



LOS ANGELES UNIFIED SCHOOL DISTRICT

Lockhurst Drive Charter Elementary School

A DISTRICT AFFILIATED CHARTER SCHOOL

6170 Lockhurst Drive, Woodland Hills, 91367

Renewal Charter Petition

Submitted

March 5, 2025

TERM OF CHARTER

JULY 1, 2025 TO JUNE 30, 2030

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Lockhurst Drive Charter Elementary School (also referred to herein as “Lockhurst Drive CES”, “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:	Krista Bella
• The contact address of Charter School is:	6170 Lockhurst Drive, Woodland Hills, CA 91367
• The contact phone number for Charter School is:	(818) 888-5280
• Charter School is located in LAUSD Board District:	3
• Charter School is located in LAUSD Region:	North
• The grade configuration of Charter School is:	UTK-5
• The number of students in the first year of this charter term will be:	491
• The grade level(s) of the students in the first year will be:	UTK-5
• Charter School’s scheduled first day of instruction in 2025-2026 is:	August 11, 2025
• 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.	491
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Single Track
• The bell schedule (e.g. daily hours) for Charter School will be:	7:59am - 2:22pm
• The term of this Charter shall be from:	July 1, 2025-June 30, 2030
• If Charter School is Low performing, per the CDE Performance Category, the term of this Charter, if approved:	July 1, 2025-June 30, 2027

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Lockhurst Drive Charter Elementary School is located in a residential community in the west San Fernando Valley. Residents range from lower socio-economic to upper-middle class families who care deeply about their children's education. We became a charter to build upon current programs such as our fine arts program, technology, and environmental science.

Within a five-mile radius, Lockhurst Drive CES is surrounded by 32 schools, including private schools, independent charter schools, and the Las Virgenes Unified schools. Lockhurst Drive Charter Elementary School competes to maintain its status as the highest quality education available for our community. Our intent is to preserve our core population, while at the same time opening our enrollment to an even broader base of students within the District when we have the available space to continuously strengthen our school.

Lockhurst Drive Charter Elementary School continues to attract a large number of resident students as well as students outside of Lockhurst's boundaries defined by LAUSD. We continue to be a strong, competitive public-school choice over private elementary schools, neighboring public schools, and other school district options since becoming an affiliated charter as we meet the needs of all our students including high achieving students, English Learners, and students with disabilities. We provide a rigorous academic program, continually update our technology, provide a comprehensive arts program, continue to expand science education, and provide a welcoming environment while meeting the needs of all our students. Through ongoing professional development and a strong commitment of teachers, staff and administration, we strive to provide the best educational program and safe, nurturing learning atmosphere for every Lockhurst Drive Charter Elementary School student.

Using academic and behavioral data we identify areas of need to inform our professional development and allocation of resources. For example, although our current distance from standard on the SBA is far greater than the District's average, our Numeracy scores for 3rd through fifth grade decreased schoolwide two years in a row. Our Local School Leadership Council planned professional development to support instruction around number sense for kindergarten through second grade, and problem solving for third through fifth grade. Grade level planning time was spend focusing on administering Interim Assessment Blocks (IAB'S) which are SBA sample questions, sharing strategies for small group targeted instruction, and strategies for conducting data chats with students to increase motivation and promote growth mindset concepts. We used student data to chose K-5th grade student to participate in after school virtual tutoring as well as in school pull out support in math with our intervention teachers. We also recognized that chronic absenteeism was affecting academic progress for many of our students. With support from an Attendance Counselor, we have implemented multi-tiered supports for attendance which includes outreach such as home visits, phone calls, and providing and monitoring monthly attendance trackers for student who are considered chronically absent. We also incentivize good attendance for classes and individual weekly and monthly throughout the

school year. These efforts have helped us improve attendance rates. Our percentage of students with excellent attendance has increased and our number of students considered chronically absent had decreased. We anticipate that this will help improve our SBA statewide formal testing results for both Literacy and Numeracy.



DATA FOUND IN LOS ANGELES UNIFIED TARGET DASHBOARD @ APP.POWERBI.COM

STUDENT POPULATION TO BE SERVED

Enrollment

X

School Demographics on Census Day

Student Group	Total	Percentage
English Learners	52	11.3%
Homeless	1	0.2%
Socioeconomically Disadvantaged	152	32.9%
Students with Disabilities	83	18%

Race/Ethnicity	Total	Percentage
African American	16	3.5%
American Indian	1	0.2%
Asian	49	10.6%
Filipino	11	2.4%
Hispanic	94	20.3%
Two or More Races	25	5.4%
White	208	45%

Demographic data from California Dashboard @ caschooldashboard.org

Lockhurst Drive Charter Elementary School is a high-achieving neighborhood school that enrolls grade who live within our school boundaries as well as those non-resident students who are selected from our lottery. Lockhurst Drive Charter serves students in **PK through fifth grade which includes 2 PALS (Preschool for All Learners)** on our campus. Our 2024-2025 enrollment of 447 students was composed of approximately 45% White, 20.3% Hispanic, 10.6% Asian, 2.4% Filipino, and 3.5% African American. English Learners composed 11.3% of our population. Approximately 32.9% of our students were Socioeconomically Disadvantaged and 18% were Students with Disabilities. Our Gifted and Talented population was 8.3%. Since Lockhurst is a high-achieving school, prompts of depth and complexity are integrated with the CA CCSS to nurture student interests and to develop advanced critical thinking and problem-solving skills. Lockhurst's student population is invested in the arts, which is evidenced by the ongoing use of our Johnson Art Studio with the guidance of an as well as professional Itinerant Art Teacher and fully trained theater and dance instructors. Which complements our school orchestra that begins with violin classes in 3rd grade. To further cultivate our students' interest in science, we have a fully functional science lab based on the Next Generation Science Standards with a newly added environmental science component. We incorporate a hands-on garden curriculum as part of our educational program. Our garden serves as an

outdoor classroom where students engage in experiential learning that aligns with core academic standards.

The majority of our students come from middle-class, college-educated families who value holistic education and prioritize the development of the whole child. Our Universal Transitional Kindergarten Collaborative Classroom (UTK CC), is an inclusive early childhood education program designed for children with special needs, integrating them into a general education UTK classroom. This program provides a full-day learning environment to prepare them for kindergarten with a focus on language, literacy, math skills, and social development, staffed by both a general education teacher and an early childhood special education teacher alongside instructional aides.

A key challenge for our school community is sustaining strong attendance rates and academic achievements we have cultivated in recent years. To address this, we leverage the expertise of intervention coordinators, employ data-driven strategies to identify and support at-risk students, and invest in ongoing professional development for our educators. These efforts are complemented by innovative classroom practices such as project-based learning, blended instruction, and socio-emotional learning initiatives, ensuring that our students thrive in an ever-evolving educational landscape. Professional development and grade level planning time is used to share strategies for small group targeted instructional groups within the class. Two intervention teachers provide pull out targeted Language Arts instruction for struggling students. After school virtual tutoring for both Math and ELA is offered for students performing below benchmark. English Language Learners benefit from designated and integrated EL instruction and Newcomers receive targeted small group or individual intervention directly from our Targeted School Population (TSP) Coordinator. Our Resource Support teacher works closely with our general education teachers to support student with disabilities. She creates goals and objectives based on areas of need and provides targeted instruction on pre-requisite skills to help her students meet grade level standards.

GOALS AND PHILOSOPHY

Mission

At Lockhurst Drive Charter Elementary School, we envision a dynamic and inclusive learning environment where students, families, and the community collaborate to nurture lifelong learners. We are committed to embracing diversity, fostering a sense of belonging, and empowering each student to thrive academically, socially, and emotionally. Our goal is to inspire students to reach their full potential, preparing them for success in college, careers, and life.

Vision

At Lockhurst Drive Charter Elementary School, our mission is to provide engaging, rigorous, and differentiated instruction that meets the needs of students of all abilities. We foster a growth mindset, encouraging students to embrace challenges and persevere in their learning. Through innovative, culturally relevant teaching practices, we equip students with the skills they need to succeed in the modern world.

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

- An educated person of the 21st Century is flexible, creative, and complex, with a continuous thirst for knowledge. These individuals are self-confident, self-motivated, lifelong learners who are active participants in their community.
- An educated person of the 21st century welcomes a multi-cultural world that is globally interconnected. Being a part of the ever-changing and fast-paced information age, an educated person is technologically savvy, curious, and productive.
- Lockhurst students are partners in their own learning. They gain valuable information and insights from concrete experience to develop positive problem-solving and critical-thinking skills. Students make more efficient and meaningful choices as they expand personal relationships and develop social/emotional skills.
- The 21st Century students of Lockhurst are socially aware, caring, and welcome diversity. They are cognizant of our dependence on natural resources, and environmentally and ecologically responsible.
- Lockhurst students reason, question, and inquire. They apply the scientific method of investigation. They are intellectually flexible and able to think about complex systems abstractly and creatively.
- To be effective in the 21st Century, individuals must exhibit a range of functional and critical thinking skills related to information, media, and technology. This requires knowledge and expertise that is mastered through problem-solving, communication, and collaboration using a variety of technological tools and platforms. One needs the ability to collaborate and make individual contributions on a global scale in order to work in and contribute to society. Lockhurst provides its students with relevant learning opportunities that develop resourcefulness and adaptability to all situations.
- An educated person of the 21st Century is a lifelong learner who keeps up with and embraces a constantly changing world.
- Lockhurst students have access to 1:1 technology including iPads, Chromebooks, and Smart Boards within the classroom to develop familiarity with various technological devices and stay current with rapidly changing technology. Examples of this include iMovie, Keynote, Schoology, Clever, Google Classroom, Seesaw, and other interactive tools that support learning and engagement. These technologies help students enhance their digital literacy skills while fostering collaboration and creativity across subjects.
- Here at Lockhurst, we encourage all students to become highly educated people by pursuing learning experiences beyond high school, whether it's college, technical school, or apprenticeships, to be productive members of society.

How Learning Best Occurs

Lockhurst Drive Charter Elementary School recognizes that learning best occurs in an environment that is unbiased and that reinforces effort and provides individual recognition (Manzano, Pickering, Pollack 2008). All effective instructional models must

enhance and engage the cognitive abilities of the students in its charge but at Lockhurst there is also the belief that instruction must positively impact student's beliefs and attitudes about what is possible or what might be achieved. It is through the integrating of these efforts that learning is optimized and relevant for most students. Students are encouraged to track their effort versus achievement on a variety of instructional tasks to identify the relationship that often occurs between these factors.

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

Through school events such as field trips, Welcome Back Family Social, Back to School Night, Monthly PTSA sponsored Spirit Nights, Book Fairs, Fall Festival, Creative Kids, PEAK Adventures, Read Across America, Red Ribbon Week, College Week, Halloween Parade, 100th Day of School Celebration, Sensory Walks, Spelling Bee, Math Field Day, Math Kangaroo International competition, Literacy Night, Math Night, Art Night, Student Council, Lockhurst's 5th Grade Talent Show, and many other events, each student and their family finds their place in the Lockhurst Community.

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

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

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

supported in their development. Classroom instruction will consider multiple modalities of learning and differing levels of student abilities.

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

At Lockhurst Drive Charter Elementary School, we prioritize supporting our students' social emotional needs. By supporting students social-emotional needs, we are enabling students to become self-motivated, competent, and life-long learners. All teachers incorporate Second Step and Growth Mindset along with weekly PBIS slide deck check-ins as part of the curriculum. These programs assist our students to put their feelings into words and establish social skills. Under the umbrella of restorative practices, Lockhurst Drive Elementary's Positive Behavior Support Team will meet to identify the unique needs of our students and how we can best support them. We use a Restorative Rainbow to help students facilitate their own resolutions to conflicts with peers and understand the importance of listening and respecting others' ideas and feelings. Within classrooms, teachers utilize community circles and daily check ins. These SEL strategies allow teachers and students to build relationships and deepen communication skills. Our school community also emphasizes the concept of Growth Mindset in all classrooms. Growth Mindset instruction has been beneficial for our students. Teaching a Growth Mindset curriculum supports our students with the skills to persevere through difficult situations, learn from criticism, and embrace challenges. Determination, persistence and grit are lifelong skills that students need in order to navigate through life's challenges. At Lockhurst Drive Charter Elementary School, we are committed to building a foundation of empathy, self-awareness, resilience, and motivation in order for our students to succeed.

LOCKHURST DRIVE CHARTER ELEMENTARY SCHOOL BELL SCHEDULE - REGULAR SCHEDULE

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

Academic Excellence

Related State Priorities:

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

Local Priorities:

- ☐:
☐:

Specific Annual Actions to Achieve Goal

- Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high-quality curricular and instructional materials in all content areas which will result in an increase in Lockhurst students' Distance from Standard on the Smarter Balance Assessment.
- In order to improve Algebra 1 pass rates, 3rd-5th students will move closer to proficiency by, on average, 50 points.
- In order to build a strong foundation for literacy, 3rd grade students will move, on average, 50 points closer to proficiency.
- Deliver Targeted English Language Arts intervention for students who are performing below benchmark on their DIBELS, including English Language Learners during the school day. Pull out intervention supported by Professional Expert four days per week, and instructional aids supporting small group instruction so teachers can conduct targeted small group intervention.

Outcome #1:

Increase distance from standard 10 points annually in English Language Arts on the SBA assessment.

Metric/Method for Measuring:

Smarter Balanced Assessment (SBA) Assessment: ELA

** Subgroup not numerically significant at Lockhurst Drive CES*

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	27.3	37.3	47.3	57.3	67.3	77.3
English Learners Students	-95.1	-85.1	-75.1	-65.1	-55.1	-45.1
Socioeconomically Disadvantaged Students	-6.4	3.6	13.6	23.6	33.6	43.6
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	3.3	13.3	23.3	33.3	43.3	53.3

African American Students	65.3	75.3	85.3	93.3	103.3	113.3
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	37.5	47.5	57.5	67.5	77.5	87.5
Filipino Students	15.2	25.2	35.5	45.5	55.5	65.5
Latino Students	15.0	25.0	35.0	45.0	55.0	65.0
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	24.7	34.7	44.7	55.7	65.7	75.7
White Students	32.2	42.2	52.2	62.2	72.2	82.2

Outcome #2:

Increase distance from standard 10 points annually in English Language Arts on the SBA assessment.

Metric/Method for Measuring:

Smarter Balanced Assessment (SBA) Assessment: Math

** Subgroup not numerically significant at Lockhurst Drive CES*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	18.5	28.5	38.5	48.5	58.5	68.5
English Learners Students	-25.1	-15.1	-5.1	4.9	14.9	24.9
Socioeconomically Disadvantaged Students	-17.5	-7.5	2.5	12.5	22.5	32.5
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	-5.9	4.1	14.1	24.1	34.1	44.1
African American Students	72.0	82.0	92.0	102.0	112.0	122.0
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	33.7	43.7	53.7	63.7	73.7	83.7
Filipino Students	17.8	27.8	37.8	47.8	57.8	67.8
Latino Students	0.3	10.3	20.3	30.3	40.3	50.3
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	38.8	48.8	58.8	68.8	78.8	88.8
White Students	18.3	28.3	38.3	48.3	58.3	68.3

Outcome #3:

Increase the percentage of students that progress one ELPAC level per year towards English Proficiency.

Metric/Method for Measuring:

English Learner Progress Indicator Table

** Subgroup not numerically significant at Lockhurst Drive CES*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	*	*	*	*	*	*
English Learners Students	26.7%	36.7%	46.7%	56.7%	66.7%	76.7%
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #2	
Joy and Wellness	<div>Related State Priorities:</div> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input type="checkbox"/> 2</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 5</div> <div style="margin-right: 10px;"><input type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 6</div> </div> <div>Local Priorities:</div> <div style="margin-top: 5px;"> <input type="checkbox"/> : <input type="checkbox"/> : </div>

Specific Annual Actions to Achieve Goal
<ul style="list-style-type: none"> Lockhurst Drive Charter Elementary will maintain a safe and orderly environment that is conducive to learning, where all students and staff are safe and supported. We will also continue to implement multi-tiered supports and create data-based attendance plans that incorporate strategies to address chronic absenteeism, including outreach, weekly and monthly incentives and data trackers. Lockhurst Drive Charter Elementary will expand and implement social-emotional learning initiatives to support student well-being and foster a positive school climate. This includes professional development for staff on SEL practices and integrating SEL into the curriculum. Use of <i>Character Strong</i> SEL program supports our school wide PBIS initiatives. LAUSD's Tiered Fidelity Inventory is used to monitor implementation of Multi-Tiered Systems of Support including SEL instruction.

Expected Annual Measurable Outcomes						
Outcome #1: Increase percent of All Students with Excellent Attendance (96% or Higher)						
Metric/Method for Measuring: District calculation. <i>* Subgroup not numerically significant at Lockhurst Drive CES</i>						
APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	57.59%	67.59%	77.59%	87.59 %	97.59%	100%
English Learners Students	54.55%	64.55%	74.55%	84.55 %	94.55%	100%
Socioeconomically Disadvantaged Students	54.17%	64.55%	74.55%	84.55 %	94.55%	100%
Foster Youth Students	*	*	*	*	*	*

Students with Disabilities	43.18%	53.18%	63.18%	73.18 %	83.18%	93.18%
African American Students	33.33%	43.33%	53.33%	63.33 %	73.33%	83.33%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	69.39%	79.39%	89.39%	99.39 %	100%	100%
Filipino Students	71.43%	81.43%	91.43%	100%	100%	100%
Latino Students	46.07%	56.07%	66.07%	76.07 %	86.07%	96.07%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	52.5%	62.5%	72.5%	82.5%	92.5%	100%
White Students	60.89%	70.89%	80.89%	90.89 %	100%	100%

Outcome #2:

Decrease percent of all Students Chronically Absent (91% or Lower) - Grades K-5

Metric/Method for Measuring:

District calculation

** Subgroup not numerically significant at Lockhurst Drive CES*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	22.54%	17.54%	12.54%	7.54%	2.54%	0%
English Learners Students	18.6%	13.6%	5.6%	0.6%	0%	0%
Socioeconomically Disadvantaged Students	26.19%	21.19%	16.19%	11.19 %	5.19%	1.19%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	31.82%	26.82%	21.82%	16.82 %	11.82%	6.82%
African American Students	40%	35%	30%	25%	20%	15%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	14.9%	9.9%	4.9%	0%	0%	0%
Filipino Students	28.57%	23.57%	18.57%	13.57 %	8.57%	3.57%
Latino Students	33.71%	28.71%	23.71%	18.71 %	13.71%	8.71%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	12.5%	7.5%	2.5%	0%	0%	0%
White Students	19.55%	14.55%	9.55%	4.55%	0%	0%

Outcome #3:

Increase percent of Students who feel safe at school.

Metric/Method for Measuring:

School Experience Survey * *Subgroup not numerically significant at Lockhurst Drive CES*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	83%	86%	89%	92%	95%	98%
English Learners Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	76%	79%	82%	85%	88%	91%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	71%	74%	77%	80%	83%	86%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	78%	81%	84%	87%	90%	93%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	85%	88%	91%	94%	97%	100%

GOAL #3	
Engagement and Collaboration	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal
<ul style="list-style-type: none"> • Lockhurst Drive CES will encourage engagement and collaboration and work closely with our Parent Teacher Organization. • Local School Leadership agrees to use parent engagement funds to support opening our Parent Center and creating a space for parent workshops, volunteerism, parent group meetings and Coffee with the Principal. • Lockhurst Drive CES will host regular family engagement events such as literacy, math and arts nights, and educational seminars to foster community and strengthen relationships between parents, students, and staff. • Lockhurst Drive CES will continue to recognize and celebrate parent volunteers through awards, appreciation events, and public acknowledgments, encouraging ongoing participation and involvement. • Lockhurst Drive CES will organize an annual Back-to-School Social before the start of the academic year, providing students and parents with an opportunity to meet their new teachers and build connections within the school community.

Expected Annual Measurable Outcomes						
Outcome #1: Increase percent of Parents Reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."						
Metric/Method for Measuring: School Experience Survey <i>* Subgroup not numerically significant at Lockhurst Drive CES</i>						
APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	75% (<i>all parents</i>)	78%	81%	84%	87%	90%
English Learners Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A

Foster Youth 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 #2:

Increase parents reporting on the School Experience Survey: "I can easily find information about parent workshops or other programs offered at this school"

Metric/Method for Measuring:

School Experience Survey

** Subgroup not numerically significant at Lockhurst Drive CES*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	74% (<i>all parents</i>)	77%	80%	83%	86%	89%
English Learners Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth 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 percent of parents reporting on the School Experience Survey: "This school provides instructional resources to help me support my child's education."

Metric/Method for Measuring:

School Experience Survey

** Subgroup not numerically significant at Lockhurst Drive CES*

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	81% <i>(all parents)</i>	84%	87%	91%	94%	97%
English Learners Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth 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

GOAL #4	
Operational Effectiveness and Investing in Staff	Related State Priorities: <input checked="" 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
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal
<ul style="list-style-type: none"> Continue to maintain our facilities in exemplary condition and do this through collaborations of the Leadership Team, School office staff, the cafeteria manager, and plant manager. Continue to maintain 100% of the textbooks required for each curricular area. Maintaining fully credential teachers at 100%. All probationary teachers complete the evaluation cycle.

Expected Annual Measurable Outcomes
Outcome #1: Maintain 100% percent of facilities inspected biannually.
Metric/Method for Measuring: 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.

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (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 #2:

Maintain percent of teachers who are appropriately credential for the students they are assigned to teach.

Metric/Method for Measuring:

State Accountability Report Card (SARC)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	<i>100% all teachers</i>	<i>100% all teachers</i>	<i>100% all teachers</i>	<i>100% all teachers</i>	<i>100% all teachers</i>	<i>100% all teachers</i>
English Learners Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth 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:

Maintain percent of students with standards-based instructional materials by meeting Williams Act Requirements

Metric/Method for Measuring:

Williams Certification

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (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%

INSTRUCTIONAL DESIGN

Lockhurst Drive Charter has several goals within our educational programs to enable our students to become or remain self-motivated, competent, and lifelong learners. These goals include the promotion of creative thinking, encouraging students to work creatively independently and with others to develop critical thinking and problem-solving skills, to communicate clearly, and to support collaborative work. Our teaching methodologies are framed around differentiated or inquiry-based instruction. All of our methodologies will be supported by authentic assessments utilizing LAUSD, teacher created, performance, and publisher assessments, iReady and DIBELS. Lockhurst Drive Charter School's curriculum is based on the Common Core State Standards and associated frameworks in language arts, mathematics, science, social studies, visual and performing arts, and physical education. The curriculum meets all CA CCSS and LAUSD standards. We believe that powerful learning and addressing the needs of our targeted population are best accomplished through a balanced program, which combines curriculum centered as well as student centered instruction. Systematic direct instruction, guided practice, and the application of skills through expansive multidisciplinary selections ensure that all students are exposed to Common Core mandated standards. While addressing multiple intelligences, Lockhurst Drive Charter uses experimental, open-ended inquiry and project-based learning that will lead to self-motivated, well-balanced, competent, lifelong learners. "When students generate their own questions, they become actively engaged in reading and motivated by their own queries rather than those of the teacher." (Report of the National Reading Panel, 2000)

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

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.

English Language Arts

All students at Lockhurst Drive Charter follow a rigorous English Language Arts curriculum that meets the CA CCSS for language arts K-5. It incorporates reading, writing, listening, and speaking skills that support academics across disciplines. We strive to develop critical thinking and reading skills specific to Bloom's Taxonomy. The curriculum is implemented through the use of a variety of materials that may include state adopted and staff selected textbooks such as Benchmark and CKLA programs and enrichment programs such as creative book reports, book clubs, and literature circles that are aligned to the state framework and state standards. Incorporated into our English Language Arts program, which is for all students, are the prompts of depth and complexity which include language of the discipline, details, patterns, change over time, ethics, rules, big ideas, trends,

unanswered questions, and multiple perspectives. Also included are critical thinking skills, which are judged with criteria, determine the relevance, note the ambiguity, distinguish cause and effect, and proved with evidence. These, as well as the consistent use of frames, thinking maps, and Depth of Knowledge questioning, help students organize their thoughts. Students' grammar, spelling, speaking, and active listening skills are developed through direct instruction and vocabulary development. Writing is done throughout all disciplines. We utilize the CKLA and Benchmark curriculum which has the writing component imbedded within them. This allows students to critique, justify, and theorize in compositions. Students discuss ideas, values, and connections to personal experiences with a variety of cultural perspectives. They write narrative, opinion, informative and persuasive pieces. Poetry and various types of letters are also included in classroom writing activities. Students are given the opportunity to work and learn independently as part of large groups, small groups, and collaborative groups.

English Language Development

Teachers incorporate "Smart Start Volume 1 and 2 Lessons" in small groups to assist students with pre-teach and reteach lessons to allow for academic and vocabulary development within the language arts block. ELD students receive small group instruction by the classroom teacher daily. Designated ELD time is sacred time between the teacher and learners to support their specific content instruction. It goes hand in hand with the integrated ELD instruction that is woven into all content areas. All classes visit the library regularly where students access materials from our computerized database, have research opportunities, and learn about different genres. All grade levels meet regularly to analyze data from state, district, and school assessments, and from observations to identify and monitor all at risk students by grade level. Input is also given from our SSPT, resource specialist, and classroom and intervention teachers.

Mathematics

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

opportunities are also offered. There is math enrichment which focuses on engineering and coding skills. We also participate in the International Math Kangaroo competition. Students train and practice in an after-school setting lead by the 5th grade team.

Science

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

History and Social Studies

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

Technology

Technology plays an integral role in our program at Lockhurst Drive Charter. Through the use of document cameras, projectors, Smartboards, 1:1 iPad/Chromebook distribution, students have the opportunity to participate interactively as well as collaboratively in the

classroom. Document cameras, projectors, Smartboards and devices (iPads/Chromebooks) are used across the curriculum to enrich and enhance student mastery of the CA CCSS. They provide students with the ability to view and edit original work in a whole class setting. From kindergarten grade on, students start to learn basic keyboarding techniques. Students also learn about the main components of a computer, as well as the correct terminology related to PCs and are tested on how to perform basic tasks such as powering the computer on and off, setting up a printer, and how to troubleshoot common issues. Internet skills, such as basic browsing, researching, and computer/internet safety, are also emphasized. All students in grades 3-5 are instructed on using Chromebooks and iPads to practice CCSS based questions that simulate those that are on the CAASPP.

Visual and Performing Arts

At Lockhurst Drive Charter we believe in educating the whole child. All children need to be enriched in areas other than core curricular subjects. Integrating a comprehensive visual and performing arts curriculum at Lockhurst Drive Charter has seen “National SBA scores to increase steadily which gives credence to the theory that music and the arts together have a positive effect on mathematics and verbal skills.” (College Board, 2000) “There appears to be a high degree of correlation between how well children could read both standard and phonic material and how well they could discriminate musical pitch.” (Lamb and Gregory, 1993) They address the needs of all learners including children with special needs, ELs, and children who are gifted and talented. They allow children to gain self-confidence, to be imaginative, and to express themselves. The skills learned in the visual and performing arts transfer to academic success as well. We currently provide enrichment activities that meet and enhance CA CCSS funded by LAUSD. Many of our teachers were part of the LAUSD Arts Prototype program and were trained in visual and performing arts by district. Lockhurst Drive Charter has a new visual arts studio, the Johnson Art Studio, which is used to provide visual arts instruction to all grades based on CA CCSS. The students learn about art history, artists, primary and secondary colors, lines, techniques, and different art mediums. They produce artwork that ties into many curriculum areas. After learning about a specific artist, they create a piece based on that artist’s techniques. Art teaches listening skills, following directions, sequencing, history, and math. It also allows students to express themselves and be imaginative and creative. Success in art also increases self-confidence. Additionally, this helps students to be successful academically. Our art assistant works together with teachers to plan an art curriculum that meets CA CCSS. Each year the students expand their art skills by building on the prior year’s CA CCSS. In addition to visual arts, students at Lockhurst Drive Charter have the opportunity to participate in dance and theater classes on a weekly basis, which are taught by professionally trained artists. Movement, vocabulary, and history are part of the curriculum, and each culminates with a “Work in Progress” event that parents are invited to attend. Musically, Lockhurst Drive Charter offers all third-grade students the opportunity to learn the violin and students in fourth and fifth grades are able to join the Lockhurst Orchestra, which offers the violin and six other instruments that students can learn how to play. Performances by the orchestra are presented at the Winter Holiday Program and at a Spring concert. All students and parents are invited to attend.

Health and Physical Education

We at Lockhurst Drive Charter believe that a healthy body and healthy mind go hand in hand to complete a successful child. Teachers provide our students with the required 100 minutes each week of grade level standardized skills which build upon each grade level. Several teachers at Lockhurst Drive Charter have been trained in the SPARK PE program which focuses on skills which build on each other. Dance, frisbee, throwing/catching, skills along with a breakdown of specific sport skills are taught. Students have access to an extensive supply of sports equipment for these lessons. Each week our classes also have psychomotor PEAK PE time where these skills are incorporated into games. In addition, all students participate in Walk to School Day each year where the entire school along with our families, school police, and councilmember walk around the perimeter of school to promote physical fitness. Our students with special needs participate annually in the Special Olympics program. All physical education skills are scaffolded annually in order to introduce, meet, and maintain grade level standards so that by the time our students are in 5th grade, they will be prepared to participate in the Presidential Physical Fitness Program with success. Students from our Youth Services after school playground program compete in intramural games of football and basketball. Also, our P.T.A. funds our PEAK PE, skills based play program each week for all grade levels including our special needs students. This program supplements the mandated P.E. program already in place by using the state standards along with enhances the concepts of team sports and good sportsmanship while incorporating fairness in competition. Also, many classes incorporate yoga into their curriculum to promote mindfulness, respect, and self-control. Our P.E. program also ties in with our current health standards-based textbook. As a school culture with safety issues in mind, we encourage older students to walk, bike, scooter, and skateboard to school in order to supplement positive physical fitness activities.

Intervention and Enrichment Programs

At Lockhurst Drive Charter Elementary School, all teachers provide strong Tier 1 instruction within their classrooms. However, we recognize the need to support some students with more strategic support. We provide these students with Tier 2 interventions through the work of our two intervention teachers on staff. These teachers work with 5-6 per class in language arts support. Students are progress-monitored through 12-week sessions and groupings are flexible to meet all student needs. In addition, we provide a High-Dose tutoring program three days a week after school in 12-week cycles. Students who participate in High Dose Tutoring receive virtual, small-group tutoring in either Language Arts or Math.

For enrichment, Lockhurst Drive Charter Elementary offers science-based after school classes and for our Gifted and Talented Students, a robotics class. In addition, our school participates in the International Math Kangaroo Competition which the students prepare for with two teachers coaching the students after-school for 3 months. Students also have the opportunity to work with a theater company which produces a musical each spring. We also offer after-school Spanish classes.

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

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, Title 5, section 11960. Charter School shall comply with all applicable District policies and procedures and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, including but not limited to provisions related to work year, academic calendars, and schedules.

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

REGULAR SCHEDULE

Monday, Wednesday - Friday

7:57 AM	Line Up - Bell
7:59 AM	Classroom on Task
9:40 AM	<u>Recess</u> - (No Bell) PALS-UTK Begins
10:00 AM	<u>Recess</u> - (No Bell) PALS-UTK Recess Ends K-5 Recess Begins
10:20 AM	<u>Recess</u> - Bell K-5 Ends
11:40 AM	<u>Lunch</u> - (No Bell) PALS-UTK Begins
12:00 PM	<u>Lunch</u> - (No Bell) Grades K-2 Eat Grades 3-5 Play
12:20 PM	<u>Lunch</u> - Bell PALS-UTK Ends Grades K-2 Release to Yard Grades 3-5 Eat
12:40 PM	<u>Lunch</u> - Bell K-5 Ends
2:22 PM	Dismissal - Bell

TUESDAY - BANKED TIME

7:57 AM	Line Up - Bell
7:59 AM	Classroom on Task
9:40 AM	<u>Recess</u> - (No Bell) PALS-UTK Begins
10:00 AM	<u>Recess</u> - (No Bell) PALS-UTK Recess Ends K-5 Recess Begins
10:20 AM	<u>Recess</u> - Bell K-5 Ends
11:40 AM	<u>Lunch</u> - (No Bell) PALS-UTK Begins
12:00 PM	<u>Lunch</u> - (No Bell) Grades K-2 Eat Grades 3-5 Play
12:20 PM	<u>Lunch</u> - Bell PALS-UTK Ends Grades K-2 Release to Yard Grades 3-5 Eat
12:40 PM	<u>Lunch</u> - Bell K-5 Ends
1:22 PM	Dismissal - Bell

IRREGULAR SCHEDULE

Shortened Day Schedule

7:57 AM	Line Up - Bell
7:59 AM	Classroom on Task
9:40 AM	<u>Recess</u> - (No Bell) PALS-UTK Begins
10:00 AM	<u>Recess</u> - (No Bell) PALS-UTK Recess Ends K-5 Recess Begins
10:20 AM	<u>Recess</u> - Bell K-5 Ends
11:40 AM	<u>Lunch</u> - (No Bell) PALS-UTK Begins
12:00 PM	<u>Lunch</u> - (No Bell) Grades K-2 Eat Grades 3-5 Play
12:20 PM	<u>Lunch</u> - Bell PALS-UTK Ends Grades K-2 Release to Yard Grades 3-5 Eat
12:40 PM	<u>Lunch</u> - Bell K-5 Ends
1:47 PM	Dismissal - Bell

Minimum Day Schedule

7:57 AM	Line Up - Bell
7:59 AM	Classroom on Task
10:00 AM	BRUNCH Begins - (No Bell)
10:30 AM	Recess Ends - Bell
12:47 PM	Dismissal - Bell



As an LAUSD affiliated charter school, Charter School follows LAUSD's academic calendar.

SAMPLE CLASS SCHEDULE

Time	Subject	Subtotals
7:59am - 8:20am	P.E. / SEL Check In	21 minutes
8:20am – 9:30am	Math	70 minutes
9:30am - 10:00am	Language Arts - Writing	30 minutes
10:00am - 10:20am	Recess	
10:20am - 11:15am	Language Arts – Phonics, Vocabulary, Comprehension	55 minutes
11:15am - 12:00pm	Designated ELD Instructional Time / Small Group	45 minutes
12:00pm - 12:40pm	Lunch	
12:40pm - 1:00pm	DEAR time	20 minutes
1:00pm - 2:10pm	Science / Social Studies / Health	70 minutes
2:10pm - 2:22pm	Pack up / SEL Check Out / Dismissal	12 minutes
Total Instructional Minutes		323 minutes

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	143	319	2	284	9	249	26	259	180	36000	55160	19160
1	Yes	143	319	2	284	9	249	26	259	180	50400	55160	4760
2	Yes	143	319	2	284	9	249	26	259	180	50400	55160	4760
3	Yes	143	319	2	284	9	249	26	259	180	50400	55160	4760
4	Yes	143	319	2	284	9	249	26	259	180	54000	55160	1160
5	Yes	143	319	2	284	9	249	26	259	180	54000	55160	1160

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.

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

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

Lockhurst Drive Charter will follow the guidelines as stated in the memo "School-Site Professional Development Priorities-Banked Time Days for Elementary Schools".

Some examples of Professional Developments are, but not limited to: Common Core lessons for ELA and math, Eureka math practices, math talk, writing, differentiation, thinking maps, instructional technology, NGSS, ELL redesignation procedures, GATE training, etc.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

As a District affiliated charter school, Charter School shall implement the provisions of the District's *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*.

Lockhurst Drive Charter continues to work with English Learners to ensure that they meet or exceed English language proficiency and grade level standards comparable to their fluent English proficient peers. The principal and EL coordinator work closely with teachers and families to ensure the District's English Learner Master Plan is being followed and accountabilities are met. They also ensure teachers receive support in meeting the goals of each student. There is open communication with parents through our monthly English Learner Advisory Council (ELAC) meetings. Topics include ELPAC testing, SBA testing, Common Core State Standards, California State ELD Standards, interventions, reclassification, the importance attendance, the Budget Needs Assessment, The School Experience Survey results.

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

Lockhurst Drive Charter follows the Master Plan for the education of our English Learners to provide opportunities for non-English speaking students to become fluent and literate in English. The EL coordinator works closely with teachers to plan and implement meaningful EL lessons. Teachers incorporate many resources and strategies in their daily EL lessons. Specific instructional strategies used include SDAIE techniques including use of realia, total physical response, think pair share, scaffolding, reciprocal teaching and thinking maps. Teachers also use the Multicultural Education Department Academic Language Trifold; Constructive Conversations Resources, Culturally Relevant and Responsive Teaching strategies and specific English learner supports within the CKLA program. Teachers provide designated ELD small group instruction using the specific results from DIBELS and i-Ready assessments and student needs.

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

Lockhurst Drive Charter follows the Los Angeles Unified School District's Master Plan for the education of our English Learners to provide opportunities for non-English speaking students to become fluent and literate in English. Since we only have a few EL students in each grade level are clustered together within each grade. The classroom teacher provides EL instruction within the classroom, to meet the guidelines of 30 minutes per day. Teachers address the students' specific needs to support their students' access to the ELA standards during this designated ELD time. Lockhurst Drive Charter follows ELD guidelines of providing English Learner students with a high-quality program that will enable them to become proficient in English and to develop skills and confidence in reading, writing, speaking, and listening. By analyzing the results of the summative ELPAC, DIBELS/i-Ready, and classroom performance, the teacher bases the EL instruction on whether the students are emerging, expanding, or bridging in each area of the ELD standards to include; Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills. Based on the student's level of communication; collaborative, interpretive, or productive, they create lessons to meet the needs of the students. Teachers incorporate into their lessons many opportunities to engage in academic conversations with others by exchanging information and ideas and offering opinions on both fictional and non-fictional topics. During designated ELD time, they read stories aloud as EL students actively listen and answer questions about what was read to explain ideas from the readings. The ELD standards are used along with CA CCSS to provide a comprehensive program for our EL students.

In addition, Lockhurst Drive Charter has 2 intervention teachers who will work closely with teachers to provide support and intervention for EL students. Newcomer students have access to the Rosetta Stone program and after-school tutoring. Struggling EL students will be identified by the annual ELPAC results, DIBELS, i-Ready, CAASPP, so that class work can be provided with instruction in the identified areas of need.

Potential and Long-Term English Learners (LTEL) will be identified by the number of years they have been in the EL program. Teachers along with the Bilingual Coordinator, administration, and SSPT will analyze their ELPAC results, DIBELS scores, and class work to determine what new strategies can be implemented to help them achieve proficiency in English. If needed P/LTEs may be evaluated to determine if there is a processing concern that may be impacting their progress in English. Though Lockhurst has a minimal number of P/LTEs due to the early targeted intervention to support our students prior to moving to middle school.

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

- Monitoring that all students identified on the home language survey were given the initial ELPAC.
- Monitoring that all annual ELPAC tests were given.
- Monitoring the reclassification of EL students and progress of students reclassified in the last two years.
- Monitoring that the minimum daily EL instructional minutes requirements were met.
- Monitoring that the ELD standards were incorporated into classroom lessons.
- Monitoring the ELPAC, DIBELS, i-Ready, and grades of our EL students.

The progress of ELs, RFEPs, and P/LTEs will be evaluated by their DIBEL/i-Ready scores, grades, class work, teacher observations, and ELPAC results where applicable.

The teacher will work with the Principal, EL coordinator and the intervention teachers to reclassify EL students based on the following LAUSD reclassification Criteria. To reclassify students in second year kindergarten through 5th grade, they need an annual ELPAC overall score of 4, the teacher has evaluated the student and given a progress report grade of 3 or 4 in the ELA composite score, and the Kindergarten – 2nd grade student has benchmark scores on all subtests of DIBELS on the MOY or EOY assessments or in grades 3-5, only 1 grade below on i-Ready. The school will consult with the parent or guardian and obtain their approval also. Once it has been determined that a student has met all the criteria to be reclassified the school will reclassify the student using MiSiS. We have been able to continue to minimize the number of students who remain long-term English Learners due to early intervention and monitoring. Our goal for English Learners that are identified in kindergarten continues to be reclassification by the end of second grade or the beginning of third grade.

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

Year Percentage

2022-2023: 0%

2023-2024: 0%

Percentage of students enrolled that are English Language Learners:

Year Percentage

2022-2023: 8%

2023-2024: 9%

Reclassification rates for Lockhurst Drive Charter:

Year Percentage

2022-2023: 15%

2023-2024: 31%

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.

Lockhurst Drive Charter Elementary School differentiates to meet the needs of all learners. Specifically, our gifted and talented students (GATE) receive various methods of differentiation in their instructional programs. Our 2nd grade teachers focus on the engineering and mathematics unit. The students must create high rise buildings for a new city. The students work in teams and execute all stages of the development process: planning, drawing, writing, building, reevaluating, rebuilding, and fortifying. This project-

based learning provides students with strategies of depth and complexity based on how they envision their structures to be built. Another example is how our 3rd grade GATE teachers host a Genius Hour every week for their gifted and talented students. During this time, students drive their own learning based on their areas of interest. The students take interest surveys and either work collaboratively or independently on projects that spark their curiosity. The 3rd grade teachers also have an engineering project that ties in with their Animals Adaptations and Survival Unit. In 4th and 5th grade, teachers use curriculum compacting, acceleration, and project-based learning strategies. Some of our project-based learning units are: Tour of the School video production, Tiny Homes Project, Colonies STEAM Project, and Community Photojournalism. The 5th grade students also create their own rubrics and evaluate their work to initiate the depth and complexity element of judging with criteria. Lastly, we have a 5th grade GATE teacher who was selected as a Distinguished Modern Classroom Educator. This GATE Teacher has been a leader at our school facilitating professional development to support the instructional strategies of a modern classroom. In her class, GATE students incorporate self-paced learning strategies and mastery learning. At Lockhurst Drive Charter Elementary School, we are dedicated to the pursuit of differentiated instruction for gifted and talented students. We understand that it is important to provide the students with the opportunity to work at the level of complexity that meets their individual abilities.

The GATE Coordinator monitors student achievement through the Annual GATE report. The GATE report provides an opportunity for the coordinator to analyze student success on the Smarter Balanced Assessment. Teachers also use the Beginning, Middle, and End of the Year district assessments (DIBELS/i-Ready) to analyze student achievement. In addition, Lockhurst Drive Charter Elementary School's GATE screening committee begins their work in September each year. We are set to meet four times a year. However, we will meet more often if the need arises. We set our meetings around specific topics and timelines. For example, we meet to discuss the previous year OLSAT test results and SBAC test scores in order to identify potential GATE students. We also meet in the winter to discuss SAS verification for Choices applications. We also meet to find students who will qualify for our other GATE categories, such as, leadership, creative ability, and VAPA. The GATE Coordinator will also bring parent referrals, teacher referrals, and other staff recommendations to the committee for discussion. Lockhurst Drive Charter Elementary School believes that communication and collaboration between all stakeholders benefits our students.

Students Achieving Below Grade Level

- Low achieving and below grade level students will be identified through standardized test scores, teacher observation and recommendation. DIBELS/i-Ready are given 3 times a year as a diagnostic tool to assess and monitor all students in ELA/Math.

From these results, low achieving students are identified, and strategies are designed to help these students in their areas of need. These students are progress monitored throughout the year to see if they are showing growth, and if not, strategies are adjusted to meet their needs. Teachers and administration will monitor students' progress and determine additional interventions through the work of SSPT. In addition, students will be

provided with intervention during school with small group instruction to address their specific areas of need along with virtual tutoring after school. Our goal is to have each student perform at grade level in ELA and math.

- Students achieving below grade level will be provided with intervention to address their specific areas of need in many ways that include; reinforcement of skills during universal access time, small group intervention provided at grade level by teachers and grade level paraprofessionals, two limited contracted teachers working with small group intervention three days a week for lower and upper grades in the intervention room.

Students who are not yet identified as working below grade level can go to the learning center and work or test in small groups with the resource specialist using accommodated grade level assignments.

Socioeconomically Disadvantaged

- Lockhurst Drive Charter Elementary School will identify socio-economically disadvantaged students based on free and reduced lunch applications. This will be monitored by the Cafeteria Manager and Administration. Classroom teachers and Administration will monitor progress via report cards, data review, progress reports, and SSPT data in this subgroup and ensure equal access to all learning and enrichment opportunities offered throughout the community and school.

Lockhurst will ensure that all students are provided with the necessary tools such as field trips, instrumental music, targeted intervention, technology and academic support to succeed academically.

- Socio-economically disadvantaged students are given the opportunity to be identified gifted and talented in many ways. They are identified by receiving a 90-94% on the OLSAT-8, as well as, being tested in the intellectual category as recommended by the teachers. In addition, teachers can identify them under the leadership, creative, and visual/performing arts categories as demonstrated by their student work, art projects, and leadership opportunities in our “Buddy Program” or Student Council.

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

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

Foster Youth

Foster youth will be supported in the same way mentioned as above based on their educational and social emotional needs in order to promote academic success and student achievement. Our school Foster Youth Liaison is designated as the Foster Youth Achievement contact at Lockhurst Drive Charter Elementary School. Through Foster Youth Achievement we would enhance educational outcomes and academic achievement for youth living in foster care by providing counseling, tutoring, and other needed school support. Our School Liaison will work with community agencies such as the Department of Children and Family Services and social workers to ensure the success of Foster Youth. Also, classroom teachers and administration will monitor progress via report cards, data review, progress reports, and SSPT data on an on-going basis.

SHARING OF PROMISING PRACTICES

At Lockhurst Drive Elementary, we are committed not only to fostering excellence within our own classrooms but also to collaborating with neighboring schools to strengthen instructional practices across our network. One of the ways we do this is by actively sharing and engaging in promising practices—those strategies and approaches that show strong potential for improving student learning outcomes.

Instructional Rounds

We participate in and host instructional rounds with partner schools. These rounds provide educators with the opportunity to observe teaching and learning in real-time, focusing on specific problems of practice. Through collaborative reflection and feedback, teachers and administrators gain valuable insight into effective strategies that can be adapted to their own classrooms.

Teacher Observations and Peer Learning

We encourage ongoing teacher observations within and beyond our school. These peer learning opportunities foster a culture of continuous improvement and professional trust. Teachers are able to see innovative strategies in action, ask questions, and bring new ideas back to their own classrooms.

Data Sessions with Instructional Strategy Review

Regular data sessions are held where staff analyze student performance data in conjunction with instructional strategies. These sessions not only identify areas of student need but also highlight effective teaching practices. Sharing these insights helps ensure that instructional decisions are data-informed and rooted in strategies that are proving successful in our own school and beyond.

Coordinator Meetings and Cross-Site Collaboration

Our instructional coordinators meet regularly with their counterparts across the district to exchange ideas and promising practices. These meetings are an essential conduit for sharing what's working in our classrooms—from effective interventions to engagement techniques—and for bringing back new ideas that we can pilot and refine.

By fostering a culture of openness, reflection, and collaboration, we are helping to build collective efficacy—not just within Lockhurst, but across our partner schools. We believe that when educators learn together, students succeed together.

“A TYPICAL DAY”

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

If it's a Friday morning, you would see the principal, along with student council members, leading our weekly morning assembly. During the morning assembly, the Pledge of Allegiance is recited by all followed by the singing of the National Anthem, announcements are made about upcoming events, weekly attendance accomplishments are acknowledged, and behavior support programs reinforced through weekly drawings of “Caught Being Good” slips.

After signing in and leaving our welcoming and knowledgeable office staff, a visitor would continue down the main hallway and encounter our TK, PALs, and kindergarten cluster. In the morning, you would see all the children engaged in language arts activities that include whole and small group instruction. They might be reading a book to augment the District language arts program and answering questions about key details in the text. You will also see them solving addition and subtraction word problems using objects or drawings to represent the problem. Later in the day, you might see them singing and learning poems that enhance the TK, K, and PALs goals

and the Common Core State Standards in English language arts, math, social studies, and science. The students may be engaged in learning and applying the prompts of Depth and Complexity. You might observe them tending to their class gardens and learning about health. They might be feeding silkworms as they learn about the life cycles of insects.

Coming back towards the office, you will see our first-grade students actively participating in a differentiated common core state standard-based English language arts program that both enriches and remediates students. You might see students incorporating the prompts of depth and complexity as they do think, pair, and share activities to discuss the big idea of a story and find details to support it from the text. Students may be working in small groups to describe the characters or setting of a story and to find facts that support it from the text through the use of Depth of Knowledge questioning techniques. Writing strategies incorporate the use of Thinking Maps, and students are learning to use describing words to expand their sentences and to write powerful sentences that also incorporate where, when, and why. Incorporating English language arts, math, and social studies standards, you might see students working on becoming authors and illustrators by creating their own books. You will see hands on instruction in math to reinforce the CA CCSS. Problem solving strategies, along with math talk, is incorporated in the program. During math talk, you will hear students sharing their strategies on how they solved a problem. In the afternoon, the students are exposed to performing and visual arts, music, movement, science, and social studies. Movement might include Yoga along with fine and gross motor skill activities.

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

Third grade is engaged in learning through many interactive experiences. You may see them incorporating thinking maps, frames, and the prompts of depth and complexity in their CA CCSS based English language arts program. You may walk in and see the students looking at a story from a different perspective or discussing the ethics of a specific character. They actively participate in literature circles where they discuss stories

while using prompts such as trends, rules, patterns, big idea, and use details from the stories to prove with evidence their points of view. They may be writing opinion pieces, explanatory texts, or creating a narrative. You will see sophisticated problem solving strategies being used while students solve complex problems and then utilize math talk to share how they applied these strategies. They may be solving two-step word problems using multiplication and division or identifying and explaining patterns in arithmetic. Later in the day, you may see the third graders thinking like a historian by discussing historical figures and their roles in history. They may be acting like scientists, or botanists, and working in the school garden. They take responsibility for the garden and hold seasonal “Salad Fests” which is for all students and staff at Lockhurst Charter to enjoy organic foods. You might also see them working on Chromebooks doing various curricular activities.

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

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

In our primary and upper special day classes, you will see the teachers using

their Unique curriculum and interactive whiteboards where students can use the stylus to choose and move correct answers to various locations. The students move through CA CCSS or Oxford Picture Dictionary (OPD) based centers working with their grade using appropriate instructional materials. The materials are differentiated according to each student's level and IEP requirements. You may see students working on phonemic awareness, fluency, structural analysis, vocabulary, decoding, and a variety of other skills in meaningful and engaging activities. During writing, you will see the students develop their writing skills by using checklists to ensure their writing has all the necessary details required such as punctuation, capitalization, grammar, and spacing. In math, they are using manipulatives, games, grade level instructional materials, critical thinking and problem solving skills as they work through the CA CCSS or Oxford Picture Dictionary (OPD) curriculum. In the afternoon, you may see them working together on Character Counts and Second Step Social Skills. The upper Autism class joins the primary Autism class along with the 5th grade buddies to have students pair up and work together as they learn social skills necessary to ensure success on the yard and in the classroom. You might even see the students dancing and singing to live music. Students can also be seen mainstreaming with grade level peers for different grade level activities.

If you go by the auditorium Monday through Thursdays, you will see classes engaged in theater or dance classes. On Fridays, you will see our upper grade students engaged in orchestral instruction of various instruments including violin, cello, trumpet, trombone, flute, and clarinet. On any given day, you can see our teachers instructing our students on various physical education skills and activities on the yard. If you walk into our Wonder of Reading library, you will see students looking for that special book to check out or buddy reading with a friend to create a lifelong love of reading. They may be sitting in a comfortable bean bag chair enjoying their favorite book. It is a favorite place for our students to go during recess, lunch, and after school. Other times, you can find our library assistant reading a story in many voices while our students sit enthralled listening to her. If you go to our art lab, you will see students creating works of art based on a specific technique, medium, or artist. Go to our intervention classroom and you will see students working phonics, comprehension, fluency, and writing skills. If you stop by the science lab, you may see the students engaged in hands-on STEM activities aligned with the NGSS standards.

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

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES, AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in 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.

Lockhurst Drive Charter Elementary School aligns the outcomes of all students with educational goals, specific actions, and measurable outcomes in The Local Control Accountability Plan as outlined in Element One.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Lockhurst Drive Charter Elementary School aligns the outcomes of all students with educational goals, specific actions, and measurable outcomes in The Local Control Accountability Plan as outlined in Element One.

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.

At Lockhurst Drive Charter Elementary School, we specific assessment tools to measure student progress toward mastery of the standards. All assessments given to students monitor proficiency towards grade level standards. Teachers regularly meet and analyze the data gathered from the assessment to inform instruction and small groups.

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

- DIBELS Reading Assessments K-2 (beginning, middle and end of year)
- i-Ready Assessments ELA 3-5 (beginning, middle and end of year)
- i-Ready Assessments Math K-5 (beginning, middle and end of year)
- CKLA Assessments (weekly and per unit)
- Eureka Math Assessments (per topic)

- Interim Assessment Blocks for ELA (grades 3-5, every 6-8 weeks)
- Interim Assessment Blocks for Math (grades 3-5, every 6-8 weeks)

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

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

DATA ANALYSIS AND REPORTING

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

- Data from combined assessments continuously evaluated by teachers and administration, as it becomes available, in order to meet each student's and class's educational needs. Data is also used to identify and prioritize professional development priorities;
- District and Standardized assessment results and authentic assessment results are communicated to parents (by teaching staff) throughout the school year;
- School-wide data is also shared in a public forum at monthly governance council meetings, when it's available, in order to discuss upcoming program development and education intervention priorities; and
- The Parent Portal and Schoology are platforms that both parents, staff, and students utilize for immediate access to grades, scores, and attendance. Instant access to this information provides all stakeholders the ability to monitor student performance and academic growth. In addition, intervention can more likely take place in a timely manner.

This information will be utilized to assist administration and teachers in critiquing and examining data and to develop an effective Professional Development.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

Lockhurst has both Charter Governance Council and School Site Council. Both Councils are comprised of equal representation including certificated and classified staff, UTLA Rep, and parent representatives/community members.

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 very active role in our school, and their involvement is the key to success for Lockhurst Drive Charter Elementary School. The collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and continue to be involved in all levels of decision-making at Lockhurst Drive Charter Elementary, their primary role will be to help to fulfill our goal of an enriched education experience for all children. Involvement in the school's councils and its various Standing/Ad Hoc Committees including but not limited to Budget, Safety and Positive Behavior, and Technology will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. This collaboration among teachers and parents enables our school to continue to meet the unique and changing needs of Lockhurst Drive Charter Elementary School's students. All parents, staff, and community members are invited every month to attend our school's council meetings. We send home meeting announcements flyers with students, it is posted on the website, included in the Principal's weekly message, and posted on the school marquee. At our school's council meetings, we discuss with all stakeholders our Local Control Accountability Plan (LCAP) plan and its annual updates. Parents are invited to Coffee with the Principal where the topic is our LCAP and budget where parents and community members are encouraged to review the plan summary and ask questions. Information regarding LCAP updates and timelines are shared with staff during instructional updates. Our governance council s send out a budget needs assessment to all stakeholders to assist with budget development for the next school year. In regard to the school's educational program the school consults with teachers and parents during school council meetings, monthly "Coffee with the Principal" meetings and for teachers specifically during Banked Time and Pupil Free meetings. In addition to having a voice on the school's councils, all parents are given the opportunity to participate and be involved in their child's education. Our Welcome Packet given to each student at the start of each school year outlines the various volunteer opportunities throughout the year. These opportunities include events and communications such as informative Room Parent Orientations, a Beginning of the Year Back to School Social, Back-to-School Night, Open House, parent education meetings for CCSS

ELA/Math/Science and SBAC Updates, Twice-Yearly Gifted and Talented meetings, Parent/Teacher/Student Surveys, Parent Teacher Conferences, parent participation in the classroom, campus beautification, Family Nights, and weekly phone/email message. Lockhurst Charter announces these opportunities through weekly Blackboard Connect blasts, as well as through the school's website, and hard copy flyers to each classroom. Included in the Welcome Packet is the LAUSD Parent-Student Handbook and the Lockhurst Drive Charter Family Guide, which outlines the responsibilities of all parties as providing the best education possible for each student. Each year parents, students, and teachers review and sign this handbook. It is essential that parents, students, and teachers have a relationship, communicate, and work together for each student to be successful.

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

In addition to participation on the PTA, parents are invited to volunteer to help support our instructional program and participate in leadership roles throughout our school. The principal shall maintain comprehensive list of volunteer opportunities including but not limited to the following; volunteering in the classroom/school, small group assistance, attending parent-teacher conferences, attendance at charter school board meetings, and participation in planning and attending fundraising activities.

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

Lockhurst Drive Charter Elementary School conducts weekly prospective parent tours beginning in September through May. Interested families shall receive application and enrollment information at the tour, or by visiting or calling the school office for information. Families wishing to apply to Lockhurst may fill out the Lottery Form during

the “ Open Enrollment Period” starting in October. We annually participate District events which allows us to recruit and reach out to students with a history of low academic performance, socioeconomically disadvantaged students, and students with disabilities.

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.

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 UTK – 4 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.

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.

- **California Students**

- Siblings

- Prospective students who (a) are siblings of students enrolled in grades in grades UTK – 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.

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 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, a random number generator is used to conduct the lottery.

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:

Lockhurst Drive Charter Elementary School
c/o School Principal
6170 Lockhurst Drive
Woodland Hills, CA 91367

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).)