



LOS ANGELES UNIFIED SCHOOL DISTRICT

Superior Street Elementary
A DISTRICT AFFILIATED CHARTER SCHOOL
9756 Oso Ave. Chatsworth, CA. 91311

Renewal Charter Petition

Submitted
February 13, 2025

TERM OF CHARTER
JULY 1, 2025 TO JUNE 30, 2031

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Superior Street Elementary (also referred to herein as “Superior St. ES”, “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

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| ● The name and title of the contact person for Charter School is: | <i>Alejandra Ayala, Principal</i> |
| ● The contact address of Charter School is: | <i>9756 Oso Ave. Chatsworth, CA. 91311</i> |
| ● The contact phone number for Charter School is: | <i>(818)349-1410</i> |
| ● Charter School is located in LAUSD Board District: | <i>3</i> |
| ● Charter School is located in LAUSD Region: | <i>North</i> |
| ● The grade configuration of Charter School is: | <i>TK-5</i> |
| ● The number of students in the first year of this charter term will be: | <i>487</i> |
| ● The grade level(s) of the students in the first year will be: | <i>TK-5</i> |

| | |
|--|----------------------------|
| <ul style="list-style-type: none"> Charter School's scheduled first day of instruction in 2025-2026 is: | <i>August 14, 2025</i> |
| <ul style="list-style-type: none"> The current operational capacity of Charter School is: <p>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.</p> | <i>487</i> |
| <ul style="list-style-type: none"> The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: | <i>Traditional</i> |
| <ul style="list-style-type: none"> The bell schedule (e.g. daily hours) for Charter School will be: | <i>8:00 am-2:23 pm</i> |
| <ul style="list-style-type: none"> The term of this Charter shall be from: | July 1, 2025-June 30, 2031 |

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Superior Street Elementary is an Affiliated Charter of LAUSD, situated in the northwest San Fernando Valley. Our school community is composed of dedicated, caring families from diverse socioeconomic backgrounds, all of whom prioritize their children's education. As an affiliated charter, we offer an enriched and challenging elementary school experience that builds a strong foundation for future success, ensuring students are prepared to be college and career ready.

In our local area, families have several educational options, including two public schools, one charter school, and four private schools. Despite these choices, Superior Street Elementary continues to be a highly sought-after option for both neighborhood families and those residing outside our traditional boundaries reflecting the strength of our reputation and the quality of our program.

At Superior, we uphold high expectations for all students, providing rigorous academic challenges and cultivating the whole child. Our supportive environment helps students thrive, and our academic achievements consistently surpass both state and District averages. Reclassification rates for English Learners also exceed district expectations, reflecting our commitment to academic excellence.

As an affiliated charter, we exercise autonomy in key decision-making areas—such as curriculum design, resource allocation, and instructional strategies—that directly benefit our student population. While our English learner population has shown steady

improvement through targeted interventions and differentiated instructional strategies, our students with disabilities have demonstrated slower progress. Recognizing this challenge, we prioritize evidence-based approaches to better support these students, including enhanced professional development for staff, increased collaboration between general and special education teachers, and improved monitoring of student progress. Additionally, our flexibility allows us to implement innovative programs, such as Academies for targeted small-group instruction, which provide personalized learning experiences. By aligning these efforts with district resources, professional development opportunities, and technological tools, we are committed to addressing these areas of need and fostering growth for all students.

Our Instructional Leadership Team regularly meets to discuss current practices and strategically implement both independent initiatives and district directives to further enhance our instructional program. Our autonomy has enabled us to initiate key programs like departmentalization in fifth grade, which fosters subject-specific expertise, and weekly grade-level collaboration to analyze data, reflect on current practices, and strategically plan for the needs of our diverse student population.

Superior continues to attract students from various backgrounds by providing a rigorous and comprehensive educational experience. We meet the needs of all learners including high-achieving students, English Learners, low-income students, and students with disabilities—by balancing autonomy with access to LAUSD resources. Our focus on academic rigor is complemented by continuous updates to our technology, the integration of the arts, and the expansion of STEAM and environmental science education.

We take pride in fostering a climate that supports both the academic and social growth of every student. Through our independent decision-making and strong connection to LAUSD, along with the dedication of our teachers, staff, and administration, we remain committed to delivering an exceptional educational program that empowers students to reach their full potential.

Superior takes pride in often outperforming our District peers; however, we recognize that continuous improvement is essential. We have identified challenges in English Language Arts for students in grades 1-5 who are at risk, prompting us to invest heavily in both in-school and after-school interventions. Additionally, we understand the necessity of structuring instructional aide time purposefully, tailoring support to the specific needs of each classroom rather than providing uniform assistance. In mathematics, we've observed that students struggling with numbers and operations require targeted support, which we are addressing through after-school interventions and professional development for teachers. Furthermore, we acknowledge the challenges faced by our English Learners (ELs) not only on the ELPAC but also in

reading assessments, leading us to enhance support in the classroom and invest in a Psychiatric Social Worker (PSW) to address trauma impacts; finally, we are implementing a whole group approach for the School Experience Survey in grades 4 and 5 to ensure understanding with teacher guidance.

STUDENT POPULATION TO BE SERVED

Superior's enrollment in 2024-2025 of 479 students was composed of transitional kindergarten through fifth grade. 91% of our students live within the boundaries defined by LAUSD and 11% are non-resident students who are selected from our lottery. Superior has a rich diversity of students mirroring the Los Angeles community represented by 3% African American, 8% Asian, 5% Filipino, 53% Latino, 1% Pacific Islander, and 17% White students. Compared to LAUSD similar schools median, Superior has a higher percentage of Latino, Asian, Filipino, and Pacific Islander students. Additionally, Superior has a lower percentage of White and African American students. As referenced in LAUSD's Whole Child, our student body is ethnically, linguistically, culturally, and economically diverse. The home languages represented at Superior include Arabic, Armenian, Bengali, Burmese, Chiu Chow, Czech, Farsi, Filipino, Gujarati, Hindi, Japanese, Korean, Kurdish, Malay, Mandarin, Pashto, Punjabi, Spanish, Telugu, Thai, Tongan, Turkish, Urdu, and Vietnamese. Our educational program emphasizes empowering all students to be successful and lifelong learners. We believe that all of our students have the potential to meet and or exceed the standards. Approximately 6% of our students are identified as Gifted and Talented, 13% as English Language learners, 13% students with disabilities, 60% Socio-Economically Disadvantaged and 1% foster youth students. Superior offers many after enrichment programs during the after school hours and on Saturdays. The programs may vary each semester and are contingent on funding. We also have an after school intervention program and our library is open after school to provide homework support that is offered to all students four days a week.

GOALS AND PHILOSOPHY

Mission and Vision

Mission:

At Superior, our dedication to "Excellence for ALL Students" drives us to uphold the highest standards for students and stakeholders alike. We embrace the rich diversity of our student body and are committed to providing a rigorous, culturally responsive education. By fostering critical thinking, creativity, collaboration, communication, and leadership, we empower students to excel academically and engage thoughtfully with

pressing global challenges such as sustainability, equity, and social justice. Our goal is to inspire a passion for lifelong learning, develop strong character, and prepare students to be ready for the world. Superior encourages students to take ownership of their learning, character, and success as they strive to reach new heights and achieve their personal best.

Vision:

At Superior Street Elementary, we empower every student to become a lifelong learner and a responsible, engaged member of their community. We are committed to helping each student achieve their personal best by nurturing their intellectual, social-emotional, and physical growth. Through a comprehensive education, we prepare our students to thrive and contribute meaningfully in an ever-evolving world.

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

At Superior, we believe that to thrive in today’s global community, students must develop four essential leadership qualities: safety, responsibility, respect, and restoration. A 21st century learner embodies strong moral character and a passion for knowledge, recognizing the importance of being a lifelong learner.

An educated individual in the 21st century is prepared for a multicultural and interconnected world. Therefore, they must be technologically competent, curious, and productive. Critical thinking and effective problem-solving skills are essential as students navigate the growing global challenges. Respect for diverse opinions and an understanding of various cultures and beliefs will empower them to become the leaders of tomorrow.

We emphasize the importance of independent thinking, encouraging students to take ownership of their learning experiences. By engaging in creative expression, they will gain a broader understanding of the world and develop a sense of global responsibility, particularly regarding environmental sustainability and stewardship of renewable resources.

At Superior, we are committed to providing a 21st century learning environment where all students can achieve their full potential. We strive to prepare them to become the leaders of the future, equipped to face the challenges of an ever-evolving world.

How Learning Best Occurs

When focusing on how learning occurs best in the context of our elementary school, there are several key principles and practices to consider. To achieve optimal learning outcomes, Superior Street Elementary School focuses on creating an environment that supports the cognitive, emotional, and social development of young learners. That is

what Superior Street Elementary prides itself on. We tailor our educational program to meet the growing needs of our diverse population. Here's a breakdown of effective strategies and best practices for learning at our elementary school:

1. Hands-On, Experiential Learning

- **Why it works:** Young children are naturally curious and learn best when they can actively engage with the material in tangible ways. Hands-on learning activities help develop critical thinking skills, promote problem-solving, and make abstract concepts more concrete. A 2024 study by Tessema, Michael, and Areaya found that students taught with a realist hands-on approach significantly outperformed their peers in both conceptual understanding and problem-solving skills in solid geometry. The study also found a strong positive correlation between these two areas, suggesting that hands-on learning not only deepens comprehension but enhances students' ability to apply knowledge. As the researchers note, *"The approach empowers students to identify and define a problem, create strategies to solve it, and support their reasoning with scientific methods at each step while solving a given solid geometry problem."* This evidence underscores the value of experiential learning in fostering deeper thinking and making complex content accessible and relevant to young learners. Reference: Tessema, G., Michael, K., & Areaya, S. (2024). Realist hands-on learning approach and its contributions to learners' conceptual understanding and problem-solving skills on solid geometry. *Pedagogical Research, 9*(1)
- **How it looks in the classroom:** Students engage in science experiments, art projects, building models, interactive learning centers, and activities that integrate real-world applications of classroom concepts.
- **Examples:** Learning math through hands-on activities like building shapes with blocks or studying ecosystems by observing a garden or fish tank in class.

2. Differentiated Instruction

- **Why it works:** Not all students learn at the same pace or in the same way. Differentiated instruction tailors teaching methods to the diverse learning styles, needs, and interests of students. As Tomlinson (2017) explains, *"Differentiated instruction is simply attending to the learning needs of a particular student or small group of students rather than teaching a class as though all individuals in it were basically alike."* In other words, instead of using one-size-fits-all lessons at Superior, we adjust what we teach and how we teach it to help every student succeed in a way that works best for them. Reference: Tomlinson, C. A. (2017). Differentiated instruction: Making informed teacher decisions. *Educational Leadership, 74*(7)

- **How it looks in the classroom:** Teachers provide various options for students to engage with the material—visual, auditory, and kinesthetic activities—so that each student can access the content in a way that makes sense to them. This may include small group work, one-on-one support, and offering multiple ways to demonstrate understanding (e.g., through art, written work, or verbal presentations).
- **Examples:** Some students may work with manipulatives for math, while others may use digital tools or work in pairs to solve problems. A teacher may use different reading strategies (like guided reading groups) based on student levels.

3. Social-Emotional Learning (SEL)

- **Why it works:** Emotional regulation, empathy, self-awareness, and social skills are crucial for academic success and overall well-being. SEL helps children understand and manage their emotions, develop positive relationships, and make responsible decisions. As Dr. Lorea Martínez, author of *Teaching with the HEART in Mind*, emphasizes, "Teaching social emotional learning to children is giving them the tools to succeed in life! By learning skills like self-awareness, empathy, and self-regulation, they can: make better friends, manage their emotions, develop a growth mindset, build resilience, and achieve their dreams." Reference: Martínez, L. (2021). *Teaching with the HEART in Mind: A Complete Educator's Guide to Social Emotional Learning*. HEART in Mind Press.
- **How it looks in the classroom:** Teachers build a positive classroom culture where students feel safe and valued. Time is spent on activities that promote self-regulation, teamwork, and conflict resolution.
- **Examples:** Morning meetings where students share feelings and set intentions for the day, conflict resolution programs, mindfulness activities, and lessons on empathy.

4. Collaborative Learning

- **Why it works:** Peer interaction encourages critical thinking, enhances communication skills, and reinforces learning through teaching. Collaborative learning allows students to learn from one another and develop important social skills. As Willis (2021) notes in *Edutopia*, "The inclusion of belonging to a group, where a student feels valued, builds resilience, social competence, empathy, and communication skills. The interactive and interdependent components of cooperative learning offer the emotional and interpersonal experiences that boost emotional awareness, judgment, critical analysis, flexible perspective taking, creative problem-solving, innovation, and goal-directed behavior." In other words, when students feel connected and valued within a group, they not only learn from each other but also develop critical life skills—such as empathy, flexible thinking,

and emotional awareness—that extend far beyond academics. (Willis, J. (2021, November 5). *How Cooperative Learning Can Benefit Students This Year*. Edutopia.)

- **How it looks in the classroom:** Students work in pairs or small groups on projects, solve problems together, and share their learning with peers. This cooperative approach fosters teamwork, leadership, and respect for diverse ideas.
- **Examples:** Group projects, shared reading and writing exercises, math problem-solving teams, or science investigations in pairs.

5. Clear and Consistent Routines

- **Why it works:** Young children thrive in structured environments where they know what to expect. Clear routines help reduce anxiety, manage transitions, and allow students to focus on learning. As Michelle Hart Bram (2024) explains in *Edutopia*, “All classrooms have the potential to be successful learning environments when students know, understand, and can articulate the routines and procedures. This allows students to spend less time thinking about how to act within a classroom and more time learning.” Reference: Bram, M. H. (2024, October 15). *How to establish classroom routines for productive learning*. Edutopia.
- **How it looks in the classroom:** Teachers establish consistent schedules and classroom expectations, and students are regularly reminded of rules and routines.
- **Examples:** A predictable daily schedule that includes time for lessons, recess, meals, and independent work. Visual aids like charts or class rules help reinforce expectations.

6. Play-Based Learning

- **Why it works:** Play is essential for young children’s cognitive, social, emotional, and physical development. Through play, children practice problem-solving, develop creativity, and learn social norms. The American Academy of Pediatrics emphasizes that play contributes to the cognitive, physical, social, and emotional well-being of children and youth. Additionally, the National Association for the Education of Young Children (NAEYC) highlights that free play encourages children’s initiative, independence, and problem-solving, linking it to benefits in social and emotional development. By engaging in play, children explore and make sense of their world, develop imaginative and symbolic thinking, and enhance their physical competence.

- **How it looks in the classroom:** Play-based learning activities allow students to explore, experiment, and engage in imaginative scenarios that connect to academic content.
- **Examples:** Using building blocks to explore math concepts, dramatic play areas where students act out historical or fictional scenarios, or interactive learning centers that focus on different subjects.

7. Student-Centered, Inquiry-Based Learning

- **Why it works:** Students retain more when they are curious and take ownership of their learning. Inquiry-based learning encourages students to ask questions, explore topics deeply, and construct their own knowledge. As Georgia K. Mathis (2015) notes in *Edutopia*, when teachers guide students in asking meaningful questions and exploring answers, it not only deepens engagement but also empowers students to drive their own learning. Reference: Mathis, G. K. (2015, August 24). *Inquiry-Based Learning: The Power of Asking the Right Questions*. Edutopia.
- **How it looks in the classroom:** Teachers guide students in developing questions, conducting research, and finding answers through hands-on activities, experiments, or independent reading.
- **Examples:** A unit where students explore a particular scientific concept (like the water cycle) by asking questions, experimenting, and making observations. Teachers may use open-ended projects or investigations.

8. Formative Assessment and Feedback

- **Why it works:** Continuous feedback helps students understand their strengths and areas for growth. Formative assessment allows teachers to adjust instruction to meet the needs of students in real time. As highlighted in *Edutopia*, formative assessment enables students to reflect on their progress and make meaningful adjustments while giving teachers the insight needed to tailor instruction responsively. This process not only supports academic improvement but also fosters a growth mindset and student ownership of learning. Reference: Miller, A. (2021, May 17). *What Formative Assessment Looks Like in the Classroom*. Edutopia.
- **How it looks in the classroom:** Teachers use ongoing assessments such as quizzes, group activities, discussions, or observations to gauge student progress and adjust lessons accordingly. Feedback is constructive and specific.
- **Examples:** Daily exit tickets, quick quizzes, self-assessments, peer reviews, or teacher-student conferences.

9. Culturally Responsive Teaching

- **Why it works:** Recognizing and valuing the diverse backgrounds, experiences, and identities of students helps them feel seen and respected, which can improve their engagement and learning outcomes. As Dr. Zaretta Hammond emphasizes, “*Culturally responsive teaching is about building the learning capacity of the individual student.*” By connecting instruction to students' cultural experiences, Superior can foster deeper understanding and academic success. Reference: Hammond, Z. (2015). *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Corwin.
- **How it looks in the classroom:** Teachers incorporate culturally relevant materials, promote diversity and inclusion, and create an environment where all students feel represented.
- **Examples:** Reading books by authors from diverse backgrounds, celebrating cultural holidays, and addressing issues of bias or inequality in age-appropriate ways.

10. Parental and Community Involvement

- **Why it works:** When parents and community members are engaged in the educational process, students benefit from a wider support network and a greater sense of belonging. A 2024 study by Sharma, Nair, and Ali confirmed that strong family-school partnerships contribute to improved student motivation, academic achievement, and a heightened sense of connection to school. Reference: Sharma, A., Nair, S., & Ali, M. (2024). *The Effects of Parental Involvement on Student Academic Success*. *Journal of Educational Research*.
- **How it looks in the classroom:** Schools foster relationships with parents and the local community, and parents are encouraged to take an active role in their child's education, both at school and at home.
- **Examples:** Parent-teacher conferences, volunteer opportunities in the classroom, community partnerships, or family engagement events.

11. Physical and Mental Wellness

- **Why it works:** Physical activity, nutrition, and mental health support are all critical for a child's ability to learn effectively. Ensuring that students have time for movement, relaxation, and self-care helps them stay focused and energized. A 2023 study published in *Children* found that elementary students engaging in at least 90 minutes of moderate to vigorous physical activity per week demonstrated improved academic performance, particularly in subjects like mathematics and reading. The study concluded that regular physical activity

enhances cognitive functions such as attention, memory, and processing speed, which are essential for effective learning. Reference:

Muntaner-Mas, A., et al. (2023). *The Effects of Physical Activity on Academic Performance in School-Age Children: A Systematic Review*. *Children*, 10(6),

- **How it looks in the classroom:** Incorporating breaks for physical activity, mindfulness, and relaxation into the day; encouraging healthy habits like eating nutritious snacks and getting enough sleep.
- **Examples:** Movement breaks, yoga, mindfulness practices, outdoor play, and promoting healthy eating choices.

For Superior Street Elementary, these elements create a foundation for both academic success and holistic development. By blending hands-on, inquiry-driven learning with a supportive, inclusive environment, our school can foster engaged, curious, and resilient learners. The goal is to prepare students not just for the next grade level, but for a lifetime of learning and personal growth.

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

The community at Superior Street Elementary school embodies a culture of educational excellence and social responsibility. We believe that learning best occurs through the natural challenges, supports and strengths of each individual student. By recognizing the individuality that each student brings to the classroom, we are building safe inclusive spaces where students are able to be themselves and fully focus on learning. In our many years as an affiliated charter, we have learned that educating the whole child requires nurturing the development of each unique student. Collaboratively, teachers, parents, students and community members foster an educational climate that reflects our diverse school, home, and community cultures while focusing on the core educational values of our school. While we have a robust framework of educational pedagogy, we integrate real-world experiences, emerging technologies and a comprehensive arts curriculum to round out our educational environment.

Like many renowned theorists, we believe that learning is a balance between a student's ability to perform a task under adult guidance and/or with peer collaboration and the student's ability to solve the problem independently. Superior provides opportunities for students to work collaboratively in small groups, such as targeted student groupings during our literacy academies. During guided lessons teachers move teacher to student interaction to student to student interaction. This encourages students to communicate their ideas with their peers and receive and incorporate peer feedback. Superior acknowledges that learning is a social process, and occurs best in a socially supportive, academically rich environment.

Superior Street Elementary school recognizes that core subjects are best approached in an interdisciplinary manner. Superior students are encouraged to think creatively and employ multiple means of communication to express themselves, connect, and collaborate with other people. They will engage in a variety of learning situations that will provide opportunities to construct meaning through interaction with real-world challenges, perspectives and ideas.

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 (Science, reclass, English Learner (EL) progress, Students with Disabilities | | | | | | | | | | |
| <p>The school will annually increase the number of students achieving proficiency level and above, including our student with disabilities as measured by the CAASPP SBA English Language Arts, Mathematics, and Science (5th grade) assessments annually and increase the number of English Learners who make progress and reclassify as Reclassified Fluent English Proficient as measured by ELPAC and early literacy as measured by DIBELS grade 2.</p> | <p style="text-align: center;">Related State Priorities:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><input type="checkbox"/> 1</td> <td style="text-align: center;">x 4</td> <td style="text-align: center;">x 7</td> </tr> <tr> <td style="text-align: center;">x 2</td> <td style="text-align: center;"><input type="checkbox"/> 5</td> <td style="text-align: center;">x 8</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> 3</td> <td style="text-align: center;"><input type="checkbox"/> 6</td> <td></td> </tr> </table> <p style="text-align: center;">Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p> | <input type="checkbox"/> 1 | x 4 | x 7 | x 2 | <input type="checkbox"/> 5 | x 8 | <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |
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| x 2 | <input type="checkbox"/> 5 | x 8 | | | | | | | | |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | | | | | | | | | |
| Specific Annual Actions to Achieve Goal | | | | | | | | | | |
| <ul style="list-style-type: none"> ● The school will identify the need to improve and monitor the design and delivery of a high quality Common Core State Standards-drive educational program in order to yield improved academic performance outcomes or all students, including English Learners and Students with Disabilities | | | | | | | | | | |

- Monitor all English Learners including Potential Long Term English Learners (PLTELS) progress
- Utilize class-size reduction teacher and focused interventions to target needs of all subgroups
- Utilize the ELD standards to provide access to ELA, Math, and Science standards and other content areas

Expected Annual Measurable Outcomes

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

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

| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | Year 1 of Term | Year 2 of Term | Year 3 of Term | Year 4 of Term | Year 5 of Term |
|---|--|----------------|----------------|----------------|----------------|----------------|
| All Students (Schoolwide) | 59% | 61% | 63% | 65% | 67% | 69% |
| English Learners Students | 12% | 15% | 17% | 19% | 21% | 23% |
| Socioeconomically Disadvantaged Students | 53% | 55% | 57% | 59% | 61% | 63% |
| Foster Youth Students | * | * | * | * | * | * |
| Students with Disabilities | 18% | 21% | 23% | 25% | 27% | 29% |
| African American Students | 67% | 69% | 71% | 73% | 75% | 77% |
| American Indian/Alaska Native Students | * | * | * | * | * | * |
| Asian Students | 71% | 73% | 75% | 77% | 79% | 81% |
| Filipino Students | 63% | 65% | 67% | 69% | 71% | 73% |
| Latino Students | 57% | 59% | 61% | 63% | 65% | 67% |
| Native Hawaiian/Pacific Islander Students | * | * | * | * | * | * |
| Students of Two or More Races | 64% | 66% | 68% | 70% | 72% | 74% |
| White Students | 52% | 54% | 56% | 58% | 60% | 62% |

*student group not numerically significant at this time

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

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

| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | Year 1 of Term | Year 2 of Term | Year 3 of Term | Year 4 of Term | Year 5 of Term |
|---|--|----------------|----------------|----------------|----------------|----------------|
| All Students (Schoolwide) | 63% | 65% | 67% | 69% | 71% | 73% |
| English Learners Students | 13% | 15% | 17% | 19% | 21% | 23% |
| Socioeconomically Disadvantaged Students | 60% | 62% | 64% | 66% | 68% | 71% |
| Foster Youth Students | * | * | * | * | * | * |
| Students with Disabilities | 24% | 26% | 28% | 30% | 32% | 34% |
| African American Students | 56% | 58% | 60% | 62% | 64% | 66% |
| American Indian/Alaska Native Students | * | * | * | * | * | * |
| Asian Students | 67% | 69% | 71% | 73% | 75% | 77% |
| Filipino Students | 77% | 78% | 79% | 80% | 81% | 82% |
| Latino Students | 57% | 59% | 61% | 63% | 65% | 67% |
| Native Hawaiian/Pacific Islander Students | * | * | * | * | * | * |
| Students of Two or More Races | 71% | 72% | 73% | 74% | 75% | 75% |
| White Students | 67% | 69% | 71% | 73% | 75% | 77% |

*student group not numerically significant at this time

Outcome #3: The percentage of students that met standard/exceeded standard in Science on the CAASPP/SBA

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

| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | Year 1 of Term | Year 2 of Term | Year 3 of Term | Year 4 of Term | Year 5 of Term |
|---------------------------|--|----------------|----------------|----------------|----------------|----------------|
| All Students (Schoolwide) | 37% | 40% | 43% | 46% | 49% | 51% |

| | | | | | | |
|---|------|------|------|------|------|------|
| English Learners Students | 0% | 50% | 52% | 54% | 56% | 58% |
| Socioeconomically Disadvantaged Students | 40% | 42% | 44% | 46% | 48% | 50% |
| Foster Youth Students | * | * | * | * | * | * |
| Students with Disabilities | 17% | 20% | 22% | 24% | 26% | 28% |
| African American Students | 100% | 100% | 100% | 100% | 100% | 100% |
| American Indian/Alaska Native Students | * | * | * | * | * | * |
| Asian Students | 67% | 69% | 71% | 73% | 75% | 77% |
| Filipino Students | 0% | 50% | 52% | 54% | 56% | 58% |
| Latino Students | 36% | 39% | 42% | 45% | 48% | 51% |
| Native Hawaiian/Pacific Islander Students | * | * | * | * | * | * |
| Students of Two or More Races | 38% | 40% | 43% | 46% | 49% | 52% |
| White Students | 45% | 47% | 49% | 51% | 53% | 55% |

*student group not numerically significant at this time

Outcome #4: The percentage of English Learner students that reclassify

Metric/Method for Measuring: English Language Proficiency Assessment for California (ELPAC)

| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | Year 1 of Term | Year 2 of Term | Year 3 of Term | Year 4 of Term | Year 5 of Term |
|------------------------------------|--|----------------|----------------|----------------|----------------|----------------|
| Reclassified Students (Schoolwide) | 29% | 30% | 31% | 32% | 33% | 34% |

Outcome #5: English Learners demonstrating proficiency in early literacy.

Metric/Method for Measuring: ELPAC

| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | Year 1 of Term | Year 2 of Term | Year 3 of Term | Year 4 of Term | Year 5 of Term |
|---------------------------|--|----------------|----------------|----------------|----------------|----------------|
| English Learners | 47% | 49% | 51% | 53% | 55% | 57% |

Outcome #6: 2nd grade students (EO, EL, IFEP, RFEP) demonstrating proficiency in early literacy.

Metric/Method for Measuring: Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | Year 1 of Term | Year 2 of Term | Year 3 of Term | Year 4 of Term | Year 5 of Term |
|---|--|----------------|----------------|----------------|----------------|----------------|
| All Students (Schoolwide) | 74% | 75% | 76% | 77% | 78% | 79% |
| English Learners Students | 25% | 28% | 31% | 34% | 37% | 40% |
| Socioeconomically Disadvantaged Students | 63% | 65% | 67% | 69% | 71% | 73% |
| Foster Youth Students | * | * | * | * | * | * |
| Students with Disabilities | 66% | 68% | 70% | 72% | 74% | 76% |
| African American Students | 100% | 100% | 100% | 100% | 100% | 100% |
| American Indian/Alaska Native Students | * | * | * | * | * | * |
| Asian Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Filipino Students | 67% | 69% | 71% | 73% | 75% | 77% |
| Latino Students | 69% | 71% | 73% | 75% | 77% | 79% |
| Native Hawaiian/Pacific Islander Students | * | * | * | * | * | * |
| Students of Two or More Races | 66% | 68% | 70% | 72% | 74% | 76% |
| White Students | 73% | 75% | 77% | 79% | 81% | 83% |

*student group not numerically significant at this time

GOAL #2: Joy and Wellness

The school will annually increase student attendance and decrease chronic absenteeism to foster student engagement and positive student outcomes. The school will sustain the low number of suspension incidents and maintain a safe and positive school environment.

Related State Priorities:

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

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

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

- Coffee with principal/parent meetings to discuss attendance goals
- Phone calls or letters to parents of students with chronic/excessive absences/tardies.
- Attendance contract with the student, school, and parent.
- Maintain attendance incentive programs
- Conduct monthly recognition attendance awards assemblies
- Conduct SSPT for students with chronic absenteeism to provide intervention services and referrals
- The school will continue student leaders including our Student Council that trains and supports student leaders in community service and leadership roles
- The school selects leaders called Ambassadors for the breakfast in the classroom program.
- The school will provide ballroom dancing for 4th and 5th graders to teach them respect, responsibility, caring, and discipline for themselves and classmates.

Expected Annual Measurable Outcomes

Outcome #1: The percent of students chronically absent will decrease

Metric/Method for Measuring: Student Attendance Rates

| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | Year 1 of Term | Year 2 of Term | Year 3 of Term | Year 4 of Term | Year 5 of Term |
|--|--|-------------------|-------------------|-------------------|-------------------|-------------------|
| All Students (Schoolwide) | 15% | 13% | 12% | 10% | 8% | 6% |
| English Learners Students | 19% | 18% | 17% | 16% | 15% | 14% |
| Socioeconomically Disadvantaged Students | 20% | 19% | 18% | 17% | 16% | 15% |
| Foster Youth Students | * | * | * | * | * | * |
| Students with Disabilities | 20% | 18% | 17% | 16% | 15% | 14% |
| African American Students | 11% | 10% | 9% | 8% | 7% | 6% |
| American Indian/Alaska Native Students | * | * | * | * | * | * |
| Asian Students | 10% | 9% | 8% | 7% | 6% | 5% |

| | | | | | | |
|---|-----|-----|-----|-----|-----|-----|
| Filipino Students | 10% | 9% | 8% | 7% | 6% | 5% |
| Latino Students | 17% | 16% | 15% | 14% | 13% | 12% |
| Native Hawaiian/Pacific Islander Students | * | * | * | * | * | * |
| Students of Two or More Races | 17% | 16% | 15% | 14% | 13% | 12% |
| White Students | 11% | 10% | 9% | 8% | 7% | 6% |

*student group not numerically significant at this time

| Outcome #2: Percent of staff with excellent attendance (96% or higher) | | | | | | |
|---|--|----------------|----------------|----------------|----------------|----------------|
| Metric/Method for Measuring: Staff Attendance Rates | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | Year 1 of Term | Year 2 of Term | Year 3 of Term | Year 4 of Term | Year 5 of Term |
| All Certificated Staff (Schoolwide) | 71% | 73% | 75% | 77% | 79% | 81% |
| All Classified Staff | 70% | 72% | 74% | 76% | 78% | 80% |

Outcome #3: The school will maintain the number of suspensions incidents at 0% schoolwide

Metric/Method for Measuring: Suspension Rate Data

| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | Year 1 of Term | Year 2 of Term | Year 3 of Term | Year 4 of Term | Year 5 of Term |
|---|--|----------------|----------------|----------------|----------------|----------------|
| All Students (Schoolwide) | 0% | 0% | 0% | 0% | 0% | 0% |
| English Learners Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Socioeconomically Disadvantaged Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Foster Youth Students | * | * | * | * | * | * |
| Students with Disabilities | 0% | 0% | 0% | 0% | 0% | 0% |
| African American Students | 0% | 0% | 0% | 0% | 0% | 0% |
| American Indian/Alaska Native Students | * | * | * | * | * | * |
| Asian Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Filipino Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Latino Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Native Hawaiian/Pacific Islander Students | * | * | * | * | * | * |
| Students of Two or More Races | 0% | 0% | 0% | 0% | 0% | 0% |
| White Students | 0% | 0% | 0% | 0% | 0% | 0% |

*student group not numerically significant at this time

Outcome #4: The school will maintain the number of expulsions incidents at 0% schoolwide

Metric/Method for Measuring: Expulsion Rate Data

| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | Year 1 of Term | Year 2 of Term | Year 3 of Term | Year 4 of Term | Year 5 of Term |
|---|--|----------------|----------------|----------------|----------------|----------------|
| All Students (Schoolwide) | 0% | 0% | 0% | 0% | 0% | 0% |
| English Learners Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Socioeconomically Disadvantaged Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Foster Youth Students | * | * | * | * | * | * |
| Students with Disabilities | 0% | 0% | 0% | 0% | 0% | 0% |
| African American Students | 0% | 0% | 0% | 0% | 0% | 0% |
| American Indian/Alaska Native Students | * | * | * | * | * | * |
| Asian Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Filipino Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Latino Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Native Hawaiian/Pacific Islander Students | * | * | * | * | * | * |
| Students of Two or More Races | 0% | 0% | 0% | 0% | 0% | 0% |
| White Students | 0% | 0% | 0% | 0% | 0% | 0% |

*student group not numerically significant at this time

Outcome #5: Students who feel safe at school

Metric/Method for Measuring: School Experience Survey

| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | Year 1 of Term | Year 2 of Term | Year 3 of Term | Year 4 of Term | Year 5 of Term |
|---------------------------|--|----------------|----------------|----------------|----------------|----------------|
| All Students (Schoolwide) | 68% | 70% | 72% | 74% | 76% | 78% |

Outcome #6: Percent of parents who feel their child is safe on school grounds

Metric/Method for Measuring: School Experience Survey

| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | Year 1 of Term | Year 2 of Term | Year 3 of Term | Year 4 of Term | Year 5 of Term |
|---------------------------|--|----------------|----------------|----------------|----------------|----------------|
| All Parents (Schoolwide) | 92% | 94% | 96% | 98% | 99% | 99% |

Outcome #7: Staff who feel safe at school

Metric/Method for Measuring: School Experience Survey

| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | Year 1 of Term | Year 2 of Term | Year 3 of Term | Year 4 of Term | Year 5 of Term |
|---------------------------|--|----------------|----------------|----------------|----------------|----------------|
| All Staff (Schoolwide) | 97% | 98% | 98% | 99% | 99% | 99% |

Outcome #8: Students who feel a part of their school

Metric/Method for Measuring: School Experience Survey

| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | Year 1 of Term | Year 2 of Term | Year 3 of Term | Year 4 of Term | Year 5 of Term |
|---------------------------|--|----------------|----------------|----------------|----------------|----------------|
| All Students (Schoolwide) | 64% | 66% | 68% | 70% | 72% | 74% |

Outcome #9: Percent of parents who feel welcome to participate at their child's school

Metric/Method for Measuring: School Experience Survey

| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | Year 1 of Term | Year 2 of Term | Year 3 of Term | Year 4 of Term | Year 5 of Term |
|---------------------------|--|----------------|----------------|----------------|----------------|----------------|
| All Parents (Schoolwide) | 95% | 96% | 97% | 98% | 99% | 99% |

Outcome #10: Staff feel their school is a supportive and inviting place to work

Metric/Method for Measuring: School Experience Survey

| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | Year 1 of Term | Year 2 of Term | Year 3 of Term | Year 4 of Term | Year 5 of Term |
|---------------------------|--|----------------|----------------|----------------|----------------|----------------|
| All Staff (Schoolwide) | 98% | 99% | 100% | 100% | 100% | 100% |

GOAL #3: Engagement and Collaboration

| | | | |
|---|---|--|--|
| <p>The school will increase the number of parents completing the School Experience Survey and average percentage of parents who respond “Agree” on the following questions (or equivalent questions) on the District’s Parent School Experience Survey: (1) I feel welcome to participate in this school. (2) I am a partner with this school in decisions made about my child’s education. (3) The school provides me with information (verbal and written) I can understand. (4) School staff takes my concerns seriously. (5) This school provides opportunities to help me support my child’s learning.</p> | Related State Priorities: | | |
| | <input type="checkbox"/> 1 <input type="checkbox"/> 2 x 3 | <input type="checkbox"/> 4 x 5 x 6 | <input type="checkbox"/> 7 <input type="checkbox"/> 8 |
| Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : | | | |

Specific Annual Actions to Achieve Goal

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

Expected Annual Measurable Outcomes

Outcome #1: Percentage of parents completing the School Experience Survey annually
Metric/Method for Measuring: School Experience Survey

| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | Year 1 of Term | Year 2 of Term | Year 3 of Term | Year 4 of Term | Year 5 of Term |
|---------------------------|--|----------------|----------------|----------------|----------------|----------------|
| All Parents (Schoolwide) | 97% | 98% | 99% | 100% | 100% | 100% |

Outcome #2: Percentage of parents reporting: This school includes me in important decisions about my child's education.

Metric/Method for Measuring: School Experience Survey

| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | Year 1 of Term | Year 2 of Term | Year 3 of Term | | Year 4 of Term |
|---------------------------|--|----------------|----------------|----------------|-----|----------------|
| All Parents (Schoolwide) | 88% | 90% | 92% | 93% | 94% | 95% |

Outcome #3: Percentage of parents reporting: I can easily find information about parent workshops or other programs offered at this school.

Metric/Method for Measuring: School Experience Survey

| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | Year 1 of Term | Year 2 of Term | Year 3 of Term | | Year 4 of Term |
|---------------------------|--|----------------|----------------|----------------|-----|----------------|
| All Parents (Schoolwide) | 89% | 90% | 92% | 93% | 94% | 95% |

Outcome #4: Percentage of parents reporting: This school provides me with information (verbal and written) I can understand.

Metric/Method for Measuring: School Experience Survey

| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | Year 1 of Term | Year 2 of Term | Year 3 of Term | | Year 4 of Term |
|---------------------------|--|----------------|----------------|----------------|------|----------------|
| All Parents (Schoolwide) | 96% | 97% | 98% | 99% | 100% | 100% |

GOAL #4: Operational Effectiveness and Investment in Staff

| | | | |
|--|----------------------------|----------------------------|----------------------------|
| Superior will assign 100% of teachers in accordance with their credential, including subject matter, and EL authorizations. | Related State Priorities: | | |
| The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter. The school | x 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| | x 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| | <input type="checkbox"/> 3 | x 6 | |

| | |
|--|---|
| will achieve and maintain an overall “good” rating or equivalent on annual review(s) of school facilities. | Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> |
|--|---|

Specific Annual Actions to Achieve Goal

- Annual review of school compliance with credentialing, assignment requirements, and of teacher hiring procedures by Principal
- Annual Williams instructional materials review and certification process
- Annual budget review and planning to ensure funds are available for instructional materials
- Internal and/or District annual review(s) of the state and condition of facilities
- Ongoing maintenance and repair log, with bi-annual inspection of school facilities by Plant Manager and Principal Annual review of ELD and Special Education programs to identify all instructional materials needed

Expected Annual Measurable Outcomes

Outcome #1: The percentage of facilities in good repair
Metric/Method for Measuring: Internal and/or District

| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | Year 1 of Term | Year 2 of Term | Year 3 of Term | Year 4 of Term | Year 5 of Term |
|---------------------------|--|------------------|------------------|------------------|------------------|------------------|
| Superior School | 99% Compliant | 99% Compliant | 99% Compliant | 99% Compliant | 99% Compliant | 99% Compliant |

Outcome #2: Percentage of teacher appropriately credentialed
Metric/Method for Measuring: Annual review of school compliance with credentialing and assignment requirements

| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | Year 1 of Term | Year 2 of Term | Year 3 of Term | Year 4 of Term | Year 5 of Term |
|---------------------------|--|-------------------|-------------------|-------------------|-------------------|-------------------|
| All Teachers | 100% Compliant | 100% Compliant | 100% Compliant | 100% Compliant | 100% Compliant | 100% Compliant |

Outcome #3: Percentage of schools providing students with standards-based instructional materials by meeting Williams Act Requirements

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

| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | Year 1 of Term | Year 2 of Term | Year 3 of Term | Year 4 of Term | Year 5 of Term |
|---------------------------|--|----------------|----------------|----------------|----------------|----------------|
| Superior School | 100% Compliant | 100% Compliant | 100% Compliant | 100% Compliant | 100% Compliant | 100% Compliant |

INSTRUCTIONAL DESIGN

Superior's instructional methodology and curriculum is aligned with the California Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS), and the LAUSD's instructional initiatives. We believe that transformative learning and addressing the needs of our students, including all subgroups, are best accomplished through a balanced program that focuses on student-centered, differentiated instruction.

Superior will rely on research-validated strategies, examine formative and summative student data, analyze student work samples, utilize the plan-teach-reflect-adjust cyclical process of teaching for collaborative planning of long-term units, and conduct lesson studies to refine our delivery of instruction. Student data and work samples will be continuously examined to ascertain the strengths and growth areas of our students, including all subgroups of student learners (at-risk, with special needs, from economically disadvantaged backgrounds, multilingual learners, Standard English Learners, gifted and talented, from diverse ethnic backgrounds).

Superior teachers adhere to and implement the proposed instructional framework and teaching methodologies, ensuring they can successfully meet the diverse needs of our students in all subgroups. Using the concepts of backward design and understanding by Design, curriculum will be systematically planned, providing students with a steady, consistent pathway to success. Superior's teachers, administration, and Instructional Leadership Team (ILT) will work together to provide research-informed practices to guide our instruction and ensure mastery of the Common Core State Standards for all students.

We regularly review our instructional methods, and teachers from Pre-K-5th grade work collaboratively to analyze data and make data-driven instructional adjustments as needed. We believe it is our professional and ethical responsibility to provide daily

instruction for each child in every classroom that includes the following key competencies:

Academic Rigor

Academic rigor refers to an educational environment where each student is expected to learn and achieve at high levels, receives necessary support and resources to learn, and demonstrates their learning and understanding at high levels. In this environment, students actively engage in critical thinking strategies across all academic subjects. This includes the following activities: participating in lessons that promote depth and complexity in their learning; Applying Hess' depth of knowledge level to Bloom's Taxonomy and engaging in higher-order thinking skills like analyzing, evaluating, and creating; and Webb's Depth of Knowledge (DOK): exploring, researching, and solving complex problems to develop a deep understanding of core academic concepts. The goal of academic rigor is to challenge students to think deeply, apply their knowledge, and demonstrate their learning in meaningful ways so that they can reach their full academic potential. Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions

Clear Expectations

At our school, we believe that having clear expectations helps everyone succeed. When we set clear expectations, students know what is expected of them, which makes learning more accessible, engaging, and productive. In the beginning of each year, we discuss and establish school and classroom expectations. Our students provide input on how our school and classrooms can be safe, respectful, responsible, and restorative (our 4 R's). These expectations help us create a positive learning environment where everyone feels safe to share their ideas and seek help when needed. By following these guidelines, we can focus on learning and growing together.

Teachers make sure to explain the Common Core State Standards in a way that is easy for students to understand. This helps students know the academic goal they are working towards so they can master the standards. Teachers also use rubrics and criteria charts that are aligned with the Common Core State Standards. These can be created by the teacher or the students. Additionally, teachers design instruction so that students not only know what to do (conceptual knowledge), but also how to do it (procedural knowledge), and when/where/why they are doing something (reasoning).

Experiential Learning

Students learn best when they are actively engaged in the learning process. One effective student-centered learning strategy is hands-on learning, which encourages

students to learn through hands-on activities, experiments, and simulations. Another opportunity is for students to explore concepts through inquiry-based learning. Independent work time allows students to work independently on projects, research, or other assignments and encourages them to take ownership of their learning. Collaborative learning fosters opportunities for students to work together in groups or pairs, promoting collaboration, communication, and problem-solving skills. Field trips also reinforce learning beyond the classroom walls, providing hands-on experiences and real-world connections. By implementing these experiences, students can actively process, analyze, and apply their learning. This approach helps students relate to the curriculum and develop a deeper understanding of the content.

Feedback

Consistent specific and actionable feedback is given to students to inform them and to let them know they are progressing forward. Along with individual feedback (both written and/or verbal), teachers provide whole-group feedback on patterns they see in the collective class' growth and areas of need. Regular data chats with students allow for deeper discussions about their learning, helping them set goals and understand their progress. Students are also given opportunities to provide feedback to the teacher so that teachers can adjust the learning process, materials, and instruction accordingly.

Criteria Charts/Rubrics

Criteria charts and rubrics are essential tools in our educational framework, providing clear expectations for students as they engage with assignments and projects. These tools outline specific performance expectations aligned with curricular standards, helping students understand what is required to succeed and excel. By incorporating both teacher-created and student-created criteria, we foster a sense of ownership and collaboration in the assessment process. These charts and rubrics not only guide student learning but also facilitate meaningful feedback, enabling students to reflect on their work and set goals for improvement.

Formative Assessments

Teachers engage in a range of formal and informal assessment procedures during the learning process in order to modify teaching and learning activities to improve student achievement. By incorporating regular check-ins and feedback, we create a responsive learning environment where students can actively engage with the material and receive support tailored to their individual needs. Teachers assess frequently and routinely throughout a unit of study so that they are aware of the student's progress in relation to a unit of study's learning goal, or summative assessment.

Promoting Higher-Level Thinking

Teachers design lessons that foster critical thinking, creativity, and complex problem-solving through student-centered inquiry. They guide students in exploring advanced stages of Bloom's Taxonomy and Norman Webb's Depth of Knowledge (DOK) levels—such as synthesis, analysis, and evaluation—encouraging them to engage in strategic thinking and complex reasoning. Lessons are differentiated to meet diverse learning needs, with teachers facilitating student-centered discussions, student-to-student discourse, and authentic assessments that incorporate a range of question types to engage all learners.

Student-centered inquiry is further enhanced through key questions, grounded in depth and complexity frameworks, that are embedded in lesson plans to deepen understanding and prompt insightful exploration. Teachers pose questions such as, “What is the structure of this concept?” “What ongoing factors influenced this study?” and “What patterns or ideas recur over time?” These prompts encourage students to take an active role in their learning, engaging in cognitive operations that build a nuanced understanding of themes like Change Over Time, Trends, Ethics, Rules, Multiple Perspectives, Big Ideas, and Cross-Disciplinary Connections.

To foster collaborative learning, teachers encourage student-to-student discourse where peers discuss, challenge, and build on each other's ideas. Reflective feedback from both teachers and peers further supports students in assessing their understanding and developing critical thinking skills. By creating an inquiry-based environment with active discussions and opportunities for reflective feedback, teachers empower students to engage deeply in their own learning journeys.

Differentiated Instruction

Our educational approach is designed to meet the diverse learning needs of students by tailoring teaching methods and resources to accommodate their varying strengths, interests, and intelligences. Educators recognize that each student learns differently and, as a result, provides multiple avenues for engaging with content, grasping concepts, problem-solving, and demonstrating understanding.

Key components of this differentiated instruction include a variety of teaching strategies that employ a mix of direct instruction, guided practice, and small group work to cater to different learning styles. Educators enhance engagement by incorporating tools such as thinking maps, multimedia resources, and technology, creating a dynamic learning environment. Collaborative learning practices, including accountable talk and project-based activities, promote peer interaction and relevance to real-world scenarios, fostering student teamwork and support.

Additionally, Specifically Designed Academic Instruction in English (SDAIE) is implemented to assist English learners, ensuring they comprehend core content while navigating the curriculum. Importantly, students are empowered with agency, allowing them to choose projects, topics, and presentation methods, which cultivates ownership of their learning. Tailored assignments and assessments enable students to work at their academic levels while striving to meet or exceed Common Core State Standards.

Through these thoughtful strategies, educators strive to create an inclusive and effective learning environment that promotes academic success for all students, ensuring that every learner can thrive.

Flexible/Collaborative Groupings/Small Groups

Flexible grouping in our classrooms empowers educators to customize instruction across subjects such as language arts, math, science, and social studies, tailoring their approach to meet the diverse needs and abilities of students. This method begins with data-driven placement, where teachers analyze student performance data to collaboratively determine the most effective groupings, ensuring that each student is positioned for success. Through weekly grade-level planning and 12-week PDSA (Plan-Learn-Study-Act) learning cycles, along with TTO (Teacher Time Out) collaboration models, educators design assignments that accommodate varying skill levels and continuously assess student progress to refine their instruction.

In all grade levels, students participate in differentiated small-group literacy instruction daily in our Academy program. Instructional assistants are strategically scheduled in each classroom daily to provide targeted support. Enter a classroom during their Academy time and you will see the teacher working with a group of students, while the instructional assistant works with another group, and some students are working independently. In addition, extra support time with our instructional assistants is scheduled during the week for our Newcomer group of English Learners to help support their needs in acquiring English.

Teachers can offer targeted interventions at different tiers (Tier 1 through Tier 3), providing tailored support for all learners—ranging from those seeking enrichment to those requiring more intensive assistance. Collaborative strategies, such as pair-share and cooperative learning, encourage students of varying abilities to work together on problem-solving, writing revisions, and reinforcing concepts. Additionally, small group instruction allows teachers to adjust group memberships and the complexity of materials, facilitating focused and effective teaching that is often challenging in larger classes.

Overall, flexible grouping enhances the learning environment by fostering collaboration and enabling teachers to deliver differentiated support in a more personalized manner, ultimately leading to improved educational outcomes for all students.

Integration of the Arts

Students in TK-5th grade actively engage in both music and visual arts through direct instruction and integrated classroom lessons, enriching their overall educational experiences. Each classroom benefits from six-week sessions led by credentialed music and visual arts teachers, ensuring high-quality instruction in both disciplines. An annual music program showcases students' talents in a vibrant school wide performance, fostering collaboration and honing essential performance skills.

In 4th and 5th grades, students participate in ballroom dance and the 'Spirit Series,' where they explore theatrical storytelling. Both programs are subject to change pending budget availability. This unique program promotes physical activity while deepening their appreciation for the history and cultures of indigenous peoples. Meanwhile, students in Kindergarten through 3rd grade study various known visual artists, engage in writing about their works and create their art pieces, which enhances their critical thinking and creativity.

Our student body is enthusiastically invited to participate in a diverse array of field trips—funding permitting—that provide enriching experiences at live performances and artistic venues. These outings not only enhance their appreciation for the arts but also complement any arts-based enrichment classes offered in our afterschool program. Through these opportunities, students engage with creativity and culture in meaningful ways, fostering a deeper connection and inspiring their own artistic expressions.

Overall, this comprehensive arts program not only cultivates students' creative skills but also significantly supports their cognitive development. They have an enriched appreciation for diverse traditions, values, and perspectives, promoting respect and empathy, and laying a strong foundation for lifelong learning and appreciation of the arts.

Visual and Performing Arts

Music

An itinerant music teacher provided by the district offers students a comprehensive and dynamic music program that enriches their educational experience. This program

covers essential musical elements such as rhythm, beat, tone, melody, and various music genres, as well as an introduction to different musical instruments. By integrating songs into relevant curriculum areas and special holidays, the program fosters connections between music and other subjects, enhancing students' overall learning. Additionally, classroom teachers prepare complementary lessons that support and expand upon the music program, ensuring a well-rounded and cohesive educational approach. Through this collaboration, students are encouraged to apply their musical knowledge across disciplines, deepening their understanding and appreciation of the arts.

Visual Arts

The art program at Superior not only exposes students to various artistic forms but also encourages them to think creatively and approach problem-solving through imaginative solutions and alternatives. We believe that success in the arts boosts self-confidence and contributes to overall academic achievement. Students explore art history, study influential artists, and engage with different art genres, techniques, lines, colors, and mediums. The curriculum is designed to enhance listening skills, foster the ability to follow directions, and seamlessly integrate into other subject areas, promoting a holistic educational experience.

Dance

Currently, 4th and 5th grade students have the exciting opportunity to learn and perform culturally relevant dances through the 'Once Upon a Dance' ballroom dance instruction program. Students receive weekly lessons from a professional dance instructor, allowing them to develop their skills in a supportive environment. Additionally, they have the opportunity to compete in a ballroom dance competition that includes participants from various schools within our Region North, providing a platform for them to showcase their talents and foster a sense of community and collaboration.

Modeling

Modeling is one of the most effective ways to help students learn. When teachers model a new skill or concept, we break it down into clear, step-by-step instructions. For instance, when introducing a new math concept, teachers can demonstrate how to solve a problem on the board, explaining our thought process along the way. This allows students to see not only the solution but also the strategies and reasoning behind it. By observing our thoughts, they gain confidence and understanding, making them more likely to tackle similar problems on their own. Modeling creates a supportive learning environment where students feel empowered to ask questions and engage with

the material, ultimately leading to deeper comprehension and success in their learning journey.

Multi-Modal Direct Instruction

Teachers provide strong first teaching using carefully planned direct instruction to present standards-based lessons. To meet the needs of a diverse student population, teachers use various modes of teaching, such as visual, auditory, kinesthetic, and verbal methods to deliver high-quality, structured lessons.

Guided and Independent Practice

Students are provided with opportunities for guided and independent practice to help them understand and apply the concepts or skills being taught. During guided practice, teachers actively support students as they begin to apply new concepts or skills. The teacher provides step-by-step guidance, ensures students understand how to approach a task, and offers meaningful feedback. This practice is beneficial to our students because it provides opportunities for scaffolding when necessary, which allows students to feel more confident as they apply new learning. During independent practice, students are expected to complete tasks or solve problems on their own, applying what they've learned without immediate teacher support. These opportunities encourage self-reliance, critical thinking, and the ability to transfer skills and knowledge to new contexts.

Metacognitive strategies

Students are provided with opportunities to plan and organize their work, monitor their progress, direct their own learning, and reflect on their experiences. By allowing time and space for students to become aware of their own knowledge and thought processes, we foster greater ownership of their learning. This approach not only enhances engagement but also empowers students to take charge of their educational journey.

Structuring and Staffing the Educational Program

Superior Street Elementary is committed to ensuring that all students have access to high-quality instruction delivered by highly qualified, credentialed educators. Our staffing model is designed to support a rigorous, standards-based instructional program that meets the diverse academic and social-emotional needs of our students.

Classroom instruction is delivered by appropriately credentialed teachers who are assigned based on their certification, experience, and alignment with grade-level and

content expertise. Grade-level teams collaborate to plan instruction, analyze data, and design targeted supports for students. To enhance instructional delivery, we also provide support from specialized staff including an Intervention Coordinator, English Learner Designee, and Special Education service providers such as a Resource Specialist.

Our instructional program is further supported by paraprofessionals and instructional aides who work under the supervision of credentialed teachers to provide small-group and individualized instruction, particularly in early literacy and math intervention.

Professional development is a key component of our staffing strategy. All instructional staff engage in ongoing training aligned to school-wide goals, including standards-based instruction, data-driven decision making, and culturally responsive teaching. Additionally, staff are supported through coaching, peer collaboration, and the use of the Plan-Do-Study-Act (PDSA) cycle to continuously improve instructional practices.

Staffing decisions are made strategically in alignment with enrollment projections, student needs, and programmatic priorities to ensure that we maintain a stable, effective, and responsive instructional team.

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.

Language Arts

All students at Superior follow a rigorous English Language Arts (ELA) curriculum. The current curriculum, Core Knowledge Language Arts (CKLA), exceeds CA Common Core State Standards (CCSS) for language arts K-5. This instruction includes expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA.

- Implement through the use of a variety of materials that may include state adopted textbooks, core literatures, Scholastic News, and other sources such as including supporting videos that provide appropriate Lexile levels and text complexity ranges.

- Demonstrate critical thinking skills specific to Bloom’s Taxonomy, Kaplan’s Depth and Complexity, Thinking Like a Disciplinarian, and Webb’s Depth of Knowledge.
- Incorporate Close Reading strategies for fiction, nonfiction, and visual resources, and use Text-Dependent Questions to encourage deeper analysis and comprehension of both the text and the accompanying visuals.
- Implement Write From the Beginning, Step Up To Writing, graphic organizers, and Mentor Texts to compose the three text types: Argument/Opinion Writing, Informative/Explanatory Writing, and Narrative writing.
- Differentiate instruction through varied groupings to meet all students in various needs. English Language Literacy Program “Academy”; targeted instruction in a small group setting focused on specific skills identified through DIBELs, iReady and CKLA data. This is a forty-five minute block each morning or afternoon where teachers and instructional aides deliver differentiated instruction. Some programs used for differentiation in Academy include but are not limited to: 95%, University of Florida Literacy Institute (UFLI), Heggerty, Language Essentials for Teachers of Reading and Spelling (LETRs), CKLA, etc.
- Utilize technology such as Google Integrated Apps (Slides, Docs, Forms, Etc.) and Schoology so that students can access assignments.
- Develop students’ grammar, spelling, oral speaking, and active listening skills through direct instruction and vocabulary development as well as the integration of language arts embedded across curriculum
- Integrate “Talk Moves” to encourage productive discussion and develop communication skills. It allows students to have a safe space to master, revise, and add new understanding to the classroom discussion.
- Develop students’ listening and speaking skills to support academics across the discipline. This can include activities like think-pair-share, read-alouds, story retelling, and collaborative group work, where students listen attentively, respond thoughtfully, and build on each other’s ideas.
- Implementation of Literature Circles allows students to practice and develop the skills and strategies of mature readers with greater structure, expectation, and rigor. This process encourages critical thinking and deeper comprehension, as students are expected to analyze the reading, discuss it from different perspectives, and synthesize ideas with their peers. Literature Circles help students build fluency in reading, improve their ability to express ideas verbally, and enhance their understanding of the text with increasing rigor over time.
- Usage of several learning websites/apps to enhance and engage ELA instruction in the classroom. This includes but is not limited to: Kahoot, Blooket, Quizizz, Discovery Education, Khan Academy, Typing.com, IXL, Amplify, iReady, BrainPop, etc.

English Language Development (ELD)

Superior provides targeted support for English learners through:

- Designated and integrated ELD instruction aligned with CA ELD Standards.
- Scaffolding strategies to support language acquisition and academic vocabulary.
- Small-group and individualized support to develop listening, speaking, reading, and writing skills.

Mathematics Instruction

At Superior, all students build mathematical proficiency and mastery through a curriculum aligned with the Common Core State Standards (CCSS). The foundation of our math program includes, the district-adopted text, *Illustrative Mathematics (IM)*, and enrichment programs such as supplementary materials, and grade level developed concept lessons. Our approach is further strengthened by the principles of *Cognitively Guided Instruction (CGI)*, which focus on understanding students' mathematical thinking and building on their natural problem-solving strategies.

Key components of our approach include:

- **Daily Number Sense Routines:** These sessions strengthen computational fluency, number sense, and mathematical flexibility.
- **Non-Verbal Signals:** Students use non-verbal signals during math discussions to actively engage, check understanding, and refine their mathematical thinking.
- **Three-Phase Problem Solving:** In the first phase, students learn to unpack a math story to make sense of the problem. This structured approach encourages students to construct mathematical arguments using a variety of strategies. It fosters their ability to ask clarifying questions, refine solutions, and enhance their reasoning.
- **Cognitively Guided Instruction (CGI):** Instruction is rooted in understanding students' individual thought processes. Teachers use this knowledge to design tasks that align with students' current strategies while encouraging deeper conceptual understanding and the development of new problem-solving approaches.
- **Differentiated Instruction:** Instruction is tailored to meet the diverse needs of learners, enhancing their conceptual understanding, computational skills, problem-solving abilities, and reasoning.
- **Cross-Disciplinary Connections:** Mathematics is integrated across disciplines through programs such as STEM, music, and art.
- **Engaging Learning Activities:** Students participate in purposeful activities designed for paired groups, small groups, rotations, and independent work, with groupings intentionally structured to meet individual learning needs.

- Real-World Problem Solving: Students apply their mathematical understanding to analyze and solve real-world problems. This includes using tools such as diagrams, pictures, manipulatives, tables, graphs, number lines, input/output tables, equations, and written explanations.
- Grade-Level Tools and Technology: Students deepen their understanding by using tools appropriate for their grade level and applying technology through programs such as iReady and ST Math. These resources extend classroom learning and allow students to practice skills at home.

With *Illustrative Mathematics (IM)* and *Cognitively Guided Instruction (CGI)* as integral components, students are supported in developing critical thinking, reasoning, and collaborative problem-solving skills. This comprehensive approach ensures that all students can effectively apply mathematical concepts in the classroom and in everyday life.

Science

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

- Students frequently use hands-on experiments and apply the scientific method to explore and discover scientific phenomena and concepts. They learn to form questions, research, hypothesize, gather and analyze information, and draw conclusions from their data.
- Students develop scientific knowledge through a spiraling learning process that builds upon prior knowledge and experience as students progress through the grade levels.
- Integration of journaling and writing through data gathering, note-taking, recording observations, asking questions, summarizing key concepts, and vocabulary in a science notebook is a powerful way our teachers use to support active learning and long-term retention. This approach aligns well with the inquiry-based and reflective nature of science learning, encouraging students to engage with the material on a deeper level.
- Engage in science practices throughout the disciplines which allows students to develop science knowledge and investigative/ inquiry skills.
 - Develop and use models to represent abstract concepts
 - Provide opportunities to work in small groups to design models while merging mathematical, science, and engineering skills in the STEAM (Science, Technology, Engineering, Art, and Math) activities
 - Plan and carry out investigations and learn to fine-tune the research methods for the STEAM outcomes

- In addition, we provide enrichment opportunities through our Saturday robotics and engineering classes (if the funding permits). The robotics enrichment class offers students the opportunity to engage in hands-on learning, where they can build and use code to program robots to tackle various challenges. The engineering program provides students with the opportunity to engage with engineering concepts early, helping them understand the world around them and how they can contribute to improving it. By introducing engineering principles at a young age, the program encourages creative problem-solving, critical thinking, and practical application of STEAM knowledge. Through hands-on activities and real-world challenges, students develop the skills needed to explore and innovate in fields they may not have previously considered. This early exposure can serve as a stepping stone toward a STEAM pathway, fostering future careers in engineering, technology, and beyond. These enrichment opportunities are designed to challenge and accelerate learning, aiming to nurture the next generation of innovators, thinkers, and problem-solvers who will shape the future.

History/Social Studies

All students acquire a foundational knowledge of civics, history, cultures, geography, economics, community, cities, states, and countries that promote the skills necessary for participating in a diverse society and the global community. Teachers utilize the district-adopted curriculum, teacher-created lesson plans and activities, and project-based learning opportunities.

- Multicultural holidays and months are observed through various curricular activities including art, writing, discussions, and projects that teach students about tolerance, equality, and social justice.
- Holiday performances celebrate and honor students' diverse cultures and beliefs.
- The prompts of Depth and Complexity are applied to social studies lessons and discussions to investigate Changes Over Time, Patterns of Events, Ethics, Details, Trends, and Big Ideas.
- Activities and lessons incorporate the curricular areas of language arts, music, art, dance, and technology. 4th and 5th-grade students participate in a special theatre program that brings history to life through the collaborative development and live performances of "Song of Sitting Bull" and "Galileo's Crime."
- We strive to instill in students a consciousness of practicing citizenship in their community through activities such as the Thanksgiving Food Drive, character education, student leadership roles, student council voting, recycling, and beautification of our campus. We've implemented a "Hero for Zero" program and a community of student leaders that work to save energy throughout our campus by promoting a reduction of our carbon footprint.

Integration of the Arts

Students in TK-5th grade actively engage in both music and visual arts through direct instruction and integrated classroom lessons, enriching their overall educational experiences. Each classroom benefits from six-week sessions led by credentialed music and visual arts teachers, ensuring high-quality instruction in both disciplines. An annual music program showcases students' talents and learning in a vibrant schoolwide performance, fostering collaboration and honing essential performance skills.

In 4th and 5th grades, students participate in ballroom dance and the 'Spirit Series,' where they explore theatrical storytelling. This unique program promotes physical activity while deepening their appreciation for the history and cultures of indigenous peoples. Meanwhile, students in Kindergarten through 3rd grade study various known visual artists, engage in writing about their works and create their art pieces, which enhances their critical thinking and creativity.

Our student body is enthusiastically invited to participate in a diverse array of opportunities beyond the school day for field trips—funding permitting—that provide enriching experiences at live performances and artistic venues. These outings not only enhance their appreciation for the arts but also complement any arts-based enrichment classes offered in our afterschool program. Through these opportunities, students engage with creativity and culture in meaningful ways, fostering a deeper connection and inspiring their own artistic expressions.

Overall, this comprehensive arts program not only cultivates students' creative skills but also significantly supports their cognitive development. They have an enriched appreciation for diverse traditions, values, and perspectives, promoting respect and empathy, and laying a strong foundation for lifelong learning and appreciation of the arts.

Health and Physical Education

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

- Assist students in learning and applying concepts of good physical, social, and emotional health including nutrient and substance abuse.
- Follow "The Great Body Shop" curriculum for grades K-5.
- Provide students with physical education instruction that includes 200 minutes every 10 days in grades 1-5.

- FITNESSGRAM physical performance test is administered to all students in 5th grade.
- Utilize GoNoodle to excite students, take brain breaks, stimulate brain activity, and encourage movement throughout the day.
- Encourage students to stay fit through events, such as the Color Walk, where the involvement of parents, teachers, and staff promotes and celebrates a healthy lifestyle.

Technology

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

- All classrooms are equipped with a smart board.
- Computers and printers have been installed in each classroom to provide students with the ability to gather, evaluate, and use research.
- All TK-2 classrooms have a technology cart containing iPads in a 1-1 ratio.
- All 3-5 classrooms have a technology cart containing laptops in a 1-1 ratio.
- These carts provide students with the ability to work on their own personal device.
- Students in grades 3-5 use laptops to practice Common Core standard-based questions and IABs to prepare for SBA.
- Students learn Internet research skills, safety, and responsibility through digital citizenship lessons.
- Students in the upper grades are taught how to access Google Docs to promote collaboration amongst students by providing the versatility to work on projects both in and out of school.
- A STEAM lab with Robotics and Engineering equipment have been implemented for student and faculty use.

Intervention and Enrichment

Superior provides robust intervention and enrichment programs, ensuring all students meet their potential. Differentiated instruction, small-group sessions, and enrichment activities support academic growth and engagement.

This comprehensive curriculum prepares Superior's students for academic success and lifelong learning while fostering creativity, critical thinking, and collaboration.

5th Grade Team Teaching

Fifth grade students have the unique opportunity to benefit from a team teaching program. In preparation for middle school, fifth-grade teachers work in collaboration to provide a comprehensive, rigorous academic program. The fifth graders spend the day moving between three different periods and classrooms where they receive instruction in language arts, math, science, social studies, health, art, and physical education. Students gain skills in self-advocacy and autonomy as they become responsible for moving their materials from room to room as well as speak to various teachers about their classwork. It is expected that students monitor their assignments, message teachers digitally, and ask questions for clarification to build their skills as independent and self-directed learners. Additionally, students lead their own parent-teacher conferences and become an active part in their pathway to growth. This aspect of our fifth-grade program has significantly helped students be well prepared for the demands of middle school. They learn to prepare for a specialized schedule and how to work with different teachers. Community middle schools and previous parents and students have provided amazing feedback in support of our unique program. Our fifth-grade students benefit from having not only one homeroom teacher monitoring their progress, but an entire team of three teachers analyzing their progress for success, areas to support, and areas to intervene.

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.

The philosophy of Transitional Kindergarten (TK) is to provide a play-based curriculum that helps children develop the skills they need for kindergarten.

- **Developmentally appropriate:** TK is designed for children with late birthdays.
- **Play-based:** TK is a learning environment where children learn through play and interaction with each other.
- **Slower pace:** TK is taught at a slower pace than regular kindergarten, with more time for art projects, active listening, and play.
- **Focus on early learning:** TK focuses on early learning and fine motor skills.
- **Social skills:** TK helps children learn how to make friends, resolve conflicts, and be respectful and kind to one another.
- **Exposure to literature:** TK exposes children to literature to develop a love of books, reading, writing, and drawing.

- **Grace period:** TK gives children a "grace period" to learn the routines and expectations of being in school.

TK can also help Spanish-speaking multilingual learners become more acquainted with English prior to kindergarten. TK teachers design classrooms to include accessible learning centers that cultivate curiosity. They also construct activities so that each child is challenged at the right level.

Collaborative Classroom Component:

Universal Transitional Kindergarten Collaborative Classroom (UTK/CC) is a full day inclusive program for young children. The classroom is composed of 20 general education students and special education students who have an Individualized Education Plan (IEP). Inclusion is vital because it promotes diversity and equity, builds empathy and acceptance, and provides positive outcomes for all children. In addition, it creates positive support networks for families, improves attitudes and self-esteem for all students and families, and prepares all for later schooling. A licensed General Education Teacher, Special Education Teacher, and 2 classroom aides collaborate to support language, literacy, math, and social emotional development. The Creative Curriculum as well as the Preschool/Transitional Kindergarten Learning Foundations (PTKLF) are implemented to promote overall development. Utilizing a play based approach, the program aims to improve children's cognitive, social skills, and foster a love of learning.

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.

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

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

minutes, as set forth in E.C.47612.5

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

Daily Bell Schedule

Regular Days

| | Start of Class | Start of Recess | End of Recess | Start of Lunch | End of Lunch | Dismissal |
|-------------------------------------|-----------------------|------------------------|----------------------|-----------------------|---------------------|------------------|
| Universal Transitional Kindergarten | 8:00 a.m. | 9:20 a.m. | 9:40 a.m. | 11:00 a.m. | 11:40 a.m. | 2:23 p.m. |
| Kindergarten | 8:00 a.m. | 9:40 a.m. | 10:00 a.m. | 11:20 a.m. | 12:00 p.m. | 2:23 p.m. |
| Grades 1-3 | 8:00 a.m. | 9:55 a.m. | 10:15 a.m. | 12:00 p.m. | 12:40 p.m. | 2:23 p.m. |
| Grades 4-5 | 8:00 a.m. | 10:20 a.m. | 10:40 a.m. | 12:20 p.m. | 1:00 p.m. | 2:23 p.m. |

Professional Development Banked Days

| | Start of Class | Start of Recess | End of Recess | Start of Lunch | End of Lunch | Dismissal |
|-------------------------------------|-----------------------|------------------------|----------------------|-----------------------|---------------------|------------------|
| Universal Transitional Kindergarten | 8:00 a.m. | 9:20 a.m. | 9:40 a.m. | 11:00 a.m. | 11:40 a.m. | 1:23 p.m. |
| Kindergarten | 8:00 a.m. | 9:40 a.m. | 10:00 a.m. | 11:20 a.m. | 12:00 p.m. | 1:23 p.m. |

| | | | | | | |
|------------|-----------|------------|------------|------------|------------|-----------|
| Grades 1-3 | 8:00 a.m. | 9:55 a.m. | 10:15 a.m. | 12:00 p.m. | 12:40 p.m. | 1:23 p.m. |
| Grades 4-5 | 8:00 a.m. | 10:20 a.m. | 10:40 a.m. | 12:20 p.m. | 1:00 p.m. | 1:23 p.m. |

Minimum Days

| | Start of Class | Start of Brunch | End of Brunch | Dismissal |
|-------------------------------------|----------------|-----------------|---------------|------------|
| Universal Transitional Kindergarten | 8:00 a.m. | 10:00 a.m. | 10:30 a.m. | 12:48 p.m. |
| Kindergarten and First | 8:00 a.m. | 10:00 a.m. | 10:30 a.m. | 12:48 p.m. |
| Grades 2-3 | 8:00 a.m. | 10:40 a.m. | 11:10 a.m. | 12:48 p.m. |
| Grades 4-5 | 8:00 a.m. | 11:20 a.m. | 11:50 a.m. | 12:48 p.m. |

Transitional Kindergarten

| TIME | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 8:00-8:30 | Centers | Centers | Centers | Centers | Center |
| 8:30-9:00 | Language Arts | Language Arts | Language Arts | Language Arts | |
| 9:00-9:20 | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast |
| 9:20-9:40 | Recess | Recess | Recess | Recess | Recess |
| 9:45-9:55 | Water/ Bathroom Break | Water/ Bathroom Break | Water/ Bathroom Break | Water/ Bathroom Break | Water/ Bathroom Break |
| 9:55-10:30 | Soc.Studies/ Science | Soc.Studies/ Science | Soc.Studies/ Science | Soc.Studies/ Science | Soc.Studies/ Science |

| | | | | | |
|--------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| 10:30-11:00 | Body Awareness |
| 11:00-11:40 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 11:45-11:55 | Water/ Bathroom Break | Water/ Bathroom Break | Water/ Bathroom Break | Water/ Bathroom Break | Water/ Bathroom Break |
| 12:00-12:20 | Rest Time |
| 12:30-1:15 | Math | Math | Math | Math | Math |
| 1:15-2:00 | Social Emotional Learning | Social Emotional Learning | Social Emotional Learning | Social Emotional Learning | Social Emotional Learning |
| 2:00-2:20 | Story Time |

Kindergarten

| TIME | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|---|---|--|--|---|
| | | | | | |
| 8:00-8:30 | Attendance, dELD, CKLA Language Arts | Attendance, dELD,CKLA Language Arts | Attendance, dELD, CKLA Language Arts | Attendance, dELD,CKLA Language Arts | Attendance, dELD,CKLA Language Arts |
| 8:30-9:20 | Language Arts, dELD Academy, Breakfast | Language Arts, dELD Academy, Breakfast | Language Arts,dELD Academy, Breakfast | Language Arts,dELD Academy, Breakfast | Psychomotor 8:30-9:15 Breakfast |
| 9:20-10:00 | RECESS | RECESS | RECESS | RECESS | RECESS |
| 10:00-11:20 | CKLA, dELD cont | CKLA, dELD cont | CKLA, dELD cont | CKLA , dELD cont | CKLA, dELD cont |
| 11:20-12:00 | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| 12:00-1:00 | IM Math, Centers | IM Math, Centers | IM Math, Centers | IM Math, Centers | IM Math, Centers |

| | | | | | |
|------------------|---|---|---|---|---|
| 1:00-2:10 | Social Studies, Science, Integrated Arts, Social Emotional Learning Lessons, Health | Social Studies, Science, Integrated Arts, Social Emotional Learning Lessons, Health | Social Studies, Science, Integrated Arts, Social Emotional Learning Lessons, Health | Social Studies, Science, Integrated Arts, Social Emotional Learning Lessons, Health | Social Studies, Science, Integrated Arts, Social Emotional Learning Lessons, Health |
| 2:10-2:23 | PE | PE | PE | PE | PE |

First Grade

| TIME | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| 8:00-8:15 | BIC | BIC | BIC | BIC | BIC |
| 8:15-8:30 | Morning Meeting |
| 8:30-9:10 | Academy | Academy | Academy | Academy | Academy |
| 9:10-10:00 | Language Arts | Language Arts | Language Arts | Language Arts | Psychomotor 9:15-10 |
| 9:30-10:00 | dELD | dELD | dELD | dELD | dELD |
| 10:00-10:20 | Recess | Recess | Recess | Recess | Recess |
| 10:20-11:30 | Math | Math | Math | Math | Math |
| 11:30-12:00 | P.E | P.E | P.E | P.E | P.E |
| 12:00-12:40 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:40-2:23 (1:23 on Tuesdays) | Health/Science/Social Studies/SEL/Art |

2nd Grade

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---------------------------|---------------------------------------|---------------------------|-----------------------------------|------------------------------|
| 8:00-8:20 | BIC / Morning Journal | BIC / MJ | BIC / MJ | BIC / MJ | BIC / MJ |
| 8:20- 8:30 | SEL | SEL | SEL | SEL | SEL |
| 8:30- 9:15 | ELA - CKLA | ELA - CKLA | ELA - CKLA | ELA - CKLA | ELA - CKLA |
| 9:15-9:55 | ELA / Academy | ELA / Academy | ELA / Academy | ELA / Academy | ELA / Academy |
| 10:00-10:20 | Recess | Recess | Recess | Recess | Recess |
| 10:20-11:15 10:45-11:15 | ELA - CKLA ELD | ELA - CKLA ELD | ELA - CKLA ELD | ELA - CKLA ELD | ELA - CKLA ELD |
| 11:15-11:45 | PE | PE | PE | PE | Psychomotor (10:45-11:30) |
| 11:45-12:00 | Math (NSR) | Math | Math | Math | Math |
| 12:00-12:40 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:40- 1:30 | Math | Math Early Dismissal 1:23 pm | Math | Math | Math |
| 1:30- 2:18 | Science / Soc. Studies | | Science / Soc. Studies | Science / Soc. Studies/ Health | Health / Art |
| 2:18- 2:23 | Clean up / Dismissal | | Clean up / Dismissal | Clean up / Dismissal | Clean up / Dismissal |

3rd Grade

| TIME | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|---------------|---------------|---------------|---------------|---------------|
| 8:00-8:15 | BIC | BIC | BIC | BIC | BIC |
| 8:15-8:30 | SEL | SEL | SEL | SEL | SEL |
| 8:30-9:15 | Language Arts |
| 9:15-9:55 | Academy | Academy | Academy | Academy | Academy |
| 10:00-10:20 | Recess | Recess | Recess | Recess | Recess |

| | | | | | |
|--|--|--|--|--|--|
| 10:25-10:55 | dELD | dELD | dELD | dELD | dELD |
| 10:20-11:30 | Math | Math | Math | Math Psychomotor 10:45-11:30 | Math |
| 11:30-12:00 | P.E | P.E | P.E | | P.E |
| 12:00-12:40 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:40-2:23 (1:23 on Tuesdays) | Health/Science /Social Studies/Art | Health/Science /Social Studies/Art | Health/Science /Social Studies/Art | Health/Science /Social Studies/Art | Health/Science /Social Studies/Art |

4th Grade

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|----------------------------|--|--|--|
| 8:00-8:20 | BIC and SEL | BIC and SEL | BIC and SEL | BIC and SEL | BIC and SEL |
| 8:20-10:00 | Language Arts | Language Arts | Language Arts | Language Arts | Language Arts |
| 9:25-9:55 | PE | PE | PE | PE | PE |
| 9:55-10:25 | ELA and ELD | ELA and ELD | ELA and ELD | ELA and ELD | ELA and ELD |
| 10:25-10:45 | Recess | Recess | Recess | Recess | Recess |
| 10:45-11:30 | Academy | Academy | Academy | Academy | Academy |
| 11:30-12:20 | Math | Math | Math | Math | Math |
| 12:20-1:00 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 1:00-2:23 (1:23 pm on Tuesdays) | Health/Science /Social Studies/Art | Science/ Social Studies | Health/Science /Social Studies/Art | Health/Science /Social Studies/Art | Health/Science /Social Studies/Art |

5th Grade

| TIME | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------------------|---|---|---|---|---|
| 8:00-8:20 Homeroom | -Breakfast -Morning walk -Morning meeting(SEL) |

| | | | | | |
|---|--|-----------------------------------|---|--|---------------------------------------|
| 8:20-9:50 1st Period | ELA/ELD Science Math | ELA/ELD Social Studies Math | ELA/ELD Science Math | ELA/ELD Social Studies Math | ELA/ELD Science Math Health |
| 9:50-10:25 2nd Period | ELA/ELD Science Math | ELA/ELD Social Studies Math | ELA/ELD Science Math | Psychomotor ELA/ELD Social Studies Math | ELA/ELD Science Math Health |
| 10:25-10:45 | Recess | Recess | Recess | Recess | Recess |
| 10:45-11:40 2nd Period | ELA/ELD Science Math | ELA/ELD Social Studies Math | ELA/ELD Science Math | ELA/ELD Social Studies Math | ELA/ELD Science Math Health |
| 11:40-12:20 3rd Period | ELA/ELD Science Math | ELA/ELD Social Studies Math | ELA/ELD Science Math | ELA/ELD Social Studies Math | ELA/ELD Science Math Health |
| 12:20-1:00 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 1:00-2:23 (1:23 on Tuesdays) 3rd Period | -Finish 3rd period subjects -Library | -Finish 3rd period subjects | -Finish 3rd period subjects -PE/Ballroom Dancing | -Finish 3rd period subjects | -Finish 3rd period subjects -PE |

| 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 | 134 | 323 | 39 | 263 | 10 | 253 | 0 | | 183 | 36000 | 56069 | 20069 |
| 1 | Yes | 134 | 323 | 39 | 263 | 10 | 253 | 0 | | 183 | 50400 | 56069 | 5669 |
| 2 | Yes | 134 | 323 | 39 | 263 | 10 | 253 | 0 | | 183 | 50400 | 56069 | 5669 |
| 3 | Yes | 134 | 323 | 39 | 263 | 10 | 253 | 0 | | 183 | 50400 | 56069 | 5669 |
| 4 | Yes | 134 | 323 | 39 | 263 | 10 | 253 | 0 | | 183 | 54000 | 56069 | 2069 |
| 5 | Yes | 134 | 323 | 39 | 263 | 10 | 253 | 0 | | 183 | 54000 | 56069 | 2069 |
| 6 | Select Y/N | | | | | | | | | 0 | 54000 | 0 | -54000 |
| 7 | Select Y/N | | | | | | | | | 0 | 54000 | 0 | -54000 |
| 8 | Select Y/N | | | | | | | | | 0 | 54000 | 0 | -54000 |
| 9 | Select Y/N | | | | | | | | | 0 | 64800 | 0 | -64800 |
| 10 | Select Y/N | | | | | | | | | 0 | 64800 | 0 | -64800 |
| 11 | Select Y/N | | | | | | | | | 0 | 64800 | 0 | -64800 |
| 12 | Select Y/N | | | | | | | | | 0 | 64800 | 0 | -64800 |

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.

Superior’s Professional Development (PD) includes district priorities, which are implementing the California Standards in ELA, mathematics, History/Social Sciences, NGSS, and English Language Development. Our plan will improve instruction through the implementation of the English Learner Master Plan and the incorporation of culturally relevant and responsive teaching. We focus on the Teaching and Learning Framework Rubrics to improve teaching and learning across all grade levels. Our professional development model centers around a Plan-Do-Study-Act (PDSA) cycle of

inquiry and problem-solving to improve student outcomes. The analysis of student data and work samples are used as the anchor for building professional practice and professional learning goals. We develop grade level SMART goals to support the cycle of identifying, reviewing, and analyzing student achievement data.

At Superior, the professional developments will be divided into two sections; local and district. Local professional development is determined by classroom teachers based on program needs such as technology or implementing new programs. District professional development is the “must-do” topics such as the English Learner Master Plan and the common core state standards. 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. Members of the Leadership Council meet to begin planning PDs for the upcoming school year. A needs assessment is provided to each grade level for input and ideas. The Instructional Leadership Team (ILT) will analyze data to determine areas for additional professional development. Weekly grade level meetings, in addition to professional development, provide the opportunity to analyze periodic assessments and collaborate on how to best meet the needs of all students.

We believe in the power of professional development and working collaboratively with our colleagues to share best practice and areas of expertise. Some examples of PDs are: STEAM, Common Core lessons for ELA or math, Cognitively Guided Instruction (CGI) practices, instructional technology and integration, NGSS, etc.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

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

As a District-affiliated charter school, Superior Elementary follows the District’s English Learner Master Plan and adheres to all applicable federal, state, and District policies and procedures related to English learner programs.

At Superior Elementary, we take an assets-based approach to English Language Development (ELD) instruction. Our teachers foster a mindset that values and affirms the cultures and languages of our students and families, while empowering students’

voices and cultivating a joy of learning. Superior provides a rigorous academic program for all students, including English learners (EL). EL students participate in intellectually challenging and developmentally appropriate instruction, which promotes proficiency in English, including academic language, during Designated ELD (dELD), as well as achievement across the curriculum during Integrated ELD (iELD). ELPAC levels 1 - 4 receive 30 minutes of instruction minimum per day in addition to grade-level core reading/language arts. Most grade levels have one EL classroom, though due to our growing EL population, some grade levels may have two EL classrooms.

At Superior Elementary, our Comprehensive ELD Program is designed to help English Learners (ELs) become proficient in English while meeting grade-level academic standards. This program includes two key components: Designated ELD (dELD) and Integrated ELD (iELD).

Designated ELD (dELD) is a dedicated time during the school day where teachers focus specifically on building students' English language skills. At Superior, this is a protected 30-minute time block, which can either be taught as one continuous session or divided into smaller parts throughout the day. During dELD, teachers use the California ELD standards to guide explicit instruction in listening, speaking, reading, and writing. Students practice the constructive conversation skills of creating, clarifying, fortifying and negotiating through activities like small group work, pair-sharing, and whole-class discussions, helping them learn how to communicate effectively in English.

Integrated ELD (iELD) is taught throughout the day and across all subject areas. While students are learning academic content, they are also developing their English language skills. Teachers use the California ELD standards alongside the California Content Standards to ensure that students are not only learning the subject matter but also improving their English proficiency.

Additionally, instructional aides at Superior support our EL students by offering more opportunities for structured conversations. These conversations help students practice speaking, listening, and using new vocabulary, grammar, and pronunciation in real-world contexts. To ensure the success of our English Learner (EL) students, Superior Elementary employs a part-time Targeted Student Population (TSP) Advisor who oversees the EL program and works closely with families and teachers. The TSP Advisor ensures that the District's English Learner Master Plan is followed, all responsibilities are met, and students receive the necessary support to succeed academically and achieve reclassification. Additionally, the TSP Advisor plays a key role in monitoring EL student progress by regularly meeting with the Student Support and Progress Team (SSPT) to determine whether students are on track to meet reclassification criteria. If students are not meeting these goals, the TSP Advisor

collaborates with the SSPT and teachers to develop strategies and next steps, ensuring students receive the targeted support they need to meet both reclassification and grade-level expectations. In this way, the TSP Advisor helps ensure that EL students and their families are fully supported throughout the learning process, providing guidance and resources to help every student thrive.

At Superior Elementary, our goal is for English Learners to progress by one English Learner Progress Indicator (ELPI) level each year, as measured by the ELPAC assessment. The ELPI is a state indicator that tracks student progress toward English proficiency. To support this goal, we ensure that our EL teachers understand reclassification criteria, can effectively analyze EL data, and create action plans that help students advance toward reclassification. This focused support helps us ensure our EL students meet the reclassification criteria.

The chart below shows the amount of students that reclassified over the last 3 school years. Although the District's reclassification criteria has shifted from year to year, Superior is moving towards meeting the District's current goal of reclassifying 25% of our English learners.

| School Year | # EL # Reclassified | % Reclassified |
|-------------|---------------------|----------------|
| 2024-2025 | 4* | 6%* |
| 2023-2024 | 18 | 27% |
| 2022-2023 | 21 | 35% |

- as of December 2024

Gifted and Talented Students and Students Achieving Above Grade Level

Charter Schools 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.

Superior Street Elementary School identifies gifted and talented students through a structured referral, screening, and assessment process designed to ensure equitable access to GATE services. Referrals can be initiated by teachers, parents, or community members, with the GATE coordinator serving as the point of contact to begin the process. During the screening phase, a GATE committee evaluates the student's readiness and appropriate identification category by observing the student, reviewing academic records, and consulting with teachers. For the intellectual category, the LAUSD psychologist conducts further assessments to finalize eligibility. The school adhering to LAUSD's GATE identification process ensures compliance with district policies, reimbursing LAUSD for GATE testing and processing through a fee-for-service arrangement.

At Superior Street Elementary School, GATE students are clustered together to facilitate targeted, differentiated instruction that meets their advanced learning needs and supports them in reaching their highest potential. Teachers of GATE classes incorporate depth and complexity frameworks by using prompts that encourage students to explore big ideas, analyze multiple perspectives, identify patterns, and delve into ethical considerations. Students are encouraged to "think like a disciplinarian," engaging in tasks that reflect the thought processes of experts in disciplines such as science, history, and mathematics. In addition, differentiation strategies include integrating higher-order thinking skills and designing open-ended projects that require analysis, synthesis, and evaluation. To maintain their expertise in gifted education, GATE teachers complete 16 hours of annual professional development focused on current strategies, resources, and best practices for engaging and inspiring gifted learners. This ongoing training ensures instruction remains rigorous, relevant, and responsive to the diverse needs of GATE students.

In addition, GATE students have the opportunity to participate in Saturday Enrichment classes including Engineering classes, robotics, and Environmental Science Clubs (while funds permit). Students engage in hands-on, real-world problem-solving tasks that are relevant to their lives and communities. These enrichment experiences are designed to tap into students' strengths and personal experiences, encouraging them to think creatively and critically. In engineering classes, students collaborate with peers, use various forms of communication, and apply engineering practices to create innovative and original designs. These activities help students deepen their understanding of engineering concepts while fostering an engineering identity.

Parent workshops at the school focus on working with their GATE children to assist them with academics, as well as positive behavior supports both for at home and within their everyday lives. Superior families of GATE students are encouraged to attend workshops and be involved in helping their child meet their highest potential.

GATE students meet or exceed proficiency on the Smarter Balanced State Test in English Language Arts (ELA) by 96% and in Math by 100%, demonstrating the positive impact of academic rigor and targeted support in their learning. This high level of achievement reflects the effectiveness of differentiated instruction that challenges GATE students to reach their full potential. Through a curriculum designed to cultivate critical thinking, problem-solving, and discipline-specific skills, GATE students not only perform well academically but also build a strong foundation for lifelong learning and success.

Students Achieving Below Grade Level

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

DIBELS is given to K-2 students through progress monitoring as a diagnostic tool to assess all students in grades K-2. DIBELS is also used for assessing students who receive resource services and EL students in grades 3-5. i-Ready assessments: Beginning of the Year (BOY), Middle of the Year (MOY) and End of the Year (EOY) are given to all students. Classrooms use the 95% Chip Kits and Multisyllabic Routines as tools. They are progress monitored throughout the year. If progress is not demonstrated, strategies are adjusted to meet their needs. Data from these different assessments is collected and studied by teachers independently and at grade-level collaboration meetings. These students will be provided intervention during school and after school to address their specific weaknesses in achievement. Our goal is to have each student performing at least at the proficient level.

Low achieving learners will be provided with intervention to address their specific weaknesses in many ways. In the classroom, teachers and grade-level aides will provide small group intervention and reinforcement of skills during Academy/Small Group time daily for 40 minutes. For grades K-2, ELLP Academy will address specific weaknesses with student groupings based on DIBELS. Academy occurs 5 days a week for 40 minutes. For grades 3-5, after school intervention sessions are provided for students who are below grade level. Teachers initiate and conduct Student Success and Progress Team (SSPT) meetings for struggling students. Our meeting includes administration, a Resource Specialist teacher, the General Education classroom teacher, and the student's parents. This team comes together to support and discuss strategies to help students in the classroom and at home. There is a follow-up meeting

set up to ensure that the discussed strategies are indeed helping the student progress and if not, then new strategies, methods, and interventions are then discussed and put into place.

Socioeconomically Disadvantaged

Superior currently has a half-time Targeted Student Population (TSP) Coordinator who plays a key role in identifying and supporting socioeconomically disadvantaged students. Identification begins with data analysis using district dashboards, including the California Dashboard, LAUSD's Whole Child, LAUSD's Focus, iReady, and DIBELS. These tools help pinpoint students who qualify for additional support based on socioeconomic factors.

Once identified, the TSP Coordinator collaborates with classroom teachers and support staff to address the unique needs of these students. Services and supports may include access to academic resources, social-emotional learning programs, counseling services, and opportunities for enrichment activities such as after-school clubs and extracurricular programs. These services are delivered both within the classroom and through targeted pull-out or small-group sessions facilitated by credentialed staff and specialized support personnel.

To ensure ongoing effectiveness, progress monitoring is conducted regularly by the TSP Coordinator, classroom teachers, and school administration. This includes reviewing academic data, attendance records, and behavioral trends, as well as gathering input from families to address any barriers to learning. Adjustments to services and supports are made as needed to ensure students have equitable access to resources and opportunities for success. Superior is committed to fostering an inclusive and supportive environment that empowers socioeconomically disadvantaged students to thrive academically, socially, and emotionally.

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

Foster Youth and Students Experiencing Homelessness

At Superior, foster youth make up only 1% of the current student population, based on data collected from MyData and MiSiS. Similarly, information about Standard English Learners (SELs) is obtained from MyData, a web-based platform that provides schools with accessible and actionable student data. This resource enables Superior to tailor instruction to meet the unique needs of each student.

Regular collaboration with the Foster Youth Achievement Program Counselor and Homeless Liaison ensures that the educational, physical, and mental health needs of foster youth students are addressed. These visits also keep the school informed of any changes in the student's living situation. Coordination between the counselor, teachers, and administrators is a key component of this support system.

When necessary, a Student Success and Progress Team (SSPT) meeting will be convened to address specific concerns. The academic progress of foster youth is closely monitored in alignment with district assessment timelines.

Standard English Learners (SELs)

Once Standard English Learners (SELs) are identified, we dedicate ourselves to supporting those who are not yet proficient in standard or academic English. All students are given equitable and meaningful access to the core curriculum. Instruction is tailored to address the specific needs of SELs. Teachers participate in professional development focused on culturally and linguistically responsive instructional practices. Our school culture promotes collaboration and positive interactions, creating an environment where students have the greatest opportunity to achieve proficiency.

For Charter Schools Identified as “High Performing” by the CDE

As a high-performing charter school identified by the California Department of Education (CDE), Superior is dedicated to sharing its promising practices with other traditional and charter public schools serving similar grade levels. This includes hosting professional development workshops and inviting educators from other schools to participate in instructional rounds and leadership team meetings. Superior will also share best practices through collaborative networks, and social media posts that highlight successful strategies such as the implementation of Academies for targeted small-group instruction, effective use of quick writes across disciplines, and data-driven intervention models. Through these efforts, Superior aims to contribute to the broader educational community by promoting strategies that lead to improved student outcomes across diverse school settings.

“A TYPICAL DAY”

Breakfast in the Classroom

Students begin their day by settling into their classrooms and having breakfast. This time serves not only as a meal break but also a time to bond with classmates and prepare mentally for the day ahead.

Monday Morning Assembly (via Zoom)

The school gathers together virtually for a Monday morning assembly. Student Council and staff lead the assembly, highlighting key events, student achievements, and setting a positive tone for the week. This can also include a brief SEL (Social-Emotional Learning) activity or a motivational talk.

Academy Small Group Instruction

Students break into small groups based on their academic needs, where they receive targeted support in subjects like math or reading. Academy time might also be used to provide enrichment for advanced students. Specialists, such as reading and math instructors, work with students who need extra help to meet grade-level expectations, providing personalized differentiated instruction and intensive intervention.

SEL Time

Social-Emotional Learning (SEL) is integrated into the school day to help students develop emotional intelligence, resilience, and interpersonal skills. This could include mindfulness exercises, discussions about empathy, or activities aimed at helping students understand and manage their emotions.

Core Instruction

Teachers engage students in whole-group instruction. This might include lessons in language arts, math, science, or social studies. During this time, students are exposed to key concepts and participate in discussions, projects, and activities that align with their grade-level curriculum.

Lunch & Recess

Students get two breaks throughout the day. A 20 minute recess break and 40 minute lunch break. During the lunch break students get 20 minutes to eat and 20 minutes to play and socialize. This allows them time for physical activity and social interaction. This

is also an important time for students to recharge and unwind before the afternoon activities begin.

Library Time

Students visit the school library, where they have the opportunity to browse books, check out their selections, and participate in a read-aloud session led by the librarian. The librarian may read a story aloud to the class, introduce new books, or engage students in discussions about reading. This encourages a love for books and literacy while helping students explore new genres and authors.

Intervention Time / Pull-Out Sessions

For students who need additional support in reading or math, specialists pull them out of the classroom for small-group intervention sessions. These students work on specific skills to improve their performance in those subjects.

Enrichment Programs

After academic instruction, students participate in enrichment activities, which could vary depending on the day or the program. Options might include:

- **Theater:** Drama-based activities and improv.
- **Visual Arts:** Creative projects using different art mediums
- **Music:** Learning to play instruments, singing, or group music-making.
- **Gardening:** Hands-on outdoor learning where students get to plant, nurture, and learn about sustainability.

Psychomotor Time (Planning for Teachers)

Grade-level teachers meet to plan together, with this time psychomotor activities are conducted on the yard. While the teachers collaborate on lesson plans, students may engage in physical activities such as exercise, dance, or movement-based learning.

After School: After-School Enrichment Programs

Once the school day ends, students have access to after-school programs that offer further enrichment and support. These might include:

- Extended arts classes
- Academic tutoring for students who need additional help with schoolwork
- Clubs or hobby groups (e.g., robotics, stem, pottery, engineering)
- Extended library hours for homework help

This schedule combines academic rigor, social-emotional development, and plenty of opportunities for creative expression and physical activity, helping students develop into well-rounded individuals. The integration of small group instruction, intervention, and enrichment makes it possible to address individual student needs while offering a broad, engaging curriculum.

**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.

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

The annual goals, for all students and for each subgroup of students, for each of the eight state priorities are as follows:

1) Academic Excellence

Superior will increase the number of students achieving proficiency on CAASPP, CCSS on English Language Arts, Mathematics and ELPAC assessments by progress monitoring and supporting students with professional development for staff and parents, after school tutoring and SDAIE strategies for English Learners.

2) Joy and Wellness

The school will annually increase our attendance rate to 96% or higher, while decreasing chronic absenteeism by maintaining incentives and utilizing PSA counselors to contact families of children who are chronically absent. The school will maintain a 0% suspension and expulsion rate by promoting positive behavior supports and strengthening partnership between home and school.

3) Engagement and Collaboration

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

4) Operational Effectiveness and Investment in Staff

Superior will assign 100% of teachers in accordance with their credential, including subject matter, and EL authorizations. The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter. The school will achieve and maintain an overall "good" rating or equivalent on annual review(s) of school facilities.

Superior's 2023-2024 SBAC ELA scores, 59% met or exceeded standard in ELA. Our measurable goal is 62% (or greater) of students will score in the met or exceeded standard in English Language Arts (ELA).

Based on Superior's 2023-2024 SBAC ELA scores, 24% did not meet standard and 17% nearly met the standard for ELA. Our measurable goal is fewer than 15% (or less) of students will score in the not met standard in English Language Arts (ELA).

Based on Superior's 2023-2024 SBAC ELA scores, 66% of students in 3rd grade met or exceeded standard in ELA. Our 2024-25 measurable goal is 68% (or greater) of 3rd grade students will score in the met or exceeded standard in English Language Arts (ELA).

Based on Superior's 2023-2024 SBAC Math scores, 63% met or exceeded standard in Mathematics. Our 2024-25 measurable goal is 65% (or greater) of students will score in the met or exceeded standard in Math.

Based on Superior's 2023-2024 SBAC Math score, 17% did not meet standard for Math. Our 2024-25 Measurable Goal is fewer than 15% (or less) of students will score in the not met standard range in Math.

Based on Superior's 2023-2024 SBAC math scores, 80% of students in 3rd grade met or exceeded standard in ELA. Our 2024-25 measurable goal is 82% (or greater) of 3rd grade students will score in the met or exceeded standard in English Language Arts.

Based on Superior's 2023-2024 Science scores, 44% of 5th grades students scored proficient or advanced. Our 2024-25 Measurable Goal is 47% 5th grade students will score proficient or higher on the CST science test.

According to the California Dashboard, out of the 38 students tested on the 2023 - 2024 ELPAC, Superior EL students fall in the green performance band with 57.9% of students making progress towards English language proficiency, an increase of 5.6% from the 2022-2023 school year. The information below is the percentage of students who decreased at least one ELPI Level, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), maintained ELPI level 4, or progressed at least one ELPI level:

2023 - 2024:

Decreased at least one ELPI level = 7.9%

Maintained ELPI Levels 1, 2L, 2H, SL, or 3H = 34.2%

Maintained an ELPI Level 4 = 2.6%

Progressed at least one ELPI level = 55.3%

According to the Whole Child 2.0 dashboard, the % of students at Superior who took the 2022-2023 ELPAC Summative exam in the spring of 2023 and the 2023-2024 ELPAC Summative exam in the Spring of 2024 scored the following in Oral Language:

| Performance Levels | 2022-2023 | 2023-2024 |
|----------------------|-----------|-----------|
| Well Developed | 43.5% | 25.4% |
| Moderately Developed | 14.5% | 30.16% |
| Somewhat Developed | 11.6% | 23.81% |
| Minimally Developed | 30.4% | 20.63% |

School wide data as referenced in the Whole Child 2.0 attendance bands for the 2024-2025 school year for chronically absent students is 12% as of January 2025. Chronic absenteeism in the following subgroups for 2024-2025 school year is: English learners 21.05%, Socioeconomically Disadvantaged 12.8%, White 11.54%, and Students with Disabilities 20%.

According to the CA Dashboard, here is the following subgroup data for attendance for the 2023-2024 school year:

All Students: Yellow
 11.5% chronically absent
 Declined 5.7%

English Learners: Yellow
 14.1 % chronically absent
 Declined 3.8%

Socioeconomically Disadvantaged Students: Yellow
 12.8% chronically absent
 Declined 6.7%

Two or More Races: Yellow
 15.7% Chronically Absent
 Declined 2.9%

Students with Disabilities: Yellow
 14.3% chronically absent
 Declined 2.4%

Hispanic: Yellow
 13.5% chronically absent
 Declined 6.9%

Asian: Green
 4.1% Chronically absent

Declined 16.8%

White: Yellow

11% Chronically Absent

Declined 1.4%

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Performance Targets Aligned to Eight State Priorities

At Superior Street Elementary, we employ multiple measures to monitor student progress and ensure performance targets are met across all grade levels and student groups. The following metrics and methods for measuring outcomes are aligned with the Eight State Priorities under Education Code § 52060(d):

Outcome #1: The percentage of students that met/exceeded standards in English Language Arts (ELA) on the CAASPP/SBA.

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

Outcome #2: The percentage of students that met/exceeded standards in Mathematics on the CAASPP/SBA.

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

Outcome #3: The percentage of students that met/exceeded standards in Science on the CAASPP/SBA.

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

Outcome #4: The percentage of English Learner (EL) students that reclassify.

- Metric/Method for Measuring: English Language Proficiency Assessment for California (ELPAC)

Outcome #5: English Learners (EL) demonstrating proficiency in early literacy.

- Metric/Method for Measuring: English Language Proficiency Assessment for California (ELPAC)

Outcome #6: 2nd grade students (EO, EL, IFEP, RFEP) demonstrating proficiency in early literacy.

- Metric/Method for Measuring: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 8th Edition

Multiple measures are used to monitor student progress and achieve performance targets:

1. Primary Grades (K-2)

- Students in grades K-2 are assessed using DIBELS 8th Edition to monitor the acquisition of early literacy skills. Although not mandated by our school district, first and second grade teachers have also opted to assess their students with iReady ELA Diagnostic.

2. Grades 3-5

- Students in grades 3-5 are assessed using the iReady Diagnostic in ELA and Math to evaluate literacy skills and identify areas for growth.

3. English Learners (K-2)

- For English learners in grades K-2, DIBELS 8th Edition is administered at the Middle of the Year (MOY) and End of the Year (EOY) to support reclassification criteria.

4. Students with Disabilities (K-5)

- All Students with Disabilities (SWDs) in grades K-5 who participate in the District's core curriculum complete DIBELS 8th Edition assessments at the Beginning of the Year (BOY), MOY, and EOY. These assessments monitor literacy progress and alignment with IEP goals.

5. Plan-Do-Study-Act (PDSA) Cycle

- All grade levels engage in a PDSA Cycle, a structured, data-driven approach to improving instruction and student outcomes. Using assessment data from DIBELS, iReady, and SBA, certificated staff identify focus areas for each cycle.
- The cycle includes:
 - **Pre-assessment:** Establishes a baseline for targeted skills.
 - **Instructional Focus:** Teachers implement targeted lessons, monitoring progress throughout the cycle.
 - **Collaborative Analysis:** Grade-level teams review results in regular meetings to refine strategies and plan interventions.
 - **Post-assessment:** Measures student growth and informs subsequent cycles.

6. Smarter Balanced Assessments (SBA) Interim Assessment Blocks (IABs)

- Students in grades 3-5 participate in SBA Interim Assessment Blocks (IABs) in English Language Arts (ELA) and Mathematics once per semester.

- These assessments provide actionable data on reading comprehension, writing, and mathematical understanding.
- Teachers analyze IAB results to enhance lesson planning, improve instruction, and implement targeted interventions for students performing below grade level.

This comprehensive approach ensures all students receive the support needed to meet and exceed academic standards, with a focus on data-driven decision-making and continuous improvement.

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.

Measuring Pupil Progress Toward Outcomes

At Superior Street Elementary, we use a range of formative assessments to monitor student progress and guide instruction. Our approach integrates standardized assessments, authentic formative assessments, and data-driven practices to ensure students achieve proficiency across all subject areas.

Standardized Formative Assessments

The following standardized assessments are used to measure student learning:

- DIBELS 8th Edition Reading Assessments: Administered at the beginning (BOY), middle (MOY), and end of the year (EOY) to assess literacy development in grades K-5.
- CKLA Assessments: Conducted weekly and at the end of each unit to monitor language arts proficiency.
- Illustrative Mathematics Assessments: Administered per chapter and unit to evaluate math progress.
- Interim Assessment Blocks (IABs):
 - Grades 3-5 complete IABs in ELA and Mathematics every 6-8 weeks or at the end of instructional units.

Authentic Formative Assessments

In addition to standardized tools, we emphasize authentic formative assessments to guide instructional decisions. Examples include:

- Teacher Observations and Questioning: Used to assess understanding during lessons.
- Student Artifacts: Portfolios, journals, response logs, and classwork provide evidence of student growth.
- Rubrics and Checklists: Offer clear criteria for evaluating progress.
- Performance Tasks: Allow students to apply knowledge in meaningful, real-world contexts through projects, oral presentations, and written reports.
- Anecdotal Records and Peer/Self-Assessments: Capture student insights and reflections.
- Daily Informal Assessments: Weekly quizzes, class discussions, and homework help identify areas for immediate support.

Targeted Instructional Practices

- English Language Literacy Academy (K-2):
The Early Language and Literacy Academy is a data-driven program designed to accelerate ELA achievement in grades K-2. Flexible groupings allow for targeted instruction in:
 - Print Concepts
 - Phonological Awareness
 - Phonics and Word Recognition
 - Fluency

Subject-Specific Formative Assessments

English Language Arts – Writing:

- Emphasis on critiquing, justifying, and theorizing across disciplines.
- Examples include writing journals, inquiry-based research projects, creative writing, and end-of-unit projects.
- Tools: District-mandated tests, IABs, and teacher-developed writing assignments.

English Language Arts – Reading:

- Focus on comprehension strategies, close reading, and text analysis.
- Students evaluate thematic cross-curricular literature, distinguish fact vs. opinion, and analyze cause-and-effect relationships.
- Tools: DIBELS, Core Literature Assessments, and teacher-created reading activities.

Mathematics:

- Emphasis on problem-solving, justifying strategies, and applying skills to real-world contexts.
- Tools include district-mandated tests, IABs, manipulative-based activities, and publisher-created assessments.

Science:

- Students participate in STEM-based activities, inquiry-driven experiments, and lab work.
- Assessments include reflective journals, interactive simulations, and presentations of findings.

History and Social Studies:

- Focus on analyzing historical events, understanding cause-and-effect relationships, and drawing connections to the present.
- Tools include project-based assignments, simulations, and portfolios of significant work.

Technology Integration:

- Students use technology to conduct research, analyze data, and create innovative products.
- Activities include word processing, spreadsheets, and artistic applications for project-based learning.

Collaborative Data Analysis

Teachers regularly analyze assessment data independently and during weekly grade-level collaboration meetings. These sessions focus on identifying trends, addressing learning gaps, and refining instructional strategies.

By using a combination of standardized and authentic assessments, Superior Street Elementary provides a comprehensive understanding of student performance and tailor's instruction to support every learner's success.

DATA ANALYSIS AND REPORTING

Superior Street Elementary values data-driven decision-making to optimize its approach in meeting the needs of all students, monitor school progress, and establish future goals and interventions. Specific practices include:

- **Ongoing Assessment Analysis:**
Teachers and administration continuously evaluate data from a variety of assessments, including formative, district-mandated, and standardized assessments, as it becomes available. This data is used to address the educational needs of individual students and classes while also identifying professional development priorities for staff.
- **Parent Communication:**
Assessment results are communicated to parents throughout the school year by teaching staff. This includes individual meetings, progress reports, and data shared during parent-teacher conferences.
- **School-Wide Data Sharing:**
School-wide data is shared transparently during monthly governance council meetings and during our Instructional Team Meetings, providing a forum for discussing program development, academic goals, and intervention priorities.
- **Schoology and Parent Portal:**
Parents have access to Schoology which provides immediate access to their child's grades, assessment scores, and attendance records. This platform ensures timely communication between families and the school, enabling parents to stay informed about their child's progress. Parent Portal provides access to the student's grades and to SBA summative assessment scores.
- **Collaborative Data Use:**
Teachers and administrators utilize school-wide data to refine instructional practices. Grade-level meetings focus on critiquing and examining data to tailor instruction and interventions.
 - Data is leveraged to inform PDSA (Plan-Do-Study-Act) cycles, which focus on measurable instructional improvements.
 - Data from platforms such as DIBELS, iReady, and Interim Assessment Blocks (IABs) is reviewed to identify trends, gaps, and successes.
- **Targeted Interventions:**
The use of data ensures timely interventions, with strategies designed to address specific learning gaps. These interventions include high-dose tutoring, after-school programs, and flexible groupings during small-group instruction or Academies.

By integrating these practices, Superior Street Elementary ensures data analysis and reporting processes directly support student growth, teacher effectiveness, and family engagement.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

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

The District reserves the right to appoint a non-voting single representative to Charter School’s Governing Council.

LEGAL AND POLICY COMPLIANCE

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

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

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

STAKEHOLDER INVOLVEMENT

Parent and Community Engagement

Parent involvement is a cornerstone of success at Superior Street Elementary. Collaboration between parents, educators, and the school community enriches and strengthens the educational experience for all students. To foster ongoing communication and engagement, we utilize multiple platforms and initiatives, including the school website, social media accounts, parent workshops, PTA-sponsored events, and our active Parent Center staffed with a Community Representative.

We actively encourage parent participation in decision-making processes by ensuring at least one elected parent representative serves on all standing and ad-hoc committees. These committees play a pivotal role in shaping the educational programs and addressing the needs of our students. Additionally, we regularly provide opportunities for parents to contribute to the Local Control Accountability Plan (LCAP), ensuring a collaborative approach to achieving our school's goals.

Local Control Accountability Plan (LCAP) Development

Each year, a diverse committee of staff and community members is formed to develop the LCAP. The process includes:

1. **Formation of the LCAP Committee:** Members volunteer or are selected to contribute to the writing process.
2. **Plan Development:** The committee meets to write, edit, and revise the plan.
3. **Stakeholder Review:** Once drafted, the LCAP is shared with stakeholders for feedback via the school website and a printed copy in the office.
4. **Incorporation of Feedback:** Comments and suggestions are reviewed and integrated where appropriate.

5. **Approval Process:** The revised plan is presented to the appropriate councils for input and formal approval.

Leadership and Governance

Superior Street Elementary maintains a Superior Leadership Council (SLC) and a School Site Council (SSC) as the primary site-based decision-making bodies. The composition of our SLC mirrors that of SSC. These councils ensure that decisions are aligned with school and District policies and involve all stakeholders.

Superior Leadership Council Composition

- **Staff Representatives (5 members):**
 - 1 Principal
 - 1 UTLA Chapter Chair (Classroom Teacher)
 - 2 Classroom Teachers, representing various grade levels and specialty areas (e.g., Special Education, GATE, EL)
 - 1 Classified Staff Representative
- **Parent Representatives (5 members):**
 - 5 Elected Parent/Community Representatives, including members of PTA, ELAC, and the broader community

Responsibilities of the SLC

The SLC oversees key areas, including planning and overseeing the charter budget, allocating resources with charter funds, curriculum and instruction, personnel selection (in alignment with District policies), event scheduling, and community relations. The council operates with a focus on consensus-based decision-making, with voting procedures in place when consensus cannot be achieved.

Operational Guidelines

- Members serve two-year terms, with staggered elections in the first year.
- Attendance is mandatory; excessive absences result in replacement by the alternate.
- The SLC adheres to Brown Act requirements, ensuring transparency by providing at least 72 hours' notice for all meetings.
- Meeting minutes and agendas are made publicly accessible.

Advisory and Ad-Hoc Committees

To ensure stakeholder involvement in decision-making, several committees operate under the SLC, including:

English Learner Advisory Committee (ELAC): Advises on English Learner programs and funding.

Leadership Team: Governance, resource allocation, and operational support.

- Oversee governance councils (SSC/SLC).
- Coordinate budget planning and financial oversight.
- Participate in interview panels for new staff.
- Manage health and safety initiatives, including emergency preparedness.
- Lead Positive Behavior Support and Discipline programs.

Culture Team: Schoolwide events, student well-being, and community engagement.

- Plan and coordinate school events (e.g., assemblies, PTA-sponsored activities, and student performances).
- Act as liaisons with PTA and community partners.
- Support SEL (Social-Emotional Learning) and restorative practices initiatives.
- Lead student-centered programs such as Student Council and Nature Leaders.

Academics Team: Curriculum alignment, instructional improvement, and student support.

- Serve on the Instructional Leadership Team (ILT) and coordinate grade-level chairs.
- Oversee Student Support and Progress Team (SSPT) activities to ensure targeted interventions.
- Manage textbook inventory and adoption processes.

Each committee includes staff and parent representatives and is open to public participation. Each Action Team includes one representative per grade level (TK-5) and one classified staff member to ensure diverse perspectives. Committees meet regularly, maintain detailed meeting notes, and report their progress to the SLC.

Charter Amendments

Should amendments to the charter be required, the SLC will draft and approve a resolution by quorum vote before submission to the LAUSD Charter School Division

By fostering a culture of collaboration, transparency, and shared responsibility, Superior Street Elementary ensures that all stakeholders have a voice in the continuous improvement of our school community.

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

Recruitment Procedures:

Superior is committed to serving a diverse student population, including students with a history of low academic performance, those from socio-economically disadvantaged backgrounds, and students with disabilities. To recruit and support these students and their families, we implement the following strategies:

Inclusive and Accessible Recruitment Campaigns

Superior hosts a variety of outreach events throughout the year, including informational tours in the fall and spring (during the school day), a spring Open House (evening hours), and our annual Kindergarten “Roundup” each late spring. These events are widely publicized through flyers, monthly newsletters, social media, and our school website. Event dates are featured on both the homepage and monthly calendar as the date approaches.

Supportive Communication Practices

Superior’s communication practices are designed to be clear, accessible, and inclusive. Our staff is trained to support families with limited English proficiency, disabilities, or limited access to technology. Translation services and technological support are readily available to ensure all families can engage meaningfully with our school.

Commitment to an Inclusive Culture

Superior fosters a welcoming and inclusive environment where diversity is deeply valued from the moment a student or family arrives on campus. Staff receive training in cultural responsiveness, trauma-informed practices, and differentiated instruction to ensure that all students and families feel seen, supported, and empowered to thrive.

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.

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.

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

- Other LAUSD Students

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

- **California Students**

- Siblings

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

- Other California Students

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

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist in the same priority order as above. As seats become

available, Charter School shall fill the seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

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

Charter School shall hold its lottery in the parent center, or -auditorium if parent center is not available. 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, the following procedure will be conducted:

Lottery Procedure:

If the number of pupils who wish to attend Superior exceeds the school's capacity, Superior shall conduct a lottery. Lottery Applicants are strongly encouraged to be submitted online through LAUSD'S portal, currently eChoices or hand-deliver their completed applications to the front office during normal business hours (7:30-4:00 p.m., Monday-Friday). Mailed applications are accepted as well. Fully completed, lottery applications must be received by the last day of the Fall enrollment period. Superior will conduct a fair and random public drawing of applications. This drawing will be conducted in the parent center/space available where any interested party may elect to attend. Each year within five (5) days after the close of the application deadline, in the morning, the principal and another school employee will randomly select applications until all have been given a priority number for admission. Parents of lottery applicants will be notified by mail within 2 weeks of the lottery their placement on the waiting list. Parents of students who are offered admission will receive a phone call and they then will have three (3) school days to accept or decline after being notified. The waitlist shall be available on the eChoices platform and posted on our school's website.

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)(l).)

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: Superior Street Elementary
c/o School Principal
9756 Oso Avenue
Chatsworth, CA. 91311

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

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

of the person to receive such notice if delivered by 5:00 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.

ADDENDUM

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Superior Street Elementary (also referred to herein as “Superior St. ES”, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason,

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

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code.

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

ELEMENT 1 – THE EDUCATIONAL PROGRAM

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(c)(5)(A)(i).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(c)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(c)(5)(A)(iii).)

Local Control Funding Formula (LCFF) Requirements

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

Curriculum and Instruction

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

Transitional Kindergarten

Charter School shall comply with all applicable requirements and District policy regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled

in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

Academic Calendar and Schedules

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

Mathematics Placement Act

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

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

MEETING THE NEEDS OF ALL STUDENTS

English Learners

As a District affiliated charter school, Charter School shall implement the provisions of the District's *Master Plan for English Learners and Standard English Learners*, as it may change from time to time, and comply with all applicable federal and state laws and District policies and procedures related to the implementation of the *Master Plan for English Learners and Standard English Learners*.

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall continue to use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing on a fee-for-service basis.

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

1. District Affiliated Charter School’s Special Education Responsibilities

a. General Requirements

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

The District Affiliated Charter School will comply with Sections 504 and 508 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEPs”) in the format required by the District and will enter accurate assessment and IEP data into the District’s designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review and submit to the District all required reports.

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

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

The District Affiliated Charter School will participate in internal validation review (“DVR”).

The District Affiliated Charter School is responsible for the management of its personnel, programs, and services. All employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

b. Transferring Students

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

c. Assessments

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

Upon a teacher or other staff member’s request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

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

School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

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

e. Least Restrictive Environment

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

f. Inclusion

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

Affiliated Charter School reports indicating range of services and number of students served at individual District affiliated charter schools.

g. Staffing Requirements

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

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

h. Student Discipline

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to the District Affiliated Charter School including the District's Uniform

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

4. Funding of Special Education

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

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

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

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

All District schools, including District affiliated charter schools, are required to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS.

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

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(c)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(c)(5)(C).)

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall work toward aligning all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD’s Local Control and Accountability Plan (LCAP) and Strategic Plan, as they may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

As a District Affiliated Charter School, Charter School shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, periodic and/or benchmark assessments. Charter School shall be responsible to pay all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its Governing Council are and remain consistent with applicable laws, District

policy, the provisions of LAUSD collective bargaining agreements (CBAs), any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School's Governing Council.

LEGAL AND POLICY COMPLIANCE

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

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

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

TITLE IX, SECTIONS 504 AND 508, AND UNIFORM COMPLAINT PROCEDURES

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Sections 504 and 508 of the Rehabilitation Act of 1973 ("Section 504" and "Section 508"), and the District's Uniform Complaint Procedures.

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

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

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or

investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

As a District Affiliated Charter School, Charter School shall comply with and implement all applicable District policies and procedures related to the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(b)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity in accordance with all applicable legal and District requirements. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects, and classes. Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

Selection of the principal shall remain the purview of the LAUSD Superintendent or designee.

Certificated Personnel

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other alternative is available or when an administrative transfer is necessary as determined by the Region administrator (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

Classified Personnel

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

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

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

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

GENERAL PROVISIONS

Charter School shall comply with all federal, state, county, and local laws and regulations, and District policies and procedures, related to health, safety, and emergency response and preparedness, as they may be changed from time. Charter School shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to child abuse and neglect reporting and awareness training, and allegations of employee-to-student sexual abuse.

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

As a District Affiliated Charter School, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergency response and preparedness, including but not limited to the required creation, maintenance, and implementation of an Integrated Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School's health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures.

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Integrated Safe School Plan) and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its administrators, other staff, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq., as well as applicable District policy, at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

As a District Affiliated Charter School, in order to protect and promote the health and safety of students and staff, Charter School, including its staff, contractors (vendors), and volunteers, shall adhere to the policies and procedures of the District related to fingerprinting and criminal background clearances.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District Affiliated Charter School, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, vendor/contracting entity employee who may have frequent or prolonged contact with students, and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Education Code section 234 *et seq.* and related District policies and procedures.

SUICIDE PREVENTION

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

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

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. Any provision of Integration Program resources to Charter School (e.g., Magnet, Permits with Transportation, and/or Transportation resources) is subject to change, in whole or in part, for budgetary and/or other reasons, at the sole discretion of the District.

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

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

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(e)(2)(A).) As an existing District school that has converted to become a District Affiliated Charter School, Charter School’s first priority is to admit students who reside in the former attendance area (boundary) of the school. (See Ed. Code § 47605(e)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(e)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance area (boundaries) of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(e).)

If, at any time during the school year, the total enrollment of Charter School approaches its operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance area (boundary) of Charter School, Charter School shall immediately consult and coordinate with its Region administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within Charter School’s former attendance boundary who wish to attend.

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent/guardian used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District Affiliated Charter School, or to gain enrollment through an admission preference in Charter School’s lottery and enrollment process, the student may be withdrawn and referred back to their school of residence in accordance with District policy and applicable law. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

Application Procedures

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance area (boundaries²) of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

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

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

Lottery Preferences and Procedures

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

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

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

California but not within LAUSD boundaries, shall have **fourth** admissions preference.

□ Other California Students

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

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

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

Charter School shall hold its lottery in the parent center, or -auditorium if parent center is not available. 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, the following procedure will be conducted:

Lottery Procedure:

If the number of pupils who wish to attend Superior exceeds the school's capacity, Superior shall conduct a lottery. Lottery Applicants are strongly encouraged to be submitted online through LAUSD'S portal, currently eChoices or hand-deliver their completed applications to the front office during normal business hours (7:30-4:00 p.m., Monday-Friday). Mailed applications are accepted as well. Fully completed, lottery applications must be received by the last day of the Fall enrollment period. Superior will conduct a fair and random public drawing of applications. This drawing will be conducted in the parent center/space available where any interested party may elect to attend. Each year within five (5) days after the close of the application deadline, in the morning, the principal and another school employee will randomly select applications until all have been given a priority number for admission. Parents of lottery applicants will be notified by mail within 2 weeks of the lottery their placement on the waiting list. Parents of students who are offered admission will receive a phone call and they then will have three (3) school days to accept or decline after being notified. The waitlist shall be available on the eChoices platform and posted on our school's website.

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)(l).)

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:

Superior Street Elementary
c/o School Principal
9756 Oso Avenue
Chatsworth, CA. 91311

To District:

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

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

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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:

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