short skits and plays. Performing in these plays not only teaches the elements of drama, but they also teach language, voice projection and enunciation, music elements, listening and following directions, self- confidence, and provide another opportunity for students to

be successful. After select classrooms have seen the plays, students use their writing skills to summarize and review them. We also provide additional opportunities for our students to perform in class with oral presentations, share times, current events, and star of the week presentations. All of these skills also help to create academic success. Our district provides a dedicated theater teacher who ensures that students meet the established art standards.

The following are some art activities that different grade levels have participated in throughout the school year:

- Fifth grade ballroom dance instruction is provided for twenty weeks of the year ending with participation in the Once Upon a Dance Ballroom Dance Competition.
- Instrumental music instruction is offered to students in fourth and fifth grades, where they can learn to play a musical instrument.
- Select students were able to participate in various field trips where students experienced and participated in live theater performances.
- Students sing and dance at annual performances.
- After school enrichment programs support dance and visual arts.
- Select students participate in the film festival “Making Movies that Matter” where students write, direct, film, act in, and edit their own films based on a topic that matters to them.

Technology

Technology plays an integral role in our program at Dearborn Elementary Charter Academy. Using interactive whiteboards, students have the chance to engage both individually and collaboratively in the classroom. Interactive whiteboards are used across the curriculum to enrich and enhance student mastery of the CA CCSS. Document cameras provide students with the ability to view and edit original work in a whole class setting. School-wide, students use Google Suite products which allow students and teachers to work collaboratively. Students have access to one-to-one devices for classwork, enabling personalized learning and enhancing their ability to engage with digital resources and complete assignments independently. Tk-2nd grade students have iPads and 3rd through 5th grade students have Chromebooks. We also have a full-time computer instructor who instructs students in various computer programs, coding, and robotics. From first grade on, students start to learn basic keyboarding techniques through the program Typing Tutor. Students also learn about the main components of a computer as well as the correct terminology related to Chromebooks and iPads. Students are taught how to perform basic tasks and how to troubleshoot common issues. Internet skills such as basic browsing and research skills are also emphasized. English Language Development programs, such as Rosetta Stone, are utilized by English Language Learners to support language acquisition and literacy development. We are in the process of

launching a state-of-the-art STEAM lab with cutting- edge technology like Cricut machines, Makey Makeys, LEGO coding, Dash Robots, 3D printers, and gaming equipment. The STEAM lab will be used to support computer science initiatives and e-sports clubs.

Transitional Kindergarten

Charter School shall comply with all applicable requirements and District policy regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

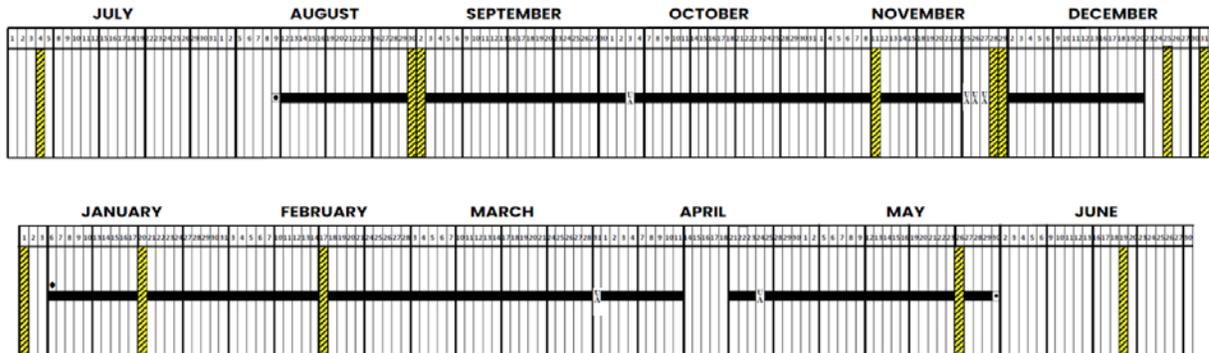
This program prepares students for kindergarten and beyond by introducing them to an academic setting while continuing to develop their social skills. The class is the first of a two-year kindergarten program. Emphasis is placed on developing oral language skills, integrated experiences in language and literacy, social-emotional development, mathematics, physical development, the arts, science, social sciences, and English language development. It will use the same core curriculum and materials as the kindergarten program, with curricular modifications and developmentally appropriate practices.

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, including but not limited to provisions related to work year, academic calendars, and schedules.

LAUSD 2024-2025 CALENDAR

Instructional Calendar – 2024-2025



IMPORTANT DATES:			
07-04-2024	Independence Day	12-23-2024 thru 01-03-2025	Winter Break
08-12-2024	First Day of Instruction	01-06-2025	Second Semester Begins
08-30-2024	Admission Day	01-20-2025	Dr. Martin Luther King Jr. Birthday
09-02-2024	Labor Day	02-17-2025	Presidents' Day
11-11-2024	Veterans Day	03-31-2025	Cesar E. Chavez Birthday
11-28 & 29-2024	Thanksgiving Holiday	04-14 thru 18-2025	Spring Break
			04-24-2025 Armenian Genocide Day
			05-26-2025 Memorial Day
			05-29-2025 Last Day of Instruction
			06-19-2025 Juneteenth Holiday

86 – Instructional Days on the First Semester 94 – Instructional Days on the Second Semester 180 – Instructional Days

DEARBORN ELEMENTARY CHARTER ACADEMY — BELL SCHEDULES

Regular Day Schedule

Grades	Class Start	Recess Start	Recess End	Lunch Start	Lunch End	Recess 2 Start	Recess 2 End	Dismissal	Instruction Mins	Required Mins	Difference
Grades K	07:52 AM	10:00 AM	10:20 AM	12:00 PM	12:20 PM	12:20 PM	12:40 PM	02:15 PM	323	323	0
Grades 1,2,3,4	07:52 AM	10:00 AM	10:20 AM	12:00 PM	12:20 PM	12:20 PM	12:40 PM	02:15 PM	323	323	0
Grades 5	07:52 AM	10:00 AM	10:20 AM	12:20 PM	12:40 PM	12:40 PM	01:00 PM	02:15 PM	323	323	0

Professional Development Schedule

Grades	Class Start	Recess Start	Recess End	Lunch Start	Lunch End	Recess 2 Start	Recess 2 End	Dismissal	Instruction Mins	Required Mins	Difference
Grades K	07:52 AM	10:00 AM	10:20 AM	12:00 PM	12:20 PM	12:20 PM	12:40 PM	01:15 PM	263	263	0
Grades 1,2,3,4	07:52 AM	10:00 AM	10:20 AM	12:00 PM	12:20 PM	12:20 PM	12:40 PM	01:15 PM	263	263	0
Grades 5	07:52 AM	10:00 AM	10:20 AM	12:20 PM	12:40 PM	12:40 PM	01:00 PM	01:15 PM	263	263	0

Minimum Day Schedule

Grades	Class Start	Recess Start	Recess End	Lunch Start	Lunch End	Recess 2 Start	Recess 2 End	Dismissal	Instruction Mins	Required Mins	Difference
Grades K	07:52 AM			10:10 AM	10:30 AM	10:30 AM	10:45 AM	12:40 PM	253	253	0
Grades 1,4	07:52 AM			10:10 AM	10:30 AM	10:30 AM	10:45 AM	12:40 PM	253	253	0
Grades 2,3,5	07:52 AM			10:30 AM	10:50 AM	10:50 AM	11:05 AM	12:40 PM	253	253	0

Shortened Day Schedule

Grades	Class Start	Recess Start	Recess End	Lunch Start	Lunch End	Recess 2 Start	Recess 2 End	Dismissal	Instruction Mins	Required Mins	Difference
Grades K	07:52 AM	10:00 AM	10:20 AM	12:00 PM	12:20 PM	12:20 PM	12:40 PM	01:40 PM	288	288	0
Grades 1,2,3,4	07:52 AM	10:00 AM	10:20 AM	12:00 PM	12:20 PM	12:20 PM	12:40 PM	01:40 PM	288	288	0
Grades 5	07:52 AM	10:00 AM	10:20 AM	12:20 PM	12:40 PM	12:40 PM	01:00 PM	01:40 PM	288	288	0

Academic Calendar / Sample Daily Schedule

Dearborn Elementary Charter Academy will follow the Traditional Academic calendar set forth by the Los Angeles Unified School District, utilizing in each classroom a morning block scheduling for language arts and math, with the last portion of the day for social studies, science, and enriching activities. Below are sample daily schedules for each grade, which includes the subjects being taught, minutes,

dismissal time, as well for Shortened Day, Minimum Day and Banked Day (Professional Development Day). Per district policy. Breakfast in the Classroom (BIC) is part of the instructional minutes.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
7:52-8:05	Morning Routine and BIC (breakfast)						
8:00-10:00	ELA 120 minutes including 30 minutes of small group /ELD instruction according to EL Master Plan	ELA 120 minutes including 30 minutes of small group /ELD instruction according to EL Master Plan	ELA 120 minutes including 30 minutes of small group /ELD instruction according to EL Master Plan	ELA 120 minutes including 30 minutes of small group /ELD instruction according to EL Master Plan	ELA 120 minutes including 30 minutes of small group /ELD instruction according to EL Master Plan	ELA 90 minutes including 30 minutes of small group /ELD instruction according to EL Master Plan	ELA 90 minutes including 30 minutes of small group /ELD instruction according to EL Master Plan
10:00-10:20	Recess						
10:20-12:00	Math 100 minutes including 30 minutes of Small Groups and 10 minutes of read aloud/storytime	Math 100 minutes including 30 minutes of Small Groups and 10 minutes of read aloud/storytime	Math 100 minutes including 30 minutes of Small Groups and 10 minutes of read aloud/storytime	Math 100 minutes including 30 minutes of Small Groups and 10 minutes of read aloud/storytime	Math 100 minutes including 30 minutes of Small Groups and 10 minutes of read aloud/storytime	Math 60 minutes including 30 minutes of Small Groups and 10 minutes of read aloud/storytime	Math 60 minutes including 10/20 minutes of ELD instruction
12:00-12:40	Lunch						
12:40-2:15	Rotations subject to teacher discretion for each subject for 90 minutes for Science/Social Science/Art/ Health/SEL/P.E./ Clean up and Dismissal (5 minutes)	Rotations subject to teacher discretion for each subject for 90 minutes for Science/Social Science/Art/ Health/SEL/P.E./ Clean up and Dismissal (5 minutes)	Rotations subject to teacher discretion for each subject for 90 minutes for Science/Social Science/Art/ Health/SEL/P.E./ Clean up and Dismissal (5 minutes)	Rotations subject to teacher discretion for each subject for 90 minutes for Science/Social Science/Art/ Health/SEL/P.E./ Clean up and Dismissal (5 minutes)	Rotations subject to teacher discretion for each subject for 90 minutes for Science/Social Science/Art/ Health/SEL/P.E./ Clean up and Dismissal (5 minutes)	Rotations subject to teacher discretion for each subject for 90 minutes for Science/Social Science/Art/ Health/SEL/P.E./ Clean up and Dismissal (5 minutes)	Rotations subject to teacher discretion for each subject for 90 minutes for Science/Social Science/Art/ Health/SEL/P.E./ Clean up and Dismissal (5 minutes)
		Early Dismissal 1:15				Shortened Day Dismissal 1:40	Minimum Day Dismissal 12:40

Mathematics Placement Act

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

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

Quality professional development is essential in order to improve student academic outcomes. A professional development schedule is created in order to address the determined area of need, which is determined by teacher surveys, student data, and district initiatives. The principal and Instructional Leadership Team identify and utilize top-tier resources to ensure the effective dissemination of information. Professional development sessions are facilitated via the principal, coordinator, teachers, or guest speakers. In an effort to improve academic outcomes for our subgroups, we have created instructional symposiums. Staff members attend a series of presentations, each focusing on key areas, including:

- English Learner Instruction: Reclassification requirements, ELD strategies, Start Smart Demo Lessons, and data analysis.
- Gifted Instruction: Gifted Identification criteria, The Otis-Lennon School Ability Test (OLSAT) Training, Prompts of Depth and Complexity, Webb's Depth of Knowledge and data analysis.
- Special Education Instruction: How to review an IEP, becoming familiar with accommodations/modifications in an IEP, addressing behaviors in students with disabilities and data analysis.
- A Systems of Support Advisor/Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) Specialist: Supports teachers and staff with a variety of Tier 2 Interventions that include de-escalation strategies to provide additional support for academic, behavioral, and social emotional success for select students.
- Thinking Maps Professional Development: The professional development focused on the use of Thinking Maps, a set of 8 visual patterns designed to support specific cognitive processes. Staff learned how to incorporate these visual tools across all grades and content areas to enhance critical thinking, problem-solving, comprehension, and communication skills, all of which are essential for academic success in every domain.
- FUNdations Program Professional Development: The professional development focused on the FUNdations program, a research-based literacy curriculum that supports foundational reading skills. Staff learned strategies for effectively teaching phonemic awareness, phonics, fluency, vocabulary, and spelling to ensure early literacy success for all students.
- Teacher-Led: As teachers attend professional development opportunities outside of school, they serve as "trainers of trainers," bringing back relevant topics and strategies to share with the staff. This collaborative approach helps ensure that new knowledge and best practices are

integrated into the school community, benefiting both teachers and students.

- CKLA Instructional Coach: As our school adopts a new district approved ELA curriculum, teachers have received group and one-on-one support from an instructional coach provided by CKLA to facilitate implementation.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

As a District affiliated charter school, Charter School shall implement the provisions of the District's *Master Plan for English Learners and Standard English Learners*, 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 *Master Plan for English Learners and Standard English Learners*.

Dearborn Elementary Charter Academy continues to work with English Learners to ensure that they meet or exceed English language proficiency and grade level standards comparable to their fluent English proficient peers. The principal and EL designee/TSP Coordinator work closely with teachers and families to ensure the District's English Learner Master Plan is being followed and district accountabilities are met. The principal and EL designee collaborate with teachers of English learners to ensure EL students make adequate progress in English Language Development requirements.

There is open communication with parents through our monthly English Language Advisory Committee (ELAC) meetings. Topics include ELPAC testing, CAASPP/SBAC testing, Common Core State Standards, California State ELD Standards, English learner program elements, Master Plan Program Options, and reclassification. Dearborn Elementary Charter Academy provides English Learners with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum.

Instructional plans for English learners are: (1) based on sound educational theory, (2) adequately supported with trained teachers and appropriate materials and resources, and (3) periodically evaluated to make sure the program is successful and modified when needed. Dearborn Elementary Charter Academy follows the Master Plan for the education of our English Learners to provide opportunities for non-English speaking students to become fluent and literate in English. The EL designee/TSP coordinator works closely with teachers of English learners to plan and implement meaningful English Language Development (ELD) lessons. Teachers incorporate many resources and strategies in their daily EL lessons. Specific instructional strategies used include SDAIE techniques including use of realia, total physical response, think pair share, scaffolding, reciprocal teaching, thinking maps, and the use of Constructive Conversation Skills lessons. Teachers of English

Learners also use ELD lessons from the Core Knowledge Language Arts reading series including visual vocabulary cards and Language Studio which includes specific lessons to support English Learners.

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

Dearborn Charter follows the Los Angeles Unified School District's Master Plan for the education of our English Learners to provide opportunities for non-English speaking students to become fluent and literate in English. Since we only have a few ELs at each grade level, they are clustered according to ELPAC proficiency levels. Students with ELPAC levels 1-3 are placed in a Language and Literacy in English Acceleration Program. These students receive 30 minutes of designated English language development instruction each day. Those with ELPAC level of 4 are placed in a Mainstream English Immersion (ME) program. These students receive 30 minutes each day of designated English language development instruction.

The ELD standards are used along with CA Common Core State Standards (CCSS) to provide a comprehensive program for our EL students. Struggling EL students will be identified using the annual ELPAC results, DIBELS, iReady, Smarter Balance Assessments, and results of principal/teacher data chats. These students will be provided with instruction in identified areas of difficulty.

Each academic school year, the principal, EL designee/ TSP coordinator, and teachers evaluate the EL program by:

- Ensuring that all students identified by the home language survey were given the initial ELPAC.
- Ensuring that all annual ELPAC tests were given.
- Monitoring the reclassification of EL students.
- Ensuring that the minimum daily EL instructional minutes requirements were met.
- Ensuring that the ELD standards were incorporated into classroom lessons.
- Monitoring the DIBELS, iReady, CAASPP, SBAC, and grades of our EL students.

To reclassify students in grades K-5, the students need an annual overall ELPAC score of 4. The students need a progress report composite grades of a 3 in ELA. The

K-2 students must have benchmark scores on DIBELS on the Beginning of Year (BOY) or Middle of Year (MOY) or End of Year (EOY) benchmark assessments. The 3-5 students must have an approaching score on iReady Reading Assessments on the Beginning of Year (BOY) or Middle of Year (MOY) or End of Year (EOY) benchmark assessments.

Dearborn's Reclassified Fluent English Proficient (RFEP) students' progress is monitored every three to four months using principal data chats. The RFEP students are also monitored yearly for 4 years after reclassification. During the data chats the principal, EL designee, and classroom teacher review the most current DIBELS/iReady scores, progress report card grades in reading, writing, listening, and speaking. RFEP students that are not making adequate academic progress are offered intervention services. These intervention services include before school, during school, and after school. English Learners that are way below the DIBELS/iReady benchmark are invited to attend. To ensure a 100% attendance rate, the office calls the families before the program begins and gathers data on which time works best for each family. If a specific grade level receives enough participants that prefer an after-school session, a group is created after school.

Small group academic support/intervention with our Limited Contract Teachers (LCT), classroom teachers, and instructional aides is offered during and after school to all English Learners. DIBELS/iReady benchmark scores are used to identify the English Learners that require additional English Language Arts academic support. Dearborn's "Morning Language Support" is a before school intervention service for all EL students to support their progress towards reclassification. Academic support is given to English Learners at the earliest skill deficit level on DIBELS/iReady. Students receive intervention in DIBELS Oral Reading Fluency (DORF), Nonsense Word Fluency (NWF), Phoneme Segmentation Fluency (PSF), First Sound Fluency (FSF), and Letter Name Fluency (LNF). The Limited Contract Teacher (LCF) uses 95 Percent curriculum and ELPAC domain focused lessons to teach each area of academic need.

Dearborn currently does not have any Long-Term English Learners (LTELs). During the 2023-2024 school year, 3 EL students have been classified as Potential Long-Term English Learners. Principal, teacher, and EL designee data chats are held after each reporting period to monitor the academic progress and requirements towards reclassification for Potential Long-Term English Learners. Dearborn Charter provides after-school intervention services to students classified as Potential Long-Term English Learners in reading and writing.

Reclassified Fluent English Proficient (RFEP) students are progress monitored three times a year after each report card period. The principal, teacher, and EL designee conduct a schoolwide Student Success and Progress Team (SSPT) meeting for each RFEP student that has reclassified within a four-year window. In addition, the EL

designee uploads the RFEP progress monitoring evidence onto the District's Instructional Online Accountability Systems (OLAS).

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall continue to 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 on a fee-for-service basis.

At Dearborn, many students demonstrate higher level thinking skills and the ability to achieve beyond grade level standards. According to the 2023- 2024 GATE student roster in My Integrated Student Information System (MiSiS), 44 out of our population of 512 have been classified as gifted and/or talented. This amounts to 8.6% of our students having a classification of gifted or talented. Students are identified through second grade OLSAT testing. Dearborn uses two years of SBAC scores in the highly advanced band to identify fifth graders in the category of high achievement. Additionally, the classroom teacher refers students who demonstrate advanced abilities to the gifted coordinator for intellectual testing. Dearborn understands that the psychologist must be LAUSD authorized to complete GATE testing. Dearborn will continue to use LAUSD's GATE identification process and policy and reimburse the district for testing and processing on a fee-for-service basis.

Students who meet criteria could qualify for the gifted program in areas other than academics. Those areas would include creative ability and leadership (2nd grade and up) as well as visual or performing arts (2nd grade and up).

All students, regardless of ethnicity or background, are considered for placement in SAS classes and testing for Gifted Identification. Teachers with EL groups have submitted names for Gifted testing and placed students in SAS classes. Teachers look for students who demonstrate rapid language acquisition when referring for gifted testing. We have students from all six out of six different ethnic groups who are identified as gifted and participate in SAS classes. Several of our SAS students qualify as low income.

GATE Student Data from My Integrated Student Information System (MiSiS)

Ethnicity	# Identified Gifted	# Students	% Identified Gifted
AMERICAN INDIAN/ALASKA NATIVE	0	0	0
ASIAN	2	14	14.3%
BLACK	2	23	8.7%
HISPANIC	26	315	8.3%
WHITE	8	75	10.7%

FILIPINO	3	30	15%
PACIFIC ISLANDER	0	0	.0%
UNKNOWN	0	32	0%
Two or more Races/ethnicities	3	33	9.1%
Overall	44	512	8.6%

Students who demonstrate high achievement, but who do not qualify for official identification, are offered the same opportunities as identified GATE students. Differentiated instruction, which meets or exceeds state and national guidelines, occurs school wide. Teachers are given the opportunity to receive extensive professional development in the use of the prompts of Depth and Complexity, Bloom’s Taxonomy, Norman Webb’s Depth of Knowledge Levels, Thinking Maps, and current research-based developments in educating the gifted and talented student.

Dearborn emphasizes higher-level thinking skills by providing students with many opportunities to study the core curriculum with increased depth, complexity, and novelty. Classroom differentiation allows for individualized extensions of the curriculum, creative problem-solving activities, and acceleration when appropriate. Students are encouraged to demonstrate their learning in creative and innovative ways, which reflect the 21st century learner. Technology is used to help extend the curriculum with Chromebooks and iPads for each student, a computer lab, and interactive whiteboards. Students receive instruction in coding and robotics and have access to after-school technology enrichment courses. Additional higher-level learning opportunities include independent and small group projects and investigations wherein students work with challenging and above grade level materials. Student progress in the GATE program is assessed on an annual basis by the GATE coordinator.

Our SAS teachers collaborate to share information about best practices, knowledge gained through training, conference opportunities, and ideas for program improvement. We created an SAS Continuum to show how the program progresses from kindergarten through fifth grade.

Students Achieving Below Grade Level

Students achieving below grade level are identified using classroom assessments, anecdotal records/classroom observations, as well as District and State standardized assessments. Dearborn Elementary Charter Academy will utilize standardized summative and formative assessments which include but are not limited to: Common Core State Standards Assessment/SBAC for Grades 3-5 (yearly), ELPAC (yearly), DIBELS Reading

Assessments, CKLA Assessments, iReady (BOY and MOY), and District Interim Assessments for ELA and Math. Data from these different assessments is collected and studied by teachers independently or at grade-level collaboration meetings. Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers. Once identified, students not achieving grade-level standards are referred for interventions. Dearborn provides these students with several interventions throughout the year.

Instructional Aides - Dearborn has instructional aides that support teachers during the class day to work in small groups and one-on-one with students who are working below grade-level.

Learning Center - One resource specialist program serves students with IEPs in small groups to help them access the curriculum at their grade level.

Class Size Reduction Teacher - We purchased a class size reduction because smaller class sizes allow for more individualized attention and differentiated learning. This allows the classrooms in the upper grades to have fewer students which enables teachers to give more personalized attention to students who are performing below benchmark.

After school intervention - Select Dearborn teachers conduct an after-school intervention program for students in kindergarten through fifth grades who are identified as achieving below grade level. After school intervention sessions are dedicated to teaching English Language Development, English Language Arts, or Mathematics. Student attendance is logged into MiSiS and displays on each progress report card. Students who are eligible and do not attend the intervention session are noted on the student's red intervention folder and student attendance record on MiSiS.

Students with satisfactory attendance (three or less absences) receive recognition and an award from the principal. Although there are no consequences for not attending after school intervention, and because we value our working parents' schedules, students can also receive during school support from instructional aides and tutoring vendors who provide additional support to students.

Before school intervention – All English Learners are provided the opportunity to attend Dearborn's "Morning Language Support" program. Teachers provide valuable ELD instruction and support. Although there are no consequences for not attending after school intervention, and because we value our working parents' schedules, students can also receive during school support from instructional aides and tutoring vendors who provide additional support to students.

Tutoring Vendors - We utilize the school budget to purchase tutoring vendors who provide support to students who are performing below benchmark. These tutors work part time to provide targeted instruction using the Mundo Academy curriculum based on common core standards. They pull out students into small learning groups according to academic areas of need. Grouping is constantly monitored and adjusted based upon DIBELS/iReady scores and progress monitoring.

Small group instruction within the classroom – teachers make groups based on ability level to meet the needs of each student.

Early Language and Literacy Plan – Data is used to groups students who have not yet mastered basic reading skills. These are foundational skills such as phonological awareness, phonics, sight words, and fluency. Students practice these differentiated skills using Read Works, NewsELA, Rosetta Stone, CKLA - Language Studio, and Amplify.

Through our series of interventions, we have consistently and significantly helped more students achieve at grade level, with fewer students scoring basic or below. Progress is monitored using data chats, DIBELS progress monitoring, interim assessments, benchmark tests, and teacher observation. Progress monitoring will be conducted by the receiving literacy academy teacher and if applicable the homeroom teacher.

Socioeconomically Disadvantaged

Students who are socioeconomically disadvantaged and are achieving below benchmark are offered several enrichment opportunities. They start the year by being identified by the teacher as needing assistance. The teachers have a data chat with the administrator, and the focus for small groups is decided. Small group instruction is provided daily in the classrooms. They participate in before school as well as after school interventions.

Socioeconomically disadvantaged students are offered scholarships for after school childcare in programs such as YMCA and Creative Kids. Students are also able to attend All Stars, which is a free after school program. They help with homework, provide snacks, supervise physical activity, teach cooking classes, and schedule field trips. Afterschool enrichment classes, such as those provided by Parker Anderson, Computerwise Kids, and Sky-High Dance offer scholarships for low-income families. STEAM club, Computer Science for Good Club, E-Sports for Good Club, and Robotics are offered for free to students.

To help low-income families navigate through life's daily needs, Dearborn participates in Operation School Bell. Students from low-income families are taken to a center where they are given shoes, clothing, and school supplies. Dearborn families also donate food, clothing, toiletries, gifts, and other necessities to these

low-income families in need. The data from each of these students is reviewed via data chats, progress report cards, and teacher observation.

Students with Disabilities

Special Education

The District shall continue to serve the needs of students with disabilities enrolled in District affiliated charter schools in the same manner as at any other public school of the District and shall be responsible for adhering to the provisions of the IDEA, California special education laws and regulations, and District policies and procedures for special education to ensure that all students with disabilities are accorded a free appropriate public education (“FAPE”) as is required of all District authorized schools.

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 or be required to waive their right to enrollment and/or continued attendance in a settlement agreement, on the basis of their special education status.

The District Affiliated Charter School will comply with Sections 504 and 508 of the Federal Rehabilitation Act of 1973, 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 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 and submit to the District all required reports.

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. All 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. 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

Unless circumstances indicate otherwise, the referral process shall include Student Support and Progress Team (SSPT) 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 teacher or other staff member’s request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

Upon a parent/guardian’s request for assessment, the District Affiliated Charter School will either (1) develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline; or (2) within 15 days convene an SSPT meeting to review and discuss the request in light of student records, acquired data and student performance. If at the end of the SSPT meeting parent/guardian agrees to waive the request for assessment, the District Affiliated Charter School shall document the agreement in writing and may attempt general education interventions through the SSPT process. If the parent/guardian does not agree to waive the request for assessment, then the District Affiliated Charter School shall 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. Inclusion

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 and may not refuse or require waiver of enrollment rights based on a student's eligibility for special education. The District will make available to the District Affiliated Charter School reports indicating range of services and number of students served at individual District affiliated charter schools.

g. 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 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.

h. Student Discipline

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 as 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.

2. Procedural Safeguards/Due Process Hearings

The District on behalf of and/or in conjunction with the District Affiliated Charter School 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 determine that such action is legally necessary to ensure compliance with federal and state special education laws and regulations.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, the District will be named as respondent-s. 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.

At its discretion, the District will make available training opportunities and/or information regarding special education to District Affiliated Charter Schools.

All District schools, including District affiliated charter schools, are required 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.

Students in Other Student Groups

Students are identified in other subgroups if there are 30 or more students in specific targeted student populations such as Foster Youth, and Standard English Learners. Our school aims to identify students in these subgroups using Misis rosters that are generated and distributed to every teacher at the beginning of the year. We use the enrollment paperwork (Home Language and Ethnicity information & Title IVV Student Eligibility Certification, Migrant Education Program questionnaire, Student Residency Questionnaire) to determine which students fall into other subgroup categories. Dearborn strives to meet the needs of every student. Students in subgroups will be identified, and teachers will meet with the principal for Data Chats to discuss the student's needs and create small group instruction and specific strategies aimed to support their academic success.

Our Coordinator and principal will monitor academic progress through informal classroom observations, DIBELS scores and iReady Assessments. Our teachers will monitor these subgroups through their weekly grade-level meetings. They will

use informal and formal assessments and brainstorm with their colleagues about instructional strategies and reflect upon their best practices.

“A TYPICAL DAY”

Adults, parents, and students begin to arrive each morning around 7:30 am. Some parents take advantage of the valet service to allow for easy drop-off of their children as they continue to work or other responsibilities. Other parents walk onto campus in the morning and escort their children to the line-up area. Students have the opportunity to eat a healthy breakfast at school. Students then gather at their designated line-up area until the warning bell rings at 7:48 a.m. At that time, students are greeted by their teachers and escorted to their classrooms. Once a month, students and parents gather outside around the grassy quad area for a Schoolwide Morning Assembly. They are greeted by the principal, who gives announcements of upcoming events and activities that will be available to all students and their families. The school starts the assembly with the flag salute. The principal reviews calendar updates. The PTA announces upcoming meetings and events. Student Council announces the weekly winners of our school wide character development plan which positively rewards students when caught displaying models of characters, such as respectfulness, trustworthiness, kindness, and cooperation. Student council members close the assembly with quotes that remind students about positive character and mindfulness.

Students begin the day with Breakfast in the Classroom. Many classrooms start the day with a Social and Emotional Lesson that engages students and reinforces character and mindfulness goals. Classes then typically complete warm-up activities in different content areas designed to challenge students' thinking and help them focus on the instructional day. This may also include time to work on their iReady instructional path which adapts to the student skill level.

The students' instructional day is divided into three main instructional blocks:

- The first block is approximately 120 minutes and is followed by a 20-minute school-wide recess.
- The second instructional block is roughly 120 minutes between recess and lunch.
- Following a 40-minute lunch, and the last instructional block is approximately 75 minutes.

In most classrooms, English language arts and mathematics instruction occurs before lunch. Many classrooms have a span of several English language learner levels and weave phonemic awareness and/or constructive conversation skills into these academic areas. Universal access is observed in classrooms as small group instruction takes place in order to target specific, individual needs of students. After lunch, students focus on social science, science, physical education, health, and/or

arts for the remainder of the school day. Teachers have discretionary authority to plan their instructional day in the best interest of their students.

Classroom visitors see students eagerly participating in learning. In every classroom, students learn through a variety of differentiated instructional methodologies. Students are engaged in rigorous, standards-based instruction with teachers who explicitly define and articulate the common core standards that students are expected to meet and exceed. Descriptive criteria, rubrics, and models of work that illustrate these standards are displayed in classrooms. Students participate in evaluating their own work and in setting learning goals for themselves. The curriculum encourages students to gain a deep conceptual understanding of topics or concepts and maintain a high level of engagement through the learning process. Teacher assistants, under the direction of the classroom teacher, can be seen assisting with instruction, working with small groups on either remedial skills or advanced lessons, and promoting student learning on a daily basis.

The regular classroom routines are enhanced throughout the week with scheduled library, computer lab, visual art/theater art instruction, ballroom dance, and orchestra to meet students' diverse instructional needs.

Arts instruction is provided by the district, the school, and the PTA. Dearborn enjoys common core instruction from a music teacher in instrumental music, visual arts teacher, theater arts teacher, and a ballroom dance instructor for fourth and fifth grade.

We are in the process of launching a state-of-the-art STEAM lab with cutting-edge technology like Cricut machines, Makey Makeys, LEGO coding, Dash Robots, 3D printers, and gaming equipment. The STEAM lab will be used to support computer science initiatives and e-sports clubs. Currently, students can visit our STEAM Lab, where students can engage in hands-on experiments that mimic real life scenarios. The lab has 30 Chromebooks, 30 iPads and an interactive whiteboard. The lab is also a Maker Space stocked with materials to offer standards-based labs that are engaging and relevant to the real world.

At the elementary school level, we are able to offer several after-school programs for students. Dearborn provides a weekly Homework Club for an hour after school. In Homework Club, school staff supervise and assist students in completing homework assignments. Youth Services (YS) provides supervision for a block of time set aside to complete homework as well as organized activities for students on the yard from dismissal until 6 pm. The YS coach also instructs teams of students that compete within the District in football, basketball, softball, and soccer. Students are also able to attend YMCA, Creative Kids, or All Stars after school program. These help with homework, provide snacks, supervise physical activity, teach cooking classes, and schedule field trips. Afterschool enrichment classes, such as those provided by

Parker Anderson, Computerwise Kids, and Sky High Dance offer scholarships for low-income families. STEAM club and Robotics are also offered after school.

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 subdivision (a) of Section 52052. 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(c)(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(c)(5)(C).)

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data in MiSiS, and other data systems used or required by the District, and otherwise ensure that Charter School reports complete, accurate, and up-to-date data for all purposes related to the California Longitudinal Pupil Achievement Data System (CALPADS) in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§47605(d)(1), 60605.)

Charter School shall work toward aligning 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) and Strategic Plan, as they 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 (2013) (Local Control Funding Formula) and AB 484 (2013), as

they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Over the course of our Charter, we have used the summative assessments data and have set goals for our future Charter term: (Smarter Balanced Assessment Consortium & Science CST):

- Based on Dearborn's 2023-2024 SBAC ELA scores, 58% met or exceeded standard in ELA. *Our Measurable Goal is to increase 2% (or greater) the number of students who will score in the met or exceeded standard in English Language Arts (ELA).* **See LCFF State Priority Goal 2 Outcome 1 graph.**
- Based on Dearborn's 2023-2024 SBAC ELA scores, 0% of English Learners met or exceeded standard in ELA. *Our Measurable Goal is to increase 30% (or greater) the number of students who will score in the met or exceeded standard in English Language Arts (ELA).* **See LCFF State Priority Goal 2 Outcome 1 graph.**
- Based on Dearborn's 2023-2024 SBAC ELA scores, 26% of Students with Disabilities met or exceeded standard in ELA. *Our Measurable Goal is to increase 4% (or greater) the number of students who will score in the met or exceeded standard in English Language Arts (ELA).* **See LCFF State Priority Goal 2 Outcome 1 graph.**
- Based on Dearborn's 2023-2024 iReady EOY Reading Diagnostic scores, 58% met or exceeded standard iReady EOY Reading Diagnostic scores. *Our Measurable Goal is to increase 2% (or greater) the number of students who will score in the met or exceeded standard in iReady EOY Reading Diagnostic scores.* **See LCFF State Priority Goal 2 Outcome 1 graph.**
- Based on Dearborn's 2023-2024 iReady EOY Reading Diagnostic scores, 0% English Learners met or exceeded standard in iReady EOY Reading Diagnostic scores. *Our Measurable Goal is to increase 40% (or greater) the number of students who will score in the met or exceeded standard in iReady EOY Reading Diagnostic scores.* **See LCFF State Priority Goal 2 Outcome 1 graph.**
- Based on Dearborn's 2023-2024 iReady EOY Reading Diagnostic scores, 35% of Students with Disabilities met or exceeded standard in Mathematics. *Our Measurable Goal is to increase 3% (or greater) the number of students who will score in the met or exceeded standard in Mathematics.* **See LCFF State Priority Goal 2 Outcome 1 graph.**
- Based on Dearborn's 2023-2024 ELPAC test scores, 62% of English Learners met or exceeded standard. *Our Measurable Goal is to increase 2% (or greater) the number of students who will score in the met or exceeded standard on the ELPAC.* **See LCFF State Priority Goal 2 Outcome 2 graph.**
- Based on Dearborn's 2023-2024 attendance rates, 23% of students are in the chronic absenteeism band. *Our Measurable Goal is to decrease 2% (or greater) the number of students who are within the chronic absenteeism in attendance.* **See LCFF State Priority Goal 5 Outcome 2 graph.**

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Grades K through 2 will complete three DIBELS benchmark assessments (beginning, middle, and end of the year) to monitor reading and comprehension progress and they will take 3 iReady assessments (beginning, middle, and end of the year) to track student progress in mathematics. For grades 3-5, two iReady assessments are conducted (Beginning of Year and Middle of Year) to track student progress in literacy and mathematics. The beginning of the year assessments serve to establish baseline data for reading, comprehension, and intervention needs, while the middle and end-of-year assessments reassess student progress to ensure the effectiveness of intervention strategies.

Assessment results are reviewed during grade-level meetings, where strategies for lesson improvement and targeted interventions are discussed. These results are also shared directly with the Principal. With the introduction of SBAC, students in grades 3-5 will take Interim Assessment Blocks throughout the year to assess their knowledge in English Language Arts (reading/comprehension and writing) and Mathematics. These assessments provide valuable data to guide lesson planning and inform interventions for students performing below grade level. The results are shared with the Principal at the end of each semester. In the spring, grades 3-5 will take the SBAC in English Language Arts and Mathematics, with results sent directly to the Principal in the fall. Additionally, 5th-grade students take the California Science Test in the spring, and ELPAC testing is conducted annually for English Learners.

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.

Dearborn will utilize standardized formative assessments. The expectation of each is for students to perform at or above grade level. These assessments include, but are not limited to:

- DIBELS Reading Assessments given three times (Beginning of the Year, Middle of the Year, End of the Year) to grades TK-2
 - DIBELS assessment include:
 - Letter Name Fluency (LNF)
 - First Sound Fluency (FSF)
 - Phoneme Segmentation Fluency (PSF)
 - Nonsense Word Fluency (NWF)

- DIBELS Oral Reading Fluency (DORF)
 - DIBELS Maze Comprehension Task (DAZE) - second grade only
- iReady Reading Assessments given three times (Beginning of the Year, Middle of the Year and End of the Year) to grades 3-5
 - One computer adaptive test
- iReady Math Assessments given three times (Beginning of the Year, Middle of the Year, and End of the Year) to grades 3-5
 - One computer adaptive test

In addition, Dearborn utilizes authentic formative assessments. Authentic formative assessments are ongoing and can better evaluate the student over time and in a variety of settings. Authentic assessments may include, but are not limited to:

- Work samples
- Teacher-created tests
- Teacher observations, checklists, rubrics, and anecdotal records
- Publisher-provided criterion referenced tests
- Projects
- Student portfolios

These types of assessments allow for meaningful application of essential knowledge and skills and provide a wealth of data for teachers to evaluate student improvement, performance, and achievement.

We use a variety of assessment tools in order to get a comprehensive representation of student achievement. Data is collected and studied by teachers independently and at grade-level collaboration meetings. Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers.

In conjunction with standardized and authentic assessments, teachers also use daily informal assessments from observations, weekly quizzes and tests, class work, and project-based learning assignments to help identify immediate areas of concern and to guide instruction.

DATA ANALYSIS AND REPORTING

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

Data Type	Role/Use to Inform Curriculum/ Instruction/	Role/Use to Monitor/Improve	Role/Use to Inform Stakeholders of
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	Enrichment	Educational Program/Operations	School Performance
DIBELS (Grades TK-2) iReady (Reading and Math Grades 3-5 and Math Grades K-2)	Literature Groups Intervention Grouping Grade-Level Common Planning Reteach/Preteach	Phonemic Awareness Phonics Instruction Continuum PD Planning Potential GATE Placement Principal Data Chats	School Report Card Report Cards Parent Newsletter
Mathematics Interim Smarter Balanced Assessment (Grades 3-5)	Intervention Grouping Small Groups Grade-Level Common Planning Lesson Planning Skill Drill Down Reteach/Pre-teach	Math PD Planning Principal Data Chats Math Strategy Focus	School Report Card Report Cards
ELA Interim Smarter Balanced Assessment (Grades 3-5)	Intervention Grouping- Small Groups Lesson Planning Skill Drill Down	ELA Strategy Focus Principal Data Chats	School Report Card Report Cards
MISIS Discipline Referral	SSPT Referrals Positive Discipline Team Review 2nd Step Curriculum	Mental Health Referrals Classroom Placement Restorative Justice Circles	School Report Card Parent Newsletter
Attendance	SSPT Referral	Gift Card Incentive Award Certificates DECA Dolphin Incentive Monthly Class Popcorn Party Incentive At-Risk Parent Letters	School Report Card

Teachers and administrators use data from assessments (DIBELS, iReady, ELPAC SBAC Interim Assessment, SBAC Summative Assessment, Eureka Module Tests, English Language Arts CKLA Assessments) to identify and prioritize areas of need.

- District assessment results and authentic assessment (DIBELS, iReady, ELPAC, SBAC Interim Assessment, SBAC Summative Assessment, Eureka Module Tests,

English Language Arts CKLA Assessments) results are communicated to parents (by teaching staff) throughout the school year.

- School-wide data is shared in a public forum at monthly meetings, when it's available, in order to discuss upcoming program development and education intervention priorities.

Students' progress is reported to parents in several ways. Individual classroom teachers are primarily accountable for assessing their students' achievements with regard to standards-based, grade-level work, and achievement of grade appropriate content standards. Student progress toward meeting expected student outcomes is monitored on an ongoing basis at each grade level by regular student assessments aligned to the school's, District's, and state's curricular standards as appropriate for each grade level and content area.

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

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

The LAUSD Progress Report uses a 4-point scoring rubric that aligns with classroom teachers' daily work assignments. Students earn a "4" for Advanced Proficient Levels; "3" for Benchmark Proficient Levels; "2" for Partial Proficient Levels; and "1" for Not Proficient Levels. The academic standards include specific learning topics in the different subject areas for each grade level: language arts including reading, writing, listening, and speaking; mathematics; history and social science; science; health education; physical education; and the arts. The standards for lifelong learning (i.e., work and study habits) include use of time, independence, organizational skills, and quality and completeness of work. The standards for character development (i.e., learning and social skills) include respect, cooperation, dependability, responsibility, self-control, and the ability to play fairly.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.

ELEMENT 4 – GOVERNANCE

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." (Ed. Code § 47605(c)(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 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).

If the charter school has a separate charter school Governing Council [if applicable, outline composition of that board and those duties here, if not insert **N/A**]

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 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 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 Governing Council.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and local 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.

STAKEHOLDER INVOLVEMENT

Parents play a critical role in the success of our school. Parental involvement is high at Dearborn.

The process by which Dearborn consults with all stakeholders (parents, teachers, staff, administrators, and students) to develop its LCAP and annual update occurs through a variety of councils, coffee with the principal, workshops, needs assessment survey, and individual stakeholder feedback.

We consult with parents and teachers regarding the school's educational program via various modes of collaboration. Dearborn schedules a series of workshops led by teachers, and Community Representative, focusing on academics (Math, Science, ELA), wellness, civic engagement, career development, and honoring diverse perspectives. These workshops will also promote collaboration by involving families in decision-making processes, including budget discussions and school governance. The charter school will also consult with parents and teachers regarding the school's educational program through SSC, LSLC, ELAC, Coffee with the Principal, and PTA meetings. Families have the opportunity to complete a Budget Needs Assessment, as well as the School Experience Survey; the results will help the school make decisions on programs that are most needed. The Instructional Leadership Team made up of teachers, instructional leaders, and parents meet monthly to analyze data and plan and refine the charter school's instructional program.

Parent Opportunities

Monthly, our school holds a Schoolwide Morning Assembly where families are warmly greeted by the principal, who shares important announcements about upcoming events and activities available to all students and their families. The Parent-Teacher Association (PTA) uses this time to announce upcoming meetings and events, inviting families to get involved in school activities. During the assembly, the Student Council recognizes the weekly winners of our schoolwide character development program, which rewards students for displaying positive character traits such as respect, trustworthiness, kindness, and cooperation. The assembly closes with quotes from student council members that encourage mindfulness and reinforce positive character values.

In addition to these regular events, parents have numerous opportunities to engage with the school community. Parents can volunteer in the classroom, assisting teachers with activities and supporting student learning. They may also chaperone field trips, providing valuable supervision and helping students explore educational experiences outside of the classroom. Families are invited to attend workshops on topics such as homework

strategies, parenting, and social/emotional support for children, which provide tools and resources to support their child's academic success and well-being. Parents can also participate in school events and celebrations, including holiday parties, and school-wide assemblies, fostering a strong sense of community. Parents have the opportunity to engage in decision-making through Local School Leadership Council (LSLC) and School Site Council (SSC) meetings, where there is opportunity to look at school data and collaborate with school leaders to discuss key issues. Additionally, all stakeholders have the opportunities to share their feedback at these meetings through public announcements, regardless of if they are members of the committees. We communicate regularly with all engagement partners about the needs of the school and how to best use school funds to address students' performance. These various opportunities allow parents to be actively involved in their child's education, strengthen school-family partnerships, and contribute to creating a positive, supportive school environment.

TITLE IX, SECTIONS 504 AND 508, 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), Sections 504 and 508 of the Rehabilitation Act of 1973 ("Section 504" and "Section 508"), 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 Region 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 Region 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 Region in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Region 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 their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent/guardian cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental/guardian involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental/guardian involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Education Code section 47605(n).)

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 in accordance with all applicable legal and District requirements. 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 related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects, and classes. 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 or designee.

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 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 or when an administrative transfer is necessary as determined by the Region administrator (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. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

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 require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

GENERAL PROVISIONS

Charter School shall comply with all federal, state, county, and local laws and regulations, and District policies and procedures, related to health, safety, and emergency response and 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 response and preparedness, including but not limited to the required creation, maintenance, and implementation of an Integrated 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 (Integrated Safe School Plan) and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD 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., as well as applicable District policy, 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, vendor/contracting entity employee who may have frequent or prolonged contact with students, 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. Education Code section 234 *et seq.* and related District policies and procedures.

SUICIDE PREVENTION

As a District Affiliated Charter School, Charter School shall comply with all applicable District policies and procedures related to suicide prevention and the requirements of AB 2246 (2016), codified in Education Code section 215.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(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 POLICIES AND PROCEDURES

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(e)(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 area (boundary) of the school. (See Ed. Code § 47605(e)(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(e)(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 area (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(e).)

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 area (boundary) of Charter School, Charter School shall immediately consult and coordinate with its Region 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/guardian 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 their 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.

Student Recruitment

Dearborn Elementary Charter Academy will regularly conduct prospective parent tours each school year. Interested families may receive enrollment information at the tour, on the Dearborn website, the LAUSD website, or by visiting or calling the school office. Dearborn Charter will recruit and reach out to new students from all subgroups via the school website, enrollment fairs, school marquee, and through our partnership with our PTA. A school brochure will be distributed to prospective applicants during school tours.

Our Parent tours aim to showcase our Schools for Advanced Studies (SAS) Program, Special Education Program, Intervention services, instruction and curriculum, and enrichment programs for all students.

Charter enrollment is done by a lottery system when prospective families apply through LAUSD Choices application. The online application period starts in October and ends in November.

In conducting its admissions lottery for non-resident prospective students, Dearborn Elementary Charter Academy adheres to the order of priority listed below:

Lottery Priorities (Non-Resident) by Grade Level

1. Siblings of students attending and continuing at the charter school AND that also live within L.A. Unified (District) boundaries.
2. All other applicants that live within District boundaries.
3. Siblings of students attending and are continuing at the charter school and do not live within District boundaries.
4. All other applicants that do not live within District boundaries.

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist in the same priority order as above. As seats become available, Dearborn Elementary Charter Academy shall fill the seats from the waitlist.

Parents of applicants being offered admission through the lottery will be notified via phone call, email, or mail and have until April to make a decision to accept enrollment. Parents of

student applicants who are placed on the waitlist resulting from the lottery may call the charter school to find out their child's priority number on the waitlist.

The method followed to ensure that lottery procedures are fairly executed begins with applicants completing the Charter Lottery Application online. Once the application is submitted, each applicant is assigned a unique number. Families who need assistance with the online application can contact the main office for support. Once all applications are received, names and application numbers are entered into a digital drawing system. The lottery drawing, which takes place in the school office in February, is done in a hybrid format, allowing prospective families to attend either in person or via Zoom. During this drawing, both the selected students and the waitlist are determined. The waitlist is prioritized according to the order in which names are drawn. Families are notified of their selection or waitlist status by phone call, email, or mail. Office staff oversee the entire process to ensure that all procedures are followed fairly and accurately.

All digital documents related to the lottery process, including certification of the lottery procedures, the enrollment list, the waiting list, and student enrollment forms are stored in the LAUSD Principal's Portal.

Application Procedures

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance area (boundaries¹) of Charter School ("resident students") shall have **first** admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

The Charter School will follow LAUSD's Choices process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below.

Charter School's non-resident lottery applications will be made available each year through the On-Time LAUSD Choices Process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process.

¹ For all District Affiliated Charter Schools, which are conversion charter schools, the term "former attendance area (boundaries)" includes those sending areas designated under the District's Permits with Transportation (PWT) and Capacity Adjustment Program (CAP) programs.

Lottery Preferences and Procedures

In conducting its admissions lottery, Charter School shall provide the following admission preferences, in the stated order of priority:

- **LAUSD Students**

- Siblings

Prospective students who (a) are siblings of students enrolled in grades TK-4th at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **second** admission preference.

- Other LAUSD Students

All other prospective students who reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **third** admission preference.

- **California Students**

- Siblings

Prospective students who (a) are siblings of students enrolled in grades TK-4th at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

- Other California Students

Prospective students who reside in the State of California, but not within LAUSD boundaries shall have fifth admissions preference.

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist in the same priority order as above. As seats become available, Charter School shall fill the seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

During the month of February, after receiving the list of interested applicants from the Choices Program, the Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the date and procedures of the lottery shall be posted on Charter School's website (i.e., at least two weeks prior to the lottery) and made readily available in the main office.

Charter School shall hold its lottery in the school office or via Zoom, or equivalent alternative space on campus. Affiliated Charters, as aligned to District guidance, may opt to include a virtual option for families at the same time and/or in addition to the in-person lottery. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, once all applications are received, names and application numbers are entered into a digital drawing system.

Parent/guardians of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission, in accordance with the Choices notification timelines and will accept the offered seat in accordance with the

Choices timelines. Parent/guardians of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parent/guardians of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

Non-resident boundary students who apply for admission after the On-Time application window will be added to the bottom of the waitlist in the order in which their applications are received. Choices Late Applications are processed on a first come, first-served basis beginning February 1st through norm day of the following school year. The school is responsible for contacting waitlisted and late applicants.

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 an affiliated charter school is a full magnet or has a District-approved Magnet Center, selection to the Magnet Program (school or center) shall be determined in accordance with the rules and procedures established by District's Student Integration Services.

Students enrolled in the magnet program may take part in all programs and activities available to students at the Affiliated Charter school where they are enrolled.

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/guardians that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable federal and state laws 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/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, immigration 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, including immigration status, 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, Section 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.

Charter School shall adhere to the District's policy consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

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 (i.e., District application portal) 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(c)(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(c)(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, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim alternative educational placement, to be determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. An IEP team will meet to conduct a manifestation determination and to discuss, if appropriate, alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Section 504 Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?

B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District's Student Information System and shall make such outcome data readily available to the Charter Schools Division upon request.

READMISSION

Charter School shall comply with all District policies and procedures related to requests for readmission by students expelled from Charter School.

GUN-FREE SCHOOL ZONE ACT

Charter School shall comply with the Gun-Free School Zone Act and other applicable state and federal law.

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(c)(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 systems and 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(c)(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 a 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 a Charter School may contact School Management Services and Demographics to seek assistance in enrolling in a 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 the 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 that 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(c)(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(c)(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 Region 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: Dearborn Elementary Charter Academy
c/o School Principal
9240 Wish Ave.
Northridge, CA 91325

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 5:00 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.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

ELEMENT 15 – 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(c)(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 Board of Education may revoke the Charter if Charter School commits a breach of any provision set forth in a District policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992, as it may be amended from time to time. The Board of Education 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 (2013), 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(g) 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.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. 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. Students enrolled at the District Affiliated Charter School at the time of reversion, who reside outside of resident school area (boundaries), will be entitled to continuous enrollment through permits, as applicable.

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 Region 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 comply with all applicable federal and state laws and regulations, and District policies and procedures, 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.

LOCAL CONTROL AND ACCOUNTABILITY PLAN

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

ADDENDUM

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Dearborn Elementary Charter Academy (also referred to herein as Dearborn”, “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(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil’s 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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils 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”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason,

including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- 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(e)(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(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(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 "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL 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(c)(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(c)(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(c)(5)(A)(iii).)

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 (2013) (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 local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

Curriculum and Instruction

Charter School shall have autonomy in their instructional programs and choice of curricular materials pursuant to District policy and consistent with the requirements of section 60000, et seq. of the Education Code, the *Williams* settlement, and aligned with California content and performance standards, including the Common Core State Standards, and CAASPP.

Transitional Kindergarten

Charter School shall comply with all applicable 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.

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, including but not limited to provisions related to work year, academic calendars, and schedules.

Mathematics Placement Act

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

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

MEETING THE NEEDS OF ALL STUDENTS

English Learners

As a District affiliated charter school, Charter School shall implement the provisions of the District's *Master Plan for English Learners and Standard English Learners*, 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 *Master Plan for English Learners and Standard English Learners*.

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall continue to 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 on a fee-for-service basis.

Students with Disabilities

Special Education

The District shall continue to serve the needs of students with disabilities enrolled in District affiliated charter schools in the same manner as at any other public school of the District and shall be responsible for adhering to the provisions of the IDEA, California special education laws and regulations, and District policies and procedures for special education to ensure that all students with disabilities are accorded a free appropriate public education (“FAPE”) as is required of all District authorized schools.

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, or be required to waive their right to enrollment and/or continued attendance in a settlement agreement, on the basis of their special education status.

The District Affiliated Charter School will comply with Sections 504 and 508 of the Federal Rehabilitation Act of 1973, 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 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 and submit to the District all required reports.

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. All 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. 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

Unless circumstances indicate otherwise, the referral process shall include Student Support and Progress Team (SSPT) 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 teacher or other staff member’s request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

Upon a parent/guardian’s request for assessment, the District Affiliated Charter School will either (1) develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline; or (2) within 15 days convene an SSPT meeting to review and discuss the request in light of student records, acquired data and student performance. If at the end of the SSPT meeting parent/guardian agrees to waive the request for assessment, the District Affiliated Charter School shall document the agreement in writing and may attempt general education interventions through the SSPT process. If the parent/guardian does not agree to waive the request for assessment, then the District Affiliated Charter School shall 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. Inclusion

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 and may not refuse or require waiver of enrollment rights based on a student's eligibility for special education. The District will make available to the District Affiliated Charter School reports indicating range of services and number of students served at individual District affiliated charter schools.

g. 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 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.

h. Student Discipline

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 as 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.

2. Procedural Safeguards/Due Process Hearings

The District on behalf of and/or in conjunction with the District Affiliated Charter School 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 determine that such action is legally necessary to ensure compliance with federal and state special education laws and regulations.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, the District will be named as respondent-s. 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.

At its discretion, the District will make available training opportunities and/or information regarding special education to District Affiliated Charter Schools.

All District schools, including District affiliated charter schools, are required 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.

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 subdivision (a) of Section 52052. 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(c)(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(c)(5)(C).)

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data in MiSiS, and other data systems used or required by the District, and otherwise ensure that Charter School reports complete, accurate, and up-to-date data for all purposes related to the California Longitudinal Pupil Achievement Data System (CALPADS) in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§47605(d)(1), 60605.)

Charter School shall work toward aligning 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) and Strategic Plan, as they 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 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

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.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.

ELEMENT 4 – GOVERNANCE

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

If the charter school has a separate charter school Governing Council **N/A**

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 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 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 Governing Council.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and local 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, SECTIONS 504 AND 508, 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), Sections 504 and 508 of the Rehabilitation Act of 1973 ("Section 504" and "Section 508"), 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 Region 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 Region 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 Region in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Region 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 their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent/guardian cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental/guardian involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental/guardian involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Education Code section 47605(n).)

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 in accordance with all applicable legal and District requirements. 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 related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects, and classes. 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 or designee.

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 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 or when an administrative transfer is necessary as determined by the Region administrator (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. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

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 require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

GENERAL PROVISIONS

Charter School shall comply with all federal, state, county, and local laws and regulations, and District policies and procedures, related to health, safety, and emergency response and 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 response and preparedness, including but not limited to the required creation, maintenance, and implementation of an Integrated 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 (Integrated Safe School Plan) and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD 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., as well as applicable District policy, 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, vendor/contracting entity employee who may have frequent or prolonged contact with students, 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. Education Code section 234 *et seq.* and related District policies and procedures.

SUICIDE PREVENTION

As a District Affiliated Charter School, Charter School shall comply with all applicable District policies and procedures related to suicide prevention and the requirements of AB 2246 (2016), codified in Education Code section 215.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(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 POLICIES AND PROCEDURES

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(e)(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 area (boundary) of the school. (See Ed. Code § 47605(e)(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(e)(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 area (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(e).)

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 area (boundary) of Charter School, Charter School shall immediately consult and coordinate with its Region 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/guardian 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 their 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.

Application Procedures

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll.

Prospective students who reside within the former attendance area (boundaries²) of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

The Charter School will follow LAUSD’s Choices process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below.

Charter School’s non-resident lottery applications will be made available each year through the On-Time LAUSD Choices Process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process.

Lottery Preferences and Procedures

In conducting its admissions lottery, Charter School shall provide the following admission preferences, in the stated order of priority:

- **LAUSD Students**
 - Siblings

Prospective students who (a) are siblings of students enrolled in TK-4 at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **second** admission preference.
 - Other LAUSD Students

All other prospective students who reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **third** admission preference.
- **California Students**
 - Siblings

Prospective students who (a) are siblings of students enrolled in grades TK-4 at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.
 - Other California Students

Prospective students who reside in the State of California, but not within LAUSD boundaries shall have fifth admissions preference.

² For all District Affiliated Charter Schools, which are conversion charter schools, the term “former attendance area (boundaries)” includes those sending areas designated under the District’s Permits with Transportation (PWT) and Capacity Adjustment Program (CAP) programs.

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist in the same priority order as above. As seats become available, Charter School shall fill the seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

During the month of February, after receiving the list of interested applicants from the Choices Program, the Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the date and procedures of the lottery shall be posted on Charter School's website (i.e., at least two weeks prior to the lottery) and made readily available in the main office.

Charter School shall hold its lottery in the school office or via Zoom, or equivalent alternative space on campus. Affiliated Charters, as aligned to District guidance, may opt to include a virtual option for families at the same time and/or in addition to the in-person lottery. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, once all applications are received, names and application numbers are entered into a digital drawing system.

Parent/guardians of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission, in accordance with the Choices notification timelines and will accept the offered seat in accordance with the Choices timelines. Parent/guardians of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parent/guardians of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

Non-resident boundary students who apply for admission after the On-Time application window will be added to the bottom of the waitlist in the order in which their applications are received. Choices Late Applications are processed on a first come, first-served basis beginning February 1st through norm day of the following school year. The school is responsible for contacting waitlisted and late applicants.

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 an affiliated charter school is a full magnet or has a District-approved Magnet Center, selection to the Magnet Program (school or center) shall be determined in accordance with the rules and procedures established by District's Student Integration Services.

Students enrolled in the magnet program may take part in all programs and activities available to students at the Affiliated Charter school where they are enrolled.

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/guardians that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable federal and state laws 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/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, immigration 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, including immigration status, 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, Section 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.

Charter School shall adhere to the District's policy consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

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 (i.e., District application portal) 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(c)(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(c)(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, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim alternative educational placement, to be determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. An IEP team will meet to conduct a manifestation determination and to discuss, if appropriate, alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Section 504 Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

NOTIFICATION OF STUDENT’S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District’s Student

Information System and shall make such outcome data readily available to the Charter Schools Division upon request.

READMISSION

Charter School shall comply with all District policies and procedures related to requests for readmission by students expelled from Charter School.

GUN-FREE SCHOOL ZONE ACT

Charter School shall comply with the Gun-Free School Zone Act and other applicable state and federal law.

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(c)(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 systems and 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(c)(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 a 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 a Charter School may contact School Management Services and Demographics to seek assistance in enrolling in a 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 the 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 that 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(c)(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(c)(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 Region 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:

Dearborn Elementary Charter Academy

c/o School Principal
9240 Wish Ave.
Northridge, CA 91325

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 5:00 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.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

ELEMENT 15 – 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(c)(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 Board of Education may revoke the Charter if Charter School commits a breach of any provision set forth in a District policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992, as it may be amended from time to time. The Board of Education 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 (2013), 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(g) 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.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. 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. Students enrolled at the District Affiliated Charter School at the time of reversion, who reside outside of resident school area (boundaries), will be entitled to continuous enrollment through permits, as applicable.

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 Region 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 comply with all applicable federal and state laws and regulations, and District policies and procedures, 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.

LOCAL CONTROL AND ACCOUNTABILITY PLAN

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)