



LOS ANGELES UNIFIED SCHOOL DISTRICT

Topeka Charter School for Advanced Studies

A DISTRICT AFFILIATED CHARTER SCHOOL
9815 Topeka Drive, Northridge CA 91324

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

Topeka Charter School for Advanced Studies (also referred to herein as “TCSAS”, Topeka Charter, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(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.

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

● The name and title of the contact person for Charter School is:	<i>Katherine Chavez, Principal</i>
● The contact address of Charter School is:	<i>9815 Topeka Drive Northridge, CA 91324</i>
● The contact phone number for Charter School is:	<i>818-886-2266</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>622</i>
● The grade level(s) of the students in the first year will be:	<i>TK-5</i>
● Charter School’s scheduled first day of instruction in 2025-2026 is:	<i>August 12, 2025</i>
● The current operational capacity of Charter School is: NOTE: For all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy. Operational capacity refers to the maximum number of students that a Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.	<i>627</i>
● The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Traditional</i>
● The bell schedule (e.g. daily hours) for Charter School will be:	<i>8:00 am – 2:28 pm</i>
● The term of this Charter shall be from:	<i>July 1, 2025-June 30, 2031</i>

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

As an Affiliated Charter School within our community, Topeka Charter offers prospective students the chance to attend a California Distinguished School that is fully committed to the success of every child. Since transitioning to charter status, Topeka has experienced consistent enrollment growth of around 200 students each year. Topeka Charter School for Advanced Studies (TCSAS) has successfully implemented the innovative elements outlined in its charter, strategically allocating resources in alignment with this vision, which has led to notable improvements in student achievement. The school's progress, as reflected in Smarter Balanced Assessment results, is testament to the effectiveness of the charter's approach and its positive impact on student learning. Additionally, the categorical block grant has been used to expand support services, reduce class sizes, hire additional teachers and assistants, and enhance technology and instructional resources.

STUDENT POPULATION TO BE SERVED

Topeka Charter School for Advanced Studies currently serves 623 students in Transitional Kindergarten through 5th grade. Our student body is rich in ethnic, racial, linguistic, cultural, and economic diversity, reflecting the vibrant makeup of the city of Los Angeles. The breakdown of our student population is as follows: 36.6% Latino, 23.76% White, 9.47% Asian, 8.35% African-American, and 4.17% Filipino. In addition to English, students at Topeka speak a total of nineteen different languages including Arabic, Armenian, Bengali, Farsi, Filipino, Hebrew, Hindi, Japanese, Korean, Malay, Mandarin, Portuguese, Russian, Sinhalese, Spanish, Tamil, Thai, Urdu, and Vietnamese.

Our school's educational program is designed to meet the needs of students with varying abilities. Approximately 12.52% of our students are identified as Gifted and Talented, 6.74% are English Language Learners, 19.26% are enrolled in Special Education services, and 46.55% are classified as socioeconomically disadvantaged. At Topeka Charter, we celebrate and embrace our diversity and are committed to ensuring that every student has the opportunity to reach or exceed academic expectations.

At Topeka Charter, TK–5th grade students are curious, energetic, and eager to explore the world around them. They are especially drawn to hands-on learning experiences, engaging projects, and opportunities to express their creativity through art, music, and theater. Many students enjoy STEM activities that involve building, experimenting, and problem-solving, while others thrive in outdoor exploration, gardening, and physical education. Social connections are also important at this age, and students love participating in group activities and games that allow them to build friendships and practice teamwork. Above all, our young learners are excited to come to school each day, knowing they are part of a safe, supportive, and inspiring environment.

GOALS AND PHILOSOPHY

Mission and Vision

The mission of Topeka Charter School for Advanced Studies is to provide a comprehensive and rigorous instructional program that is engaging, culturally and linguistically responsive, and designed to ensure access, equity, and enrichment for all students. At Topeka, our instructional days include, academic excellence, character education, technology integration, arts appreciation, and opportunities for student leadership and innovation. Our goal is to equip students to become critical thinkers, who will be prepared for both the highly competitive 21st century college and career worlds.

The vision of Topeka Charter School for Advanced Studies is to provide all students with the tools to become responsible leaders and productive, respectful citizens who transform their communities and foster a culture of care. Through collaboration, instructional excellence, innovation, and creative partnerships, the Topeka staff and community will provide a positive, high-quality learning environment that supports the success of every student.

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

At TCSAS we believe that an educated person of the 21st century is flexible, creative, and complex with a continuous thirst for knowledge. These individuals must have a solid foundation in core academic subjects, while also developing mastery where they are encouraged to be independent thinkers who take responsibility for their own learning. Today’s 21st century learners must be prepared to make informed decisions, think critically, collaborate effectively, and continue growing throughout their lives with others.

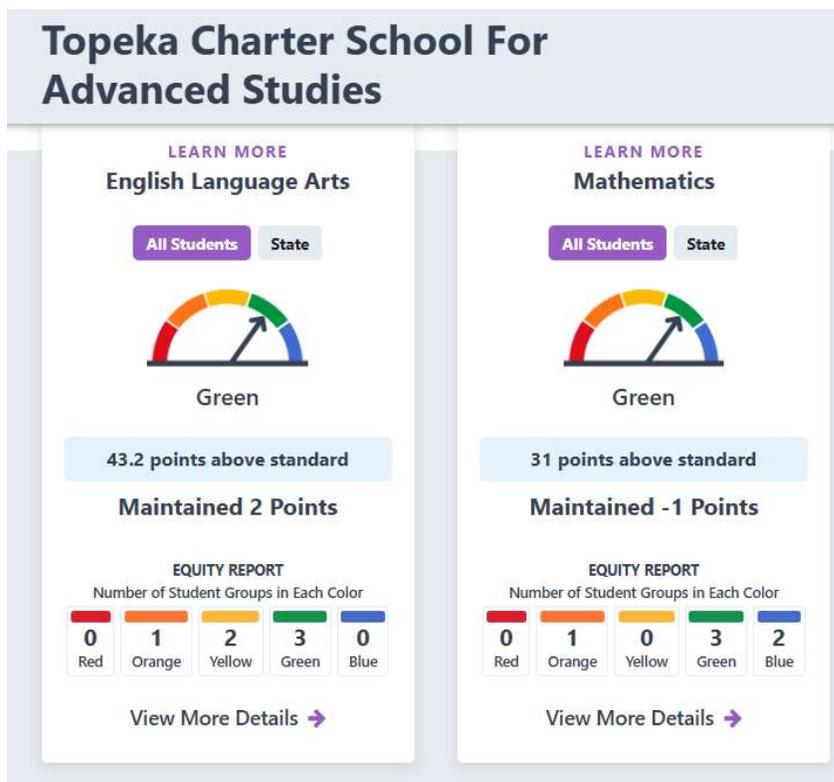
To foster the mindset of a 21st century learner, Topeka Charter provides an environment where students:

- Practice critical thinking, problem solving, and self-regulation to ensure they are college and career-ready.
- Understand and appreciate diverse cultures and beliefs, preparing them for a multicultural, globally interconnected world.
- Embrace diversity, learn to respect, and work with people from all backgrounds.
- Become technologically proficient, equipping them to thrive in the fast paced, ever changing information age.
- Apply the scientific method of investigation where students reason, question, and inquire.
- Gain valuable insights from hands-on experiences, building critical thinking and nurture problem solving skills
- Develop an appreciation for the arts, which cultivates their ability to see the world from multiple perspectives.
- Demonstrate flexibility in their thinking, making thoughtful and meaningful choices that guide them toward becoming responsible adult citizens.
- Stay open to continuous learning, cultivating a lifelong passion for growth and knowledge.

At Topeka Charter School, all students will develop the cognitive and social skills necessary to become effective communicators, problem solvers, critical thinkers, and strong collaborators. Our faculty and administration will continue to be lifelong learners, through continuous collaboration and professional development. Together, we are committed to fostering a safe and enriching learning community, where students gain the knowledge and skills to thrive in their education in becoming responsible adults and succeed in the modern world.

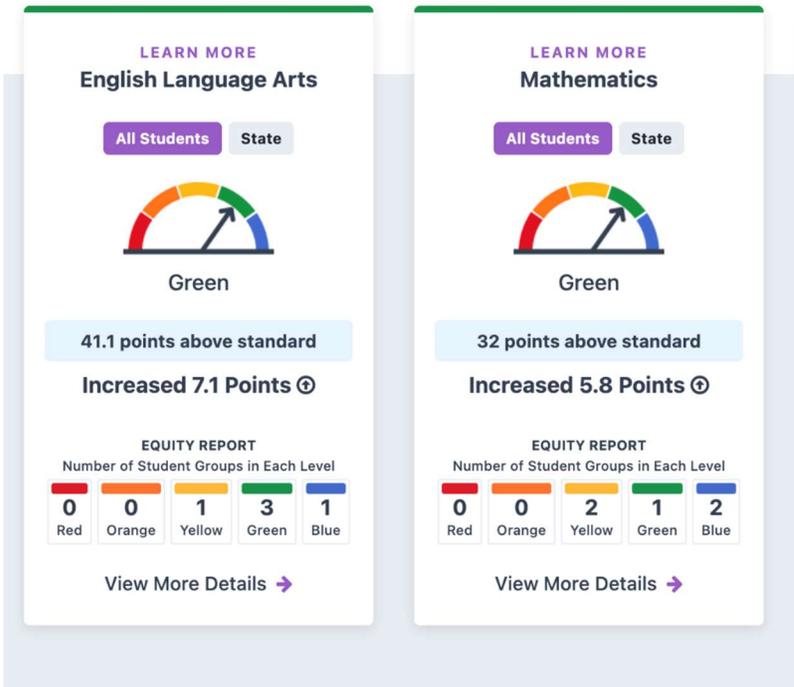
How Learning Best Occurs

Topeka Charter recognizes that learning best occurs when the school embodies a culture of educational excellence and social responsibility that both challenges and nurtures the development needs of each student. By working together, teachers, parents, and community members create a climate that reflects the shared values of our school, our homes, and our community, ensuring the successful educational growth of every student.



As noted in the graphic above taken from the California School Dashboard for the 2023-2024 school year, Topeka Charter maintained and performed double digit points above the standard in both English Language Arts and Mathematics.

Topeka Charter School For Advanced Studies



Topeka performed 41 points above the standard in ELA and 32 points above the standard in mathematics. This is a result of the hard work put in by students and teachers to reach academic success.

3rd Grade ELA SBA Results from <https://www.caaspp-elpac.org/> (22-23 School Year 104 Students Tested)

Standard Exceeded	39%
Standard Met	27%
Standard Nearly Met	20%
Standard Not Met	14%

3rd Grade ELA SBA Results from <https://www.caaspp-elpac.org/> (23-24 School Year) - 95 Students Tested

Standard Exceeded	42%
Standard Met	25%

Standard Nearly Met	16%
Standard Not Met	17%

Data Trend: 3 % increase in students who met and exceeded the standard

3rd Grade SBA Math Results from <https://www.caaspp-elpac.org/> (22-23 School Year) - 104 Students Tested

Standard Exceeded	39%
Standard Met	27%
Standard Nearly Met	20%
Standard Not Met	14%

3rd Grade SBAC Math Results from <https://www.caaspp-elpac.org/> (23-24 School Year) - 95 Students Tested

Standard Exceeded	42%
Standard Met	25%
Standard Nearly Met	16%
Standard Not Met	17%

Data Trend: 3% increase in students who met and exceeded the standard

4th grade SBA ELA Results from <https://www.caaspp-elpac.org/> (22-23 School Year) - 86 Students Tested

Standard Exceeded	47%
Standard Met	21%
Standard Nearly Met	15%
Standard Not Met	17%

4th Grade SBA ELA Results from <https://www.caaspp-elpac.org/> - 102 Students Tested

Standard Exceeded	53%
Standard Met	20%
Standard Nearly Met	14%
Standard Not Met	13%

Data Trend: 5% increase in students who exceeded and met the standard

4th grade SBAC Math Results from <https://www.caaspp-elpac.org/> (22-23 School Year) - 86 Students Tested

Standard Exceeded	47%
Standard Met	21%
Standard Nearly Met	15%
Standard Not Met	17%

4th grade SBA Math Results from <https://www.caaspp-elpac.org/> (23-24 School Year) - 102 Students Tested

Standard Exceeded	41%
Standard Met	28%
Standard Nearly Met	17%
Standard Not Met	14%

Data Trend: 5% increase in students who exceeded and met the standard

5th Grade SBA ELA Results from <https://www.caaspp-elpac.org/> (22-23 School Year) - 87 Students Tested

Standard Exceeded	31%
Standard Met	44%
Standard Nearly Met	15%
Standard Not Met	10%

**5th Grade SBA ELA Results from <https://www.caaspp-elpac.org/> (23-24 School Year)
- 91 Students Tested**

Standard Exceeded	34%
Standard Met	35%
Standard Nearly Met	12%
Standard Not Met	19%

Data Trend: Decrease of 6% of students who exceeded and met the standard. This can be attributed to the change in teachers who taught 5th grade in the 23-24 school year who did not have any experience in this specific grade.

**5th Grade SBA Math Results from <https://www.caaspp-elpac.org/> (22-23 School Year)
- 87 Students Tested**

Standard Exceeded	35%
Standard Met	25%
Standard Nearly Met	17%
Standard Not Met	23%

Data Trend: Decrease of 7% of students who exceeded and met the standard. This can be attributed to the change in teachers who taught 5th grade in the 23-24 school year who did not have any experience in this specific grade.

**Smarter Balanced Assessment Achievement Levels Language Classification
Subgroup from <https://www.caaspp-elpac.org/>**

3rd – 5th Grade SBA ELA Results (22-23 School Year)

Language Classification	% Standard Not/Nearly Met	% Standard Met/Exceeded	Nearly	# of Students Tested
English Only	29%	71%		210
Initial Fluent English Proficiency	21%	78%		24
Reclassified Fluent English Fluency	15%	84%		27
Overall	22%	77%		261

3rd – 5th Grade SBA ELA Results (23-24 School Year)

Language Classification	% Standard Not/Nearly Met	% Standard Met/Exceeded	Nearly	# of Students Tested
English Only	29%	69%		210
Initial Fluent English Proficiency	18%	94%		24
Reclassified Fluent English Fluency	15%	57%		27
Overall	21%	73%		261

Data Trends: A decrease in the standard met and standard exceeded can be attributed to teachers who were teaching 5th grade for the first time that were not familiar with the content of the curriculum.

Learning is most effective when all stakeholders fulfill their individual, departmental, and collaborative commitments to provide and foster a culture of education and care for every child. This collective effort creates an atmosphere that is responsive to the needs of every student, encouraging ongoing collaboration, shared-decision making, and joint responsibility. Such an environment places the needs of students and the community at the

forefront, inspiring a sense of belonging for everyone, making student and community the priority.

The curricular and instructional design at TCSAS is grounded in evidence-based educational theories that confirm its effectiveness. Vygotsky's Zone of Proximal Development (ZPD) informs the school's approach to scaffolding and differentiated instruction, ensuring that students receive the appropriate level of challenge and support. Bloom's Taxonomy guides the development of learning objectives, encouraging students to engage in higher-order thinking skills, such as analysis, synthesis, and evaluation.

Additionally, Carol Dweck's Growth Mindset growth mindset in students can significantly enhance their learning experience by encouraging resilience, perseverance, and a positive attitude toward challenges. Topeka Charter teachers understand that their students are more likely to embrace difficult tasks, persist through setbacks, and view failure as an opportunity for growth rather than as a reflection of their abilities. Constructivist Learning Theories, as proposed by Piaget and Bruner, emphasize student-centered, inquiry-based approaches, encouraging learners to construct their own understanding through exploration and discovery. The integration of 21st-Century Skills Framework aligns with real-world applications, collaborative problem-solving, and technology use, preparing students for future academic and professional success.

TCSAS will continue as a nurturing environment, as well as an outstanding academic arena that provides optimum learning potential as life-long learners. We are committed to ensuring a safe, supportive, and challenging environment that encourages all students to maximize their learning potential through integrated learning experiences, as well as utilizing multifaceted educational modalities. With strong leadership, highly qualified educators, and dedicated support staff, our school offers every child the opportunity to succeed and grow in their educational journey.

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

The rigorous instructional program at TCSAS is centered on full implementation of the California Common Core Content Standards. It is designed to be both culturally responsive and highly engaging, fostering students' intrinsic motivation, while building on their prior knowledge, and expanding their skill sets.

Students will engage with carefully selected texts in English Language Arts (ELA), Social Science, Science, and Math intentionally chosen for their complexity to meet Common Core requirements as well as their cultural relevance. These selections reflect the CC standard requirements) and its cultural responsiveness: connection to our students' diverse ethnicities, nationalities, gender, life experiences, and home languages. Teachers will provide differentiated, experiential, and inquiry-based instruction integrating cultural Linguistically responsive Pedagogy with Inquiry-Based Learning model. Teachers will facilitate lessons where students are asked to explore questions, scenarios, and problems

relevant to their culture, lives, age, and experiences, as they work toward mastering the California Common Core standards. Students will be presented with a variety of interdisciplinary themes that will require them to apply their critical thinking skills to solving real world problems, therefore preparing life-long learners who can positively contribute to society at any age.

TCSAS will also equip students with the skills needed to meet the complex demands of the 21st Century. Through a variety of discussion and collaborative processes, students will learn to communicate effectively with diverse groups. Additionally, Transitional Kindergarten classroom teachers, in collaboration with instructors from the Creative Arts Network, will enhance students' understanding of the arts (music, dance, theater, visual) across different time periods, of a range of styles and techniques. This integration of the arts further supports creativity and innovation in our students.

In order to create long lasting habits of mind and their metacognitive ownership, students will be encouraged by their teachers to explain and support their thinking with accurate and relevant evidence, self-reflect, and use teacher as well as peer feedback in order to monitor their progress and set goals for themselves. This process of self-reflection and goal-setting empowers students to take ownership of their learning, helping them become self-motivated life-long learners.

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	
<p><i>Topeka Charter School for Advanced Studies continues to provide individualized educational experiences that support the unique needs and goals for each student. This commitment begins with high-quality instruction, as outlined in LAUSD's Strategic Plan. For our Targeted Student Populations, students with disabilities, foster youth, and English Language Learners, our goal is to inspire every student to reach their maximum potential each day they are in school. High-quality instruction is reinforced through clear communication of expectations, which is consistently upheld by</i></p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <hr/> <p>Local Priorities:</p> <p><input type="checkbox"/>: <input type="checkbox"/>:</p>

our teachers and conveyed to our students. Additionally, we enrich the student learning experience with visual arts, music, dance, technology classes, and garden programs, all of which enhance academic growth and foster creativity at Topeka.



Specific Annual Actions to Achieve Goal

Outcome #1:

- The school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven language arts educational program in order to (1) yield improved academic performance outcomes for all students, including English Learners, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development
- Students will participate in SBAC-ELA practice sessions to become familiar with the SBAC testing platform.
- Teachers will administer the SBAC-ELA IAB's throughout the school year and analyze the data to inform instruction and address individual student needs.

Outcome #2:

- Provide training for certificated staff on Common Core implementation strategies for Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.
- Students will participate in SBAC-MATH practice sessions to become familiar with the SBAC testing platform.
- Teachers will administer the SBAC-MATH IAB's throughout the school year and analyze the data to inform instruction and address individual student needs.

Outcome #3:

- Monitor Long Term English Learners (LTEL's) progress (Student Support Progress Team)
- Utilize class-size reduction teacher to target needs of EL students.
- Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas.
- Utilize the designated ELD time and integrated ELD with fidelity to provide English Learners with the academic language to meet reclassification criteria.
- Progress monitor English Learners using DIBELS-PM assessments to meet MOY and EOY DIBELS benchmarks for reclassification.
- IReady assessments for progress monitoring of upper grade students
- Utilize the English Learner monitoring rosters to determine the needs of each student to meet their reclassification goals.
- Have individual goals setting meeting with students to identify the areas of needs in order to reclassify.

Expected Annual Measurable Outcomes

Outcome #1:

The percentage of students that met standard/exceeded standard in Language Arts on the CAASPP/SBAC

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

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available gathered from Whole Child)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	67.87%	69%	70%	71%	72%	73%
English Learners Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	87%	88%	89%	90%	91%	92%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	29.09%	30%	31%	32%	33%	34%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	80%	81%	82%	83%	84%	85%
Filipino Students	*	*	*	*	*	*
Latino Students	61.61%	62%	63%	64%	65%	66%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	63.77%	65%	66%	67%	68%	69%

Outcome #2:

Students will participate in SBAC-MATH practice sessions to become familiar with the SBAC testing platform.

Metric/Method for Measuring:
CAASPP-SBAC

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	68.46%	70%	71%	72%	73%	74%
English Learners Students	22.22%	23%	24%	25%	26%	27%
Socioeconomically Disadvantaged Students	58.86%	60%	61%	62%	63%	64%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	38.18%	39%	40%	41%	42%	43%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*

Asian Students	77.14%	78%	79%	80%	81%	82%
Filipino Students	*	*	*	*	*	*
Latino Students	57.42%	58%	59%	60%	61%	62%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	72.46%	74%	75%	76%	77%	78%

Outcome #3:						
<i>Monitor Long Term English Learners (LTEL's) progress (Student Support Progress Team)</i>						
Metric/Method for Measuring:						
<i>ELPAC results, SBAC assessment results</i>						
APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	*	*	*	*	*	*
English Learners Students	50%	51%	52%	53%	54%	55%
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #2	
<i>Students at Topeka will continue to feel joy and wellness everyday they are at school. If they are not feeling these emotions and thoughts, it will hinder their learning in all aspects. It is crucial that students continue to develop strong social emotional skills for them to regulate themselves when they encounter difficulty.</i>	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> :

□:

Specific Annual Actions to Achieve Goal

Teachers will use Second Step to provide social emotional lessons daily to provide students skills to cope during difficult situations. Teachers will implement Tier 1 and Tier 2 support by utilizing PBIS strategies and restorative justice practices into their classrooms weekly to help support students' emotional wellbeing.

Expected Annual Measurable Outcomes

Outcome #1:

The school psychiatric social worker will collaborate with teachers daily in supporting SEL lessons throughout the school year across grade levels.

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 <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	89%	90%	91%	92%	93%	94%
English Learners Students	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged Students	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth Students	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
African American Students	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	n/a
Asian Students	n/a	n/a	n/a	n/a	n/a	n/a
Filipino Students	n/a	n/a	n/a	n/a	n/a	n/a
Latino Students	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian/Pacific Islander Students	n/a	n/a	n/a	n/a	n/a	n/a
Students of Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a
White Students	n/a	n/a	n/a	n/a	n/a	n/a

Outcome #2:

Promote and strengthen home-school partnership to strengthen student feelings of safety

Metric/Method for Measuring:

School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	83%	84%	85%	86%	87%	88%
English Learners Students	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged Students	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth Students	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
African American Students	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	n/a
Asian Students	n/a	n/a	n/a	n/a	n/a	n/a
Filipino Students	n/a	n/a	n/a	n/a	n/a	n/a
Latino Students	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian/Pacific Islander Students	n/a	n/a	n/a	n/a	n/a	n/a
Students of Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a
White Students	n/a	n/a	n/a	n/a	n/a	n/a

Outcome #3:

Common area expectations reinforced by posters, periodic reviews by staff and students (student council), and character counts 'Caught Being Good' cards are awarded to students displaying the desired character

Metric/Method for Measuring:

School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	69%	70%	71%	72%	73%	74%
English Learners Students	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged Students	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth Students	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
African American Students	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	n/a
Asian Students	n/a	n/a	n/a	n/a	n/a	n/a
Filipino Students	n/a	n/a	n/a	n/a	n/a	n/a

Latino Students	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian/Pacific Islander Students	n/a	n/a	n/a	n/a	n/a	n/a
Students of Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a
White Students	n/a	n/a	n/a	n/a	n/a	n/a

GOAL #3

Topeka's success as a school is a direct result of the collaboration and engagement that Topeka has with its parents, community partners and other stakeholders. From volunteering in classrooms to support all various classroom activities to supporting the needs of funding various educational programs at Topeka, Topeka will continue to build on increasing engagement and collaboration throughout the school year.

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

Local Priorities:
 :
 :

Specific Annual Actions to Achieve Goal

Utilize Parent Center Director to support nurturing and fostering parental involvement at Topeka

Expected Annual Measurable Outcomes

Outcome #1:
Increase parent participation in District and School Surveys

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 <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	91%	92%	93%	94%	95%	96%
English Learners Students	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged Students	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth Students	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
African American Students	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	n/a
Asian Students	n/a	n/a	n/a	n/a	n/a	n/a
Filipino Students	n/a	n/a	n/a	n/a	n/a	n/a
Latino Students	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian/Pacific Islander Students	n/a	n/a	n/a	n/a	n/a	n/a

Students of Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a
White Students	n/a	n/a	n/a	n/a	n/a	n/a

Outcome #2:
Determine different methods of outreach for increased parent participation and responses

Metric/Method for Measuring:
School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	85%	86%	87%	88%	89%	90%
English Learners Students	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged Students	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth Students	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
African American Students	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	n/a
Asian Students	n/a	n/a	n/a	n/a	n/a	n/a
Filipino Students	n/a	n/a	n/a	n/a	n/a	n/a
Latino Students	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian/Pacific Islander Students	n/a	n/a	n/a	n/a	n/a	n/a
Students of Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a
White Students	n/a	n/a	n/a	n/a	n/a	n/a

Outcome #3:
Continue to provide resources for parents and guardians to support their child's educational well being

Metric/Method for Measuring:
School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	81%	82%	83%	84%	85%	86%
English Learners Students	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged Students	n/a	n/a	n/a	n/a	n/a	n/a

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

GOAL #4	
<p><i>We continue to use this goal as it is our mission to ensure that Topeka is safely maintained and has clean facilities for students and staff as well as ensuring we have the materials ready to always support operational effectiveness.</i></p>	<p>Related State Priorities:</p> <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
	<p>Local Priorities:</p> <input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal

Plant manager along with the Building and Grounds Worker at Topeka will ensure that the school campus is safe for all students and staff every day they come to school.

Expected Annual Measurable Outcomes

Outcome #1:
School classrooms and campus environment will remain safe for all students, that will allow them to thrive and learn.

Metric/Method for Measuring:
 Maintenance and Operations Compliance Reports

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged Students	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth Students	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a

African American Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
American Indian/Alaska Native Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Asian Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Filipino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Latino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Native Hawaiian/Pacific Islander Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students of Two or More Races	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
White Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>

Outcome #2:

Facilities in good standing and repair throughout the school year

Metric/Method for Measuring:

Williams Facility Report

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Socioeconomically Disadvantaged Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Foster Youth Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students with Disabilities	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
African American Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
American Indian/Alaska Native Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Asian Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Filipino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Latino Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Native Hawaiian/Pacific Islander Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Students of Two or More Races	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
White Students	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>

Outcome #3:

Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements

Metric/Method for Measuring:

Williams Report Submission

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged Students	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth Students	n/a	n/a	n/a	n/a	n/a	n/a
Students with Disabilities	n/a	n/a	n/a	n/a	n/a	n/a
African American Students	n/a	n/a	n/a	n/a	n/a	n/a
American Indian/Alaska Native Students	n/a	n/a	n/a	n/a	n/a	n/a
Asian Students	n/a	n/a	n/a	n/a	n/a	n/a
Filipino Students	n/a	n/a	n/a	n/a	n/a	n/a
Latino Students	n/a	n/a	n/a	n/a	n/a	n/a
Native Hawaiian/Pacific Islander Students	n/a	n/a	n/a	n/a	n/a	n/a
Students of Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a
White Students	n/a	n/a	n/a	n/a	n/a	n/a

INSTRUCTIONAL DESIGN

TCSAS' curriculum is based on the California Common Core Content Standards, the Next Generation Science Standards (NGSS), and the associated Frameworks for all content areas, including Visual and Performing Arts, Technology, and Physical Education. The curriculum will meet all state and LAUSD instructional shifts and initiatives. We believe that mastery learning and meeting the needs of our diverse population are best accomplished through a culturally responsive, highly engaging program that has a pedagogical balance with a student-centered focus. Our instructional practice will be grounded in research-based pedagogies and strategies including Close reading- Doug Fisher, Writing Rope, CGI Math Approach, Culturally and Linguistically responsive instruction- Geneva Gay, Zaretta Hammond & Sharroky Hollie- Use of Depth and Complexity- Sandra Kaplan, the 5E Model/Engage, Explore, Explain, Elaborate, Evaluate, Collaborative grouping- Kagan and RACES. The educational program at TCSAS is also deeply rooted in evidence-based educational theories that validate its effectiveness and educational soundness. Vygotsky's Zone of Proximal Development (ZPD) supports the school's scaffolded learning approach, ensuring that students receive the necessary support and challenges to advance their skills. Bloom's Taxonomy guides the development of learning objectives, emphasizing higher-order thinking skills such as analysis, synthesis, and evaluation.

In order to ensure quality education, TCSAS will employ the plan-deliver-reflect-revised instructional cycle where teachers will use both formative and summative data, analyze student work and conversation samples, use collaborative methods for reflection and

revision, and collaboratively plan for the success of all students.

To ensure that we are meeting the needs of all subgroups (at risk, Gifted, English Learners, Standard English Learners, Students with Disabilities, socioeconomically disadvantaged, etc.), we will continuously examine various data points (student work samples, assessments, attendance data, discipline and nurse referrals, parent input, etc.) that reflect both the academic and social emotional strengths and needs of our students. Topeka continuously assesses student progress using data-driven decision-making, formative assessments, and performance-based evaluations to refine instructional practices and enhance student outcomes. Through its comprehensive, inclusive, and innovative approach, TCSAS ensures that all students develop the critical thinking skills, adaptability, and knowledge necessary for lifelong learning and success in an ever-evolving world. Research-based instructional pedagogy and specific student data will drive and shape instruction along with professional development, to meet all subgroups' needs.

Grade level teams will continue to be constructed to provide the best-qualified teachers for the grade level student make-up. Teacher qualifications, training, service, preference, and individual strengths are considered when constructing the grade level make up each year. Professional development, conducted by the Principal, the Coordinators, the teachers on the Instructional Leadership Team, and District Instructional Support Staff, is driven and designed, based on student and teacher data, in order to support and improve teacher practice along with professional growth.

Topeka will continue to maintain high expectations for both our students and teaching professionals which includes the commitment to using key educational theories and research-based strategies, such as Understanding by Design, a method where teachers backwards plan to provide a thoroughly mapped out road to academic success for all students. Our daily instruction is infused with a balanced use of research-based practices/methodologies which include the following:

Clear Expectations

- State standards are clearly articulated in student and parent friendly language.
- Rubrics and criteria charts are standards-based and used to assess standard mastery (teacher created class co-constructed, and students created rubrics & criteria charts).
- Feedback and reflection are used to ensure expectations are attainable.

Academic Rigor

- Students engage in the inquiry process.
- Webb's Depth of Knowledge (DOK) is infused in student tasks, question development, and lesson design.
- The revised Blooms Taxonomy is applied to lesson development.
- Sandra Kaplan's Depth and Complexity is applied across the curriculum.
- Metacognitive strategies are taught – students explain, justify, and challenge how and why they know something.
- Critical thinking skills are applied to complex real-world problems and

tasks.

Collaboration

- Students converse and work collaboratively with diverse partners, building on the ideas of their peers and/or clearly stating and supporting their own.
- Students come to understand other perspectives, cultures, thought processes.
- Peer encouragement, acknowledgement, support, correction, revision and editing takes place.
- Teamwork and interdependence are structured within the day.
- Diverse grouping; pairs, small groups, whole groups, vertical teams are utilized to meet specific student needs.

Differentiated Instruction

- Specially tailored instruction to meet students' individual needs may include tiered and/or modified assignments.
- Specialized DOK leveled tasks are provided.
- Students are presented with a choice in displaying their learning.
- Various multi-media options are available to enrich learning experiences. Our multi-media includes document cameras, projectors, Smart Boards, K-1 one to one iPADS, 2-5 one to one chromebooks and a Science Lab where teachers implement NGSS into various experiments and science projects.
- Skillful direct instruction and guided practice is employed.
- Independent practice results are used to check for understanding, inform future differentiation and further identify individual needs.
- Student interests and abilities are considered during lesson design.

Experiential Learning

- Student-centered learning is a focus.
- Technology/Multi-media use to progress through the SAMR model: Substitution, Augmentation, Modification, Redefinition will enhance students 21st century skills.
- Students are engaged by 'doing' and 'experiencing' the curriculum.
- Inquiry based research and projects are used.
- Manipulatives and realia make student learning concrete and sustainable.
- Standards based/educational field trips bring learning to life.
- Experiments and lab investigations are being conducted with a focus on STEM learning lessons completed in the Science Lab.

Arts Integration

- Use theater, dance, music, and visual performing arts to affirm student assets and enhance student learning experiences.

Curriculum and Instruction

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

- **English Language Arts**
 - Develop students' reading, writing, listening, and speaking skills to access academics across the disciplines.
 - iReady Curriculum to address student's challenges by monitoring myPATH lesson completion
 - Becoming familiar with Core Knowledge Language Arts curriculum as the new ELA curriculum
 - Integrate and infuse critical thinking skills, such as Depth and Complexity, Bloom's Taxonomy, and Webb's Depth of Knowledge Dimensions, into the District's state adopted reading program and supplemental core literature.
 - Provide reading materials to meet the students' independent and instructional reading abilities in a variety of texts at appropriate Lexile levels and text- complexity ranges.
 - Emphasize nonfiction and fiction texts in all grades to meet and exceed the CCSS requirements
 - Teach foundational skills, including print concepts, phonics, word recognition, and fluency to address emergent readers
 - Supplement reading support using Accelerated Reader, Core Literature, Reader's Theater, thinking maps, literature circles, and novel studies
 - Implement writing program to address persuasive/opinion, narrative, and informational writing
 - Critique, justify, and theorize in compositions/writing across disciplines
 - Differentiate writing instruction to meet the needs of all learners through analysis to pinpoint further scaffolding needed in small group and individual writing workshops
 - Demonstrate writing across the curriculum for a variety of audiences and purposes
 - Incorporate cross-cultural activities to reflect the diversity of our student population
 - Use technology, such as laptops, Smart Boards, Chromebooks, and iPads to conduct and complete informative, persuasive, narrative writing assignments, oral presentations, digital portfolios, and exhibits
 - Evaluate assignments in the upper grades through submission via Google Classroom, providing peer collaboration and revision to provide immediate feedback regarding criteria and quality
 - Apply speaking and listening skills by effectively engaging in a range of collaborative discussions and presentations delivered clearly using appropriate projection, expression, eye contact, and clear speech to varied audiences.

- **English Language Development/English as a Second Language**

- On average, twenty-one percent of our English Learner population reclassifies on an annual basis. Teachers utilize ongoing assessments which include DIBELS Progress Monitoring and ELD CKLA unit assessments, collaboration, the CKLA ELD program and team-teaching in grades 3-5, using the departmentalization model to ensure our EL students' progress and receive a solid foundation of reading, writing, listening and speaking.
 - Smart Start Designated ELD lessons
 - Thinking Maps
 - Reviewing Designated and Integrated ELD in teacher's schedules
- **Mathematics**
 - Develop students' mathematical proficiency and mastery by utilizing curriculum aligned with the CCSS as the core math curriculum. Topeka Charter School utilizes Engage New York/Eureka as the main source to provide rigorous conceptual and computational skills in a variety of mathematical processes to meet and exceed the CCSS.
 - Teachers will enhance mathematics using Zearn enrichment materials and website, CGI strategies and approaches, iREADY, Engage New York/Eureka, Touch Math strategies, and various math websites (IXL, Khan Academy) during computer class time.
 - Provide opportunities for students to generalize math skills to real world problems across disciplines.
 - Differentiate instruction through varied groupings to meet student needs from intensive to advanced.
 - Advance student skills by integrating manipulatives to assist students with modeling problems.
- **History-Social Studies**
 - Supplement instruction using a variety of materials that include state adopted textbooks and supplementary materials to meet and exceed the CCSS.
 - Elevate students' critical thinking skills by identifying patterns, parallels, contributions, and convergences that shaped historical events over time.
 - Facilitate the execution of classroom exhibits, museums, and presentations to provide creative opportunities while demonstrating mastery of content.
 - Develop research skills to reinforce content and dig deeper into topics.
 - Interact with primary resources as historical evidence to understand the people and time periods being studied
 - Hone students' geography skills utilizing map activities
 - Bridge students' awareness of their place in the world as it progresses from neighborhoods, communities, cities, states, and countries, to the interconnected, global world.
- **Science**
 - Our school uses an experimentally –based FOSS Science program and the Next Generation Science Standards that are well-structured, hands-on, and

exciting.

- Science labs are available at each grade level, where tools, will provide students with an optimum hands-on experience in science.
- The sciences are taught as a cumulative learning process that builds upon prior knowledge and experiences as students' progress through the grade levels.
- Hypothesize and develop experiments utilizing the scientific method.
- Our recycling programs (i.e., cans, plastics, glass, paper, Lunch Skins, Capri Sun) encourage students to understand the need for eco-friendly products to improve our local and global community.
- Help students learn and apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness.
- Teach the sciences as a cumulative learning process that builds upon prior knowledge and experiences as students' progress through the grade levels.
- Beautification Days and constant updating of our school garden and campus help support science in all grade levels and promote eco-friendly behavior.

- **Visual and Performing Arts**

- Students in all grade levels explore the elements of design: line, shape, form, space, color, and texture, aligned with the California State Standards and the developmental needs of each student.
- Across-curricular art lessons include the principles of design: balance, emphasis, movement, pattern, repetition, proportion, rhythm, variety and unity, making connections with math and science. Visual Art is taught with rigorous content to achieve state's standards, and challenges all students to create their own works, and respond to works of art and ideas they impart.
- Teachers work collaboratively with the Arts Program to promote awareness and enthusiasm for the four areas of art education: dance, music, theatre, and visual arts.
- The Making Movies that Matter is an annually anticipated event for all upper grade levels and we have participated for the past 2 years.
- Students in grades 3-5 prepare and participate in an annual talent show, showcasing the talents of our diverse population.
- The music curriculum at each grade level supports the language arts, social studies, and science curricula while meeting the California State music standards.
- Our third-fifth graders learn to use instruments and participate in our orchestra.
- Many of our students have made it to Honor's Orchestra and have performed at Disney Concert Music Hall.
- Students are engaged in a variety of drama techniques that allow them to resolve conflicts in healthy, creative, and stimulating ways.
- Comprehension is increased when students portray characters in literature and make inferences using tolerance and empathy to create different situations and outcomes.
- Cause and effect is emphasized when improvisation and plot and

character development are studied.

- Drama encourages the art of public speaking with poise, clear pronunciation, expression of ideas, confidence, and good communication skills.

- **Health and Physical Education**

- Foster students' foundation of health by utilizing a variety of materials that include state adopted texts such as The Great Body Shop across grades K-5 to meet and exceed the CCSS.
- Assist students' in uncovering how the three parts of health (mental/emotional, physical, social/family) are interconnected and contribute to overall well being
- Social-emotional health
- Evaluate the effect of how the six pillars of character implemented school-wide contributes to a school culture of social responsibility
- Continue reinforcement of character through a rotating focus and awards at assemblies three times a year
- Empower students' conflict resolution skills by communicating with I-messages
- Healthy choices and risk management
- Judge how healthy behaviors and risk behaviors are beneficial or detrimental to personal health and safety
- Examine how the practice of healthful behaviors helps to reduce the spread of communicable and preventable diseases
- Enrichment activities implemented by the classroom teachers that provide our students with a healthy mind and body
- Enhances the concept of team sports and good sportsmanship while incorporating fairness in competition
- Students participate in an annual Jog-A-Thon and weekly Psycho-motor classes to promote physical well-being.

- **Innovative curricular components of the educational program**

- Making Movies that Matter – student films that require screenplay writing, digital storyboard creation, and video/sound editing
- Robotics – students build and computerized robots while enhancing math and science skills
- YMCA Play – an in-school fitness initiative and obesity intervention that improves health literacy and builds social skills while playing different activities

- **Intervention and enrichment programs**

- After School Learning Intervention – an 8 to 10 week pull-out targeted intervention program to address the needs of students not meeting benchmark goals.
- Creative Arts Network – a year-long program for Grades K-5th Grade that consists of Art, Music, and Theater rotations.
- Enrich LA Garden Program for TK-5 where students are given the

opportunity to learn the science behind planting various fruit, flowers and vegetables throughout the year

- **Curricular and instructional materials**
 - Topeka Charter will use LAUSD’s textbook adoptions in the core content areas. Topeka Charter implements Core Knowledge Language Arts for ELA, Eureka Math for math and FOSS science kits to meet the NGSS standards and TCI to meet the history/social studies standards.

All of our students have access to technology in the classroom (iPads, Chromebooks, classroom computers) and in our computer/science lab. All of our students in Grades 3-5 have multiple opportunities throughout the school year to log on to CAASPP and take Smarter Balanced Interim Assessments and practice tests. We also provide our students in Grades 3-5 sessions in their respective classrooms to explore the CAASPP practice tests in ELA and Mathematics and become acquainted with all the various tools within the testing portal (i.e. expanding text, highlighting text, flagging test questions, using the graphing tools, dragging and dropping data and answers, etc.).

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 Transitional Kindergarten program at TCSAS follows the full day schedule of Traditional Kindergarten with a 6-hour daily program Monday through Friday during the 180 day school year. Our UTK program provides children with a well-planned classroom program to build necessary social and academic skills for success throughout their school careers. The program is based on Creative Curriculum, an evidence-based comprehensive early learning by play curriculum, with focused instruction in literacy and numeracy along with strong emphasis on self-regulation and social engagement. The daily schedule includes whole group instruction and activities, structured outdoor play, small group instruction and rotations and independent, “hands-on” learning. Our Universal Transitional Kindergartners enjoy lunch and recess with their fellow Kindergarten friends and participate in all out of classroom Kindergarten activities such as dance, music, and psycho-motor skills development throughout the year. End of year DIBELS Assessments, along with teacher observational data and work samples, are used to monitor each transitional- kindergarteners’ growth and progress throughout the year. Our UTK Teachers use progress checklists for reporting progress in the Creative Curriculum and DIBELS Benchmark assessments to guide instruction and meet every child’s needs.

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.

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

Bell Schedules

Regular Day Schedule

Grades	Class Start	Recess Start	Recess End	Lunch Start	Lunch End	Recess 2 Start	Recess 2 End	Dismissal	Instruction Mins
Grades K	08:00 AM	09:45 AM	10:05 AM	11:55 AM	12:20 PM	12:20 PM	12:40 PM	02:28 PM	323
Grades 1,2	08:00 AM	09:45 AM	10:05 AM	11:55 AM	12:20 PM	12:20 PM	12:40 PM	02:28 PM	323
Grades 3,4,5	08:00 AM	10:10 AM	10:30 AM	12:20 PM	12:45 PM	12:45 PM	01:05 PM	02:28 PM	323

Professional Development Schedule

Grades	Class Start	Recess Start	Recess End	Lunch Start	Lunch End	Recess 2 Start	Recess 2 End	Dismissal	Instruction Mins
Grades K	08:00 AM	09:45 AM	10:05 AM	11:55 AM	12:20 PM	12:20 PM	12:40 PM	01:28 PM	263
Grades 1,2	08:00 AM	09:45 AM	10:05 AM	11:55 AM	12:20 PM	12:20 PM	12:40 PM	01:28 PM	263
Grades 3,4,5	08:00 AM	10:10 AM	10:30 AM	12:20 PM	12:45 PM	12:45 PM	01:05 PM	01:28 PM	263

Minimum Day Schedule

Grades	Class Start	Recess Start	Recess End	Lunch Start	Lunch End	Recess 2 Start	Recess 2 End	Dismissal	Instruction Mins
Grades K,1,2,3,4,5	08:00 AM			11:45 AM	12:05 PM	12:05 PM	12:20 PM	12:48 PM	253

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	131	323	0	0	10	253	39	263	180	36000	55100	19100
1	Yes	131	323	0	0	10	253	39	263	180	50400	55100	4700
2	Yes	131	323	0	0	10	253	39	263	180	50400	55100	4700
3	Yes	131	323	0	0	10	253	39	263	180	50400	55100	4700
4	Yes	131	323	0	0	10	253	39	263	180	54000	55100	1100
5	Yes	131	323	0	0	10	253	39	263	180	54000	55100	1100
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

Transition Kindergarten Enrichment

Activity Time Block	Description Structure & Strategies	Integrated Opportunities For Program Enrichment	Outcomes
Morning Routine	<ul style="list-style-type: none"> -Attendance -Arrival of students after being picked up on the yard -Flag Salute -Review picture schedule -Circle Time 	<ul style="list-style-type: none"> -School-wide Flag Salute/ Announcements 	<p>Morning routines will help students transition from home life to school life and set the tone for the day.</p> <p>The Pledge serves to instill respect for the flag, the country, and the ideals of freedom, equality, and justice.</p> <ul style="list-style-type: none"> -students will learn responsibility and organization -students will learn how to act accordingly on the rug with other students -students will learn to salute the flag and develop an understanding of patriotism
Breakfast	Breakfast outside with other UTK classes	-interacts with other UTK students during breakfast	-students learn how to independently open containers, throw away their trash and be responsible for their belongings

Outdoor play	Outdoor Play	-Small group activities -Rotations of students using various playground equipment	-students focus on oral and conversation skills with each other and adults on the yard -provides physical play for students to run, jump and interact with each other in an outdoor setting
Circle Time	Circle Time	-Whole group lessons implementing Creative Curriculum	-students learn songs to help develop routines and to enhance language supports -practice listening skills with each other and the teacher
Recess	Recess	-supervision provided and recognized for good citizenship on the yard	-participates in school events as scheduled
Rotations	Various center learning centers and Outdoor Play	-Small group rotations that focus on ELA and Math skills implementing Creative Curriculum -Imaginary Play -Use of manipulatives to support learning -Simple art projects incorporated into rotations	-focuses on fine motor skills -develops oral and conversation skills
Lunch	Lunch	-supervision provided and recognized for good citizenship on the yard	-participates in school events as scheduled

Calming Down time	Quiet Time Story Time	Read alouds of various stories using Creative Curriculum large print books	-comprehension and listening skills are developed -students provide answers to questions posed by teacher in checking for understanding
Dismissal	Center rotations SEL lesson Free Choice Clean/Pack up	-focuses on social emotional lessons that will support their learning	-students learn how to regulate their emotions and navigate difficult situations

Kindergarten Enrichment

Activity Time Block	Description Structure & Strategies	Integrated Opportunities For Program Enrichment	Outcomes
Morning Routine	-Attendance -Monitors -Flag Salute/ Patriotic songs -Articulate schedule of day	-School-wide Flag Salute/ Announcements	Morning routines will help students transition from home life to school life and set the tone for the day. The Pledge serves to instill respect for the flag, the country, and the ideals of freedom, equality, and justice. -students will learn responsibility and organization -students will learn to salute the flag and develop an understanding of patriotism

<p>Language Arts/Designated ELD</p>	<p>-Core Knowledge Arts / ELD</p> <p>-Oral Language</p> <p>-build robust vocabulary</p> <p>-phonemic awareness</p> <p>-Word Study</p> <p>-phonics</p> <p>-high frequency words</p> <p>-Reading</p> <p>-listening comprehension</p> <p>-apply phonics/high frequency words</p> <p>-fluency</p> <p>-Language Arts</p> <p>-writing</p> <p>-grammar</p>	<p>-Cooperative and small groups</p> <p>-Differentiated Instruction</p> <p>-Neurodevelopment Program to individualize student learning style</p> <p>-Hands-on, inquiry based instruction</p> <p>-Student Writing Portfolios</p> <p>- Independent Work Time</p> <p>-Library Media Center</p> <p>-Reader's Theater</p> <p>-Rubrics</p> <p>-Criteria Charts</p> <p>-UFLI</p> <p>-Heggerty</p> <p>-95% Group lessons</p> <p>-Literacy websites</p> <p>-Brainpop jr</p> <p>-Starfall</p> <p>-Abcya</p> <p>-iREADY – my PATH</p>	<p>-Every student provided a stimulating, engaging & challenging environment</p> <p>-Cross disciplinary projects as means to enhance critical thinking resourcefulness</p> <p>-students will be provided daily writing activities in multiple genres specific to grade-level standards including narratives, poetry, expository, writing, letters, imaginative narratives, folk tales, fairy tales, persuasive essays, and biographies with emphasis on conventions, writing CVC and high frequency words and words with long vowels and digraphs</p> <p>-Apply vocabulary development as well as integration of language arts embedded across the curriculum</p> <p>-Students will be taught public speaking and given many opportunities to present orally</p> <p>-Students will be given an opportunity to develop a love for reading by listening to books read by teachers, community</p>
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			<p>members, authors and illustrators</p> <ul style="list-style-type: none"> -Students will read grade level material -Students learn the writing process and paragraph writing with main idea, supporting details and concluding sentence -Students will be proficient or advanced on literacy constructed responses, unit assessments, DIBELS and other district tests
Recess	<ul style="list-style-type: none"> -Sustenance -Recycle -Social Skills Activities 	<ul style="list-style-type: none"> -Green Team Recycling - Community Garden -Systematic Supervision -Character Counts 	<ul style="list-style-type: none"> -Positive behavior support -Environmental Awareness -Global Awareness -Provide a safe environment
Mathematics	<ul style="list-style-type: none"> -Engage New York/Eureka -Problem of the Day -prior days standards reviewed -Develop the Concept -problem- based interactive learning -Develop the Concept -visual learning with animated video and glossary -Close/Assess & Differentiate -check understanding -prescribe reteach (intervention), practice (on-level) or 	<ul style="list-style-type: none"> -Cooperative Grouping -Introducing CGI methods of approaching mathematics -Differentiated Instruction - Hands-on activities - Marilyn Burns - Marcy Cook -100th Day Activities -Math Websites -Brain pop Jr -Rubrics -Criteria Charts -iREADY -myPATH 	<ul style="list-style-type: none"> -Develop students' mathematical proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes -Apply math skills to daily problem-solving situations. -Develop understanding of the concepts of computation, patterns, functions, geometry, statistics and probability. -Ensuring essential

	<p>enrichment (advance)</p> <ul style="list-style-type: none"> -icons for depth and Complexity -Cooperative Grouping -Hands-on Learning -Math Intervention -Daily Calendar Activities 		<p>understanding</p> <ul style="list-style-type: none"> -Students will be proficient or advanced on District iREADY, DIBELS Assessments and Curriculum Topic Tests
<p>Health Science History/ Social Studies</p>	<p>-Standard Based Curriculum</p> <p>-Health & Wellness</p> <ul style="list-style-type: none"> -center activities -learning life skills lessons <p>-Learn and Work</p> <ul style="list-style-type: none"> -build background -teach -assess and extend <p>-FOSS (Full Option Science System)</p> <ul style="list-style-type: none"> -hands-on investigations, experimentations, and observations -word banks -content charts -science notebooks 	<ul style="list-style-type: none"> -State and District standards-based curriculum -Interactive activities & models Simulations Learning through the Arts, music, - Holiday Program -Field Trips -Second Step -Enrich LA Gardening Classes -Character Counts 	<ul style="list-style-type: none"> -Students will become health literate by learning health concepts and being helped to acquire life skills -Cross-curricular activities provide opportunities for integrated learning -Respect, caring, fairness, citizenship, responsibility will be explicitly taught -Students will be empowered to achieve and maintain optimal health -Full integration of arts & academics with real world examples -Students will be given the opportunity to identify, observe, communicate observations, describe similarities and differences, use relative vocabulary, and experience the wonder and excitement of science - Cause & Effect -Partnerships with: Candy Splits Book Exchange

			Beautification Day Pennies for Patients Clothing donations Kindness Week Earth day
P.E.	-Daily Physical Activity -variety of physical fitness, motor skills, and physical activities -social and personal interaction	-a planned, sequential curriculum	-Designed to promote enjoyment of lifelong physical activity
Lunch	-Sustenance -Recycle -Sensory Garden -Student Council Team Leaders -Fiesta Fridays -Lunch with the Principal	-Green Team Recycling - Community Garden - Systematic Supervision -Character Counts	-Environmental Awareness -Global Awareness -Cooperative Play -lead by team leaders - Providing a Safe Environment
Story Time	-Teacher Selected Literature -listening skills comprehension -vocabulary development	-Literature related to grade level curriculum topics, current events, social skills	-Students will develop listening skills.
Small group for Differentiated Instruction/ Integrated ELD	-Oral Language -High- Frequency Words -Phonemic Awareness -Phonics -Pre-decodable Readers -Practice Readers -Vocabulary -Writing	-Daily plans for the strategic, benchmark, advanced and EL learner	-Students' individual language arts needs will be met through small group instruction with the teacher and teachers' assistant. Instructional groups and activities will be data driven and designed to support students' academic language development,

			foundational skills, oral and reading vocabulary development, and writing.
Music/ Rhythms Evaluation of Day	-Developmental Music Curriculum -reinforce basic goals and standards -Multimodal learning opportunities -visual -kinesthetic -auditory -Strategies designed to channel student's natural enthusiasm for music and movement into productive learning experiences	-Introductory Activities -movement -singing -rhythmic	-Students self-expression will be encouraged -Students' performance Activities offer opportunities to use creativity and work well with others -Growth in self-esteem and an appreciation of each other
Dismissal			
Integrated Enrichment	-Psychomotor -Holiday Program -Multicultural Program -Arts Program -fine art -music -dance -theater -Computer Lab -Library -Enrich LA Gardening Classes -library		-Students will express through various art forms, knowledge and understanding of other disciplines -Students will examine and formulate deeper understanding by integrating the arts specifically in dance, theater and music -Students will practice and perform for their community -Students will

			experience YMCA psychomotor curriculum -Students will learn to navigate a computer -Students will have access to and navigate a library
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First Grade Enrichment

Activity Time Block	Description Structure & Strategies	Integrated Opportunities For Program Enrichment	Outcomes
Physical Education	-Daily Physical Activity -variety of physical fitness, motor skills, and physical activities -social and personal Interaction	-a planned, sequential curriculum	-Designed to promote enjoyment of lifelong physical activity
Morning Routine	-Calendar Activities -odd/even numbers -skip counting -expanded notation -tally marks -money -place value -10 more, 10 less -1 more, 1 less -Pre-teaching -mini lessons related to weekly language	-Flag Salute -SEL -starfall -abcya -iREADY – myPATH	Saying the Pledge encourages early notions of civic responsibility and respect for institutions, helping students begin to understand the concept of citizenship and the importance of shared principles in a democratic society.

	arts standards		-Students engaged in learning -Leadership skills
Recess	-Sustenance -Recycle	-Green Team Recycling - Systematic Supervision -Caught Being Good	-Environmental Awareness -Global Awareness -Cooperative Play - Providing a Safe Environment
ELA/Integrated ELD	- Language Arts -writing -grammar -Oral Language -High-Frequency Words -Phonemic Awareness -Phonics -Practice Readers -Vocabulary -Writing	-Reader's Theater -Rubrics -Criteria Charts -Literacy websites -Brainpop Jr -iREADY -myPATH -UFLI -Heggerty -95% Group lessons - Daily plans for the strategic, benchmark, advanced and EL learner	-Students will be proficient or advanced on literacy constructed responses, unit assessments, DIBELS and other district tests -Student's individual language arts needs will be met through a variety of activities
Mathematics	-Engage NY/Eureka Math -prior days standards reviewed - Problem of the Day -prior days standards reviewed - Develop the Concept -problem-based interactive learning - Develop the Concept -visual learning with animated video and glossary - Close/Assess & Differentiate -check understanding	-Cooperative Grouping -Building on CGI strategies learned in kindergarten -Differentiated Instruction -Hands-on activities - Marilyn Burns - Marcy Cook -100th Day Activities -Math Websites -Connect Ed -Brain Pop Jr -Rubrics -Criteria Charts -IXL Math - iREADY MyPath	-Develop students' mathematical proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes. -Apply math skills to daily problem – solving situations. -Develop understanding of the concepts of computation, patterns, functions, geometry, statistics and probability. -Ensuring essential understanding

	<ul style="list-style-type: none"> -prescribe reteach (intervention), practice (on-level) or enrichment (advance) -Sandra Kaplan Math -icons for depth and complexity 		-Students will be proficient Topic Tests
Lunch	<ul style="list-style-type: none"> -Sustenance -Recycle -Lunch with the Principal 	<ul style="list-style-type: none"> -Green Team Recycling -Community Garden -Systematic Supervision -Caught Being Good 	<ul style="list-style-type: none"> -Environmental Awareness -Global Awareness -Cooperative Play - Providing a Safe Environment
Math Continued	<ul style="list-style-type: none"> -Cooperative Grouping -Hands-on Learning -Math Intervention -Daily Calendar Activities 		
Story Time	<ul style="list-style-type: none"> -Teacher Selected Literature -listening skills -comprehension -vocabulary development 	<ul style="list-style-type: none"> -Literature related to grade level curriculum topics, current events, social skills 	-Students will develop listening skills.
Health Science History/Social Studies	<ul style="list-style-type: none"> -Standard Based Curriculum Health & Wellness -center activities -learning life skills lessons -Time and Place -build background -teach -assess and extend -FOSS (Full Option Science System) -hands-on 	<ul style="list-style-type: none"> -State and District standards-based curriculum -Interactive activities & models Simulations Learning through the Arts, music, multicultural dances -Multicultural Performance - Holiday Program -Field Trips -Enrich LA Gardening 	<ul style="list-style-type: none"> -Students will become health literate by learning health concepts and being helped to acquire life skills -Cross-curricular activities provide opportunities for integrated learning -Respect, caring, fairness, citizenship, responsibility will be explicitly taught

	<p>investigations, experimentations, and observations</p> <ul style="list-style-type: none"> -word banks -content charts -science notebooks -Scholastic Magazine News -Content Wonders Big Book 	<p>Classes</p> <ul style="list-style-type: none"> -Second Step -Career Day -Character Counts 	<p>-Students will be empowered to achieve and maintain optimal health</p> <p>-Full integration of arts & academic with real world example</p> <p>-Students will be given the opportunity to identify, observe, communicate observations, describe similarities and differences, use relative vocabulary, and experience the wonder and excitement of science</p> <ul style="list-style-type: none"> - Cause & Effect -Partnerships with : Food Drive Candy Splits Book Exchange Beautification Day Pennies for Patients Clothing donations Earth day
Review & Prepare for Dismissal			
Dismissal			
Integrated Enrichment	<ul style="list-style-type: none"> -Psychomotor -Holiday Program -Multicultural Program -Arts Program -fine art -music -dance -theater -Computer Lab -Library 		<p>-Students will express through various art forms, knowledge and understanding of other disciplines</p> <p>-Students will examine and formulate deeper understanding by integrating the arts</p>

	-Enrich LA Gardening Classes		specifically in dance, theater and music -Students will practice and perform for their community -Students will experience YMCA psychomotor curriculum -Students will learn to navigate a computer -Students will have access to and navigate a library
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Second Grade Enrichment

Activity Time Block	Scope and Sequence Description Structure & Strategies	Integrated Opportunities For Program Enrichment	Outcomes
Morning Routine	Student Council Announcements Attendance Patriotic Songs	Flag Salute School-wide Announcements	Saying the Pledge encourages early notions of civic responsibility and respect for institutions, helping students begin to understand the concept of citizenship and the importance of shared principles in a democratic society.
Language Art/ Designated ELDBlock -Story	Dramatization Complexity Icons enhance critical thinking -Accelerated Reader resourcefulness -Learning Center, Effective writing and -Grade Level	Grouping stimulating, engaging -Teacher directed -Differentiated & challenging lessons Curriculum for -Environment for and -CKLA Knowledge Lessons	-Provide a stimulating and engaging environment for all students -Cross disciplinary projects to enhance critical thinking and resource skills -apply vocabulary development as well

	<p>speaking skills</p> <ul style="list-style-type: none"> -Designated ELD Presentations - Apply vocabulary -Hands-on, inquiry development as well based instruction as integration of -Student Portfolios language arts 	<p>different learning every student</p> <ul style="list-style-type: none"> -Tiered Activities groups - Cross-disciplinary -Criteria Charts -Depth and projects as means to -Rubrics - Flexible Grouping - Independent Work Time -Utilizing the performing arts to dramatize stories -Letter writing to community members and family -Read to Succeed -Book It 	<p>with integration of language arts</p>
<p>ELD/Diff. Instruction/ Small Groups</p>	<ul style="list-style-type: none"> -Oral Language -High-Frequency Words -Phonemic Awareness -Phonics -Practice Readers -Vocabulary -Writing 	<ul style="list-style-type: none"> -Daily plans for the strategic, benchmark, advanced and EL learner 	<ul style="list-style-type: none"> -Student's individual language arts needs will be met through a variety of activities
<p>Recess 9:45-</p>	<ul style="list-style-type: none"> -Sustenance -Recycle -Computer Lab -Sensory Garden -Established Play Areas Positive Behavior Support 		<p>Environmental Awareness</p> <ul style="list-style-type: none"> -Global Awareness -Cooperative Play - Providing a Safe Environment

<p>Writing</p>	<p>Write for the Beginning -Thinking Maps -Thematic Units Extensions -Differentiation- (GATE, ELD, Resource, Learning Center, RTI2) -Phonics -Letter Writing -Creative Narrative -Expository -Journal Tiered Activities - Thematic Book Reports with read aloud -Criteria Charts -Rubrics</p>	<p>Library Media Center Computer Lab Learning Center Reader's Theater Library Media Center -Computer Lab -Homework Club - After school Teacher Tutoring</p>	<p>Grade level reading - Critique, justify, and theorize in compositions/writing across the disciplines -Write across all genres specific to grade-level standards including narratives, poetry, expository, writing, letters, imaginative narratives, fairy tales, and biographies. - Writing for Purpose To work toward proficiency and advance achievement on District, State Tests.</p>
<p>Mathematic Block</p>	<p>-Developmental Instruction in: Mathematical Reasoning Problem Solving Algebraic Function Number Sense Statistic and Probability -Cooperative Grouping -Hands-on Manipulatives Math Intervention -Learning Center -Math Websites Mountain Math -Criteria Charts -Rubrics</p>	<p>-Flexible Grouping -Hands on Equations - Marilyn Burns - Marcy Cook -Hundreds Day -Mathematics through - Origami -Chaos Towers -Math Websites -Online Assessments -iREADY My Path lessons -Computer Lab -Learning Center -Homework Club - -After school Teacher Tutoring</p>	<p>'Develop understanding of the concepts of computation, patterns, functions, geometry, statistics and probability. To work toward proficiency and advance achievement on District, State Test. -Online Assessment</p>

Lunch	<ul style="list-style-type: none"> -Sustenance -Recycle -Sensory Garden -Student Council - Positive Behavior Support 	<ul style="list-style-type: none"> Green Team - Recycling Community Garden - Healthy Food 	<ul style="list-style-type: none"> Environmental Awareness -Global Awareness -Cooperative Play - Providing a Safe Environment
Quiet Time/SSR	Sustained Silent Reading	Students have access to classroom library and school library.	By giving students the opportunity to read independently and at their own pace, they become more skilled, confident, and engaged learners.
Health and Wellness Science Social Studies	<ul style="list-style-type: none"> Standard Based Curriculum -Interactive/hands-on modalities to illuminate abstract concept - Explore other Cultures In communities -Multicultural Day Celebration -Second Step - Anti-bullying Program -<i>Time for Kids</i> -<i>National Geographic for Kids</i> Use of FOSS -The scientific method is taught and practiced through hands-on investigation, experimentation, observation 	<ul style="list-style-type: none"> -State and District standards-based curriculum -Interactive activities & models Simulations Learning through the Arts, music, - Holiday Program -Field Trips -Enrich LA Gardening Classes -Second Step -Character Counts 	<ul style="list-style-type: none"> -Full integration of arts & academic with real world example - Cause & Effect -Partnerships with : Food Drive Candy Splits Book Exchange Beautification Day Pennies for Patients Coat & clothing donations Earth day Scoring proficient or advances on Textbook Test and/or Teacher made tests

Journal Entry/Review today's learning goals	-Review at the end of the day -Allows for reflection -Reinforces learning -Maintains a positive classroom environment	-Student's personal journal book	Students will have the opportunity to take responsibility for their learning by reflecting on what they learned and how they participated in the day's activities.
Physical Education	-Daily Physical Activity -variety of physical fitness, motor skills, and physical activities -social and personal Interaction	-a planned, sequential curriculum	-Designed to promote enjoyment of lifelong physical activity
Dismissal			
Integrated Enrichment	Psychomotor Holiday Program Multicultural Program Art's Program Computer Lab Accelerated Reader	-Library Media Center -Computer Lab -Learning Center -Homework Club -Volunteer After school Teacher Tutoring	Express through various art forms, knowledge and understanding of other disciplines, Students will examine and formulate deeper understanding by integrating the arts specifically in dance and music. To work toward proficiency and advance achievement on District, State Test.

Third Grade Enrichment

Activity Time Block	Scope and Sequence Description Structure & Strategies	Integrated Opportunities For Program Enrichment	Outcomes

<p>Morning Routine</p>	<p>Student Council Announcements Attendance SBAC Skills Review in ELA and Math</p>	<p>Flag Salute School-wide Announcements</p>	<ul style="list-style-type: none"> - Engage all community members in one setting consistently in one setting consistently -Team teaching in flexible groups of standard based content -Teacher to share timely, critical initiative (such as SBAC prep, student code of conduct and upcoming events. -Opportunity to celebrate and reflect on achievements -Integrated life-long physical awareness
<p>Language Art/ Designated ELD 8:20-10:10</p>	<ul style="list-style-type: none"> -Teacher directed lessons -SWBAT identify lesson objectives -CKLA Activities -Flexible grouping -Standard based content Pen Pal Letters -Tiered Activities - Icons Depth and Complexity- Flip Books -Novel Studies -SBAC Prep -Book reports -Smartboard Activities Rubrics to explain student expectations 	<ul style="list-style-type: none"> -Cooperative Grouping -Departmental Rotations -Differentiated Instruction -Accelerated Reader -Grade Level Presentations Neurodevelopment Program to individualize student learning style -Hands-on, inquiry based instruction -Student Portfolios -Flexible Grouping - Independent Work Time -Book It -Classroom Volunteers -Teacher Modeling -ELD instruction -iREADY myPATH lessons 	<ul style="list-style-type: none"> -Provide a stimulating, engaging & challenging -Environment for and every student - Cross-disciplinary projects as means to enhance critical thinking resourcefulness -Tiered activities Effective writing and speaking skills - Apply vocabulary development as well as integration of language arts embedded across the curriculum -To work toward proficiency and advance achievement on District, State Test. -DIBELS

<p>Recess</p>	<p>Sustenance -Recycle -Established Play Areas Positive Behavior Support</p>		<p>Environmental Awareness -Global Awareness -Cooperative Play - Providing a Safe Environment -Caught Being Good</p>
<p>Mathematics</p>	<p>-Eureka/Engage NY -QAR Comprehension Set Time - Developmental Instruction in: Mathematical Reasoning Problem Solving Algebraic Function Number Sense Statistic and Probability -Math Icons for Depth and Complexity -Educational technology -Cooperative Grouping - Hands-on Manipulatives -Problem solving Activities -Mountain Math Math Intervention -Criteria Charts</p>	<p>-Flexible Grouping -Departmental Rotations Differentiation of Instruction -Hands on Equations - Marilyn Burns - Marcy Cook -Math Websites -Zearn -iREADY myPATH lessons -Hands on Geometry -IXL Math -Kahoots -Math Icons</p>	<p>. Develop students' mathematic proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes. -Apply math skills to daily-problem – solving situations. -Develop understanding of the concepts of computation, patterns, functions, geometry, statistics and probability. -To work toward proficiency and advance achievement on District, State Test. - Work within a cooperative group to solve real like math problems</p>

Science	<ul style="list-style-type: none"> -Standard Based Curriculum Departmental Instruction -Interactive/hands- on modalities to illuminate abstract concept -School-wide Performances - Use of FOSS -The scientific method is taught and practiced through hands-on investigation, experimentation, observation -Time for Kids 	<ul style="list-style-type: none"> -State and District standards-based curriculum -Differentiation Instruction -Interactive activities and models -Simulations -Learning through the Arts, music, multicultural dances -Field Trips -Enrich LA -Character Counts 	<ul style="list-style-type: none"> -Full integration of arts and academic with real world example - Cause & Effect -Scoring proficient or advances on Textbook Test and/or Teacher made tests -Students are encouraged to understand the need for eco-friendly products and life- changes to improve our local and global community.
Lunch	<ul style="list-style-type: none"> -Sustenance -Recycle -Lunch with the Principal 	<ul style="list-style-type: none"> -Green Team Recycling - Systematic Supervision -Caught Being Good 	<ul style="list-style-type: none"> -Environmental Awareness -Global Awareness -Cooperative Play - Providing a Safe Environment
Health /Physical Education/ Dismissal	<ul style="list-style-type: none"> -Health and Wellness - Physical Education 	<ul style="list-style-type: none"> - Game Rules -Cooperative Play -Healthy Choices 	<p>To help students learn and apply concepts of good physical, social and emotional health, including nutrition and physical fitness</p>
Integrated Enrichment	<ul style="list-style-type: none"> Psychomotor The Arts Program Holiday Program Various Multicultural Programs Computer Lab Accelerated Reader Orchestra 3 Grade Musical - Library Media Center -Computer Lab -Homework Club 	<ul style="list-style-type: none"> Library Media Center -Homework Club - After school Teacher Tutoring 	<ul style="list-style-type: none"> -Data Analysis -Grade Level Collaboration- Grade level Consensus Building -Grade Level Planning -Express through various art forms, knowledge and understanding of

			other disciplines, Students will examine and formulate deeper understanding by integrating the arts specifically in dance and music.
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Fourth Grade Enrichment

Activity Time Block	Scope and Sequence Description Structure & Strategies	Integrated Opportunities For Program Enrichment	Outcomes
Morning Routine	Grade level focus on writing SEL Check in	Flag Salute School-wide Announcements	Engage all community members in one setting consistently -Venue to dispense timely, critical initiative (such as CST prep, student code of conduct and upcoming events. -Opportunity to celebrate and reflect on achievements -Integrated life-long physical fitness awareness

<p>Language Arts Block/ Designated ELD</p>	<ul style="list-style-type: none"> -Teaching in flexible groups of standards-based content using CKLA (adopted reading program): <ul style="list-style-type: none"> Phonics Morphology Vocabulary Spelling Dictionary Skills Prefixes/roots/ Suffixes Computer skills Cause & Effect Inferences Summaries Facts and Opinions -ELD Main ideas <ul style="list-style-type: none"> Setting Theme -Think/Pair/Share -Lecture/discussion -Universal Themes -Departmentalized thematic unit extensions -QAR to analyze text -Rubrics and criteria charts <ul style="list-style-type: none"> -IWT- teacher targeted intervention in small group instruction 	<ul style="list-style-type: none"> -Cooperative Grouping -Differentiated Curriculum for different learning groups -Accelerated Reader -Grade Level Presentations -Neurodevelopment Program to individualize student learning style -Hands-on, inquiry based instruction -Student Portfolios -Flexible Grouping -Independent Work Time -Targeted instruction for specific student needs- fluency, comprehension, phonics, vocabulary, spelling -iREADY myPATH lessons 	<ul style="list-style-type: none"> -Provide a stimulating, engaging & challenging environment for every student - Cross-disciplinary projects as means to enhance critical thinking resourcefulness -Tiered activities -Effective writing and speaking skills - Apply vocabulary development as well as integration of language arts embedded across the curriculum -Ability to research subjects on the computer -To work towards proficiency or advanced achievement on State, District and/or teacher generated assessments -Developing a love for reading -to work towards proficiency and advanced achievement
<p>Recess</p>	<ul style="list-style-type: none"> -Sustenance -Positive behavior support 		<ul style="list-style-type: none"> -Environmental awareness -Global awareness -Cooperative play -Provide a safe environment

<p>Writing</p>	<ul style="list-style-type: none"> -Four Square Writing (supplement) -Thinking Maps -Thematic Units Extensions -Differentiation- (GATE, ELD, Resource, RTI2) -Sandra Kaplan's Depth and Complexity -Neurodevelopmental Program -Intervention -Reteaching skills -ELD Instruction -Book Report Projects 	<ul style="list-style-type: none"> -Library Media Center -Computer Lab -Reader's Theater 	<ul style="list-style-type: none"> -Grade level reading -Critical writing skills - Critique, justify, and theorize in compositions/writing across the disciplines -Write across all genres specific to grade-level standards including narratives, poetry, expository, writing letters, imaginative narratives, folk tales, fairy tales, persuasive essays, and biographies. -To work towards proficiency or advanced achievement on State and District tests
<p>Mathematics</p>	<ul style="list-style-type: none"> -Eureka/Engage New York (adopted program) -Developmental Instruction <ul style="list-style-type: none"> Number sense Algebra Statistics and Analysis Mathematical Reasoning Geometry Daily Spiral Review -60 Second Sweep -Mountain Math -Sandra Kaplan Math Icons for Depth and Complexity -Neurodevelopmental Program -Cooperative Grouping -Hands-on learning with manipulatives -Math Intervention - 	<ul style="list-style-type: none"> -Flexible Grouping -Hands on equations -Marilyn Burns -Marcy Cook -Math Websites - Zearn -iREADY my Path Lessons 	<ul style="list-style-type: none"> -Develop students' mathematic proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes. -Apply math skills to daily-problem – solving situations. -Develop understanding of the concepts of computation, patterns, functions, geometry, statistics and probability. -Refined teaching content with supplemental sources to create students who

	<ul style="list-style-type: none"> Reteach -Problem solving 		<ul style="list-style-type: none"> effectively apply math problem solving skills to real world scenarios -To work towards proficiency or advanced achievement on State and District tests
Lunch	<ul style="list-style-type: none"> -Sustenance -Recycle -Student Council -Lunch with the Principal 	<ul style="list-style-type: none"> -Green Team Recycling -Community Garden -Systematic Supervision -Caught Being Good -Library 	<ul style="list-style-type: none"> -Environmental Awareness -Global Awareness -Cooperative Play - Providing a Safe Environment
Mathematics Continued		<ul style="list-style-type: none"> -Math Websites - Zearn -iREADY my Path Lessons 	
Science Social Studies/Dissal	<ul style="list-style-type: none"> -Standards-based curriculum -Interactive/hands-on modalities to illuminate abstract concepts <p>These days alternate to allow a concentration of activity on alternating days.</p>	<ul style="list-style-type: none"> -State and District standards-based curriculum -Interactive activities and models -Science interactive notebooks -Hands-on science Magnetism, circuits, rocks and minerals, environments -Simulations -California geography, missions, Native Americans, and the gold rush -Learning through the arts, music, and multicultural dances -Multicultural Performance -Holiday Program -Dual Language 	<ul style="list-style-type: none"> -Full integration of arts & academics with real world examples -Cause & Effect -Community Outreach and Partnerships with : Food Drive Candy Splits PJ's for Children of Abuse Pennies for Patients -Students have a greater appreciation for the state they live in -LAUSD Recycling Program -Book Exchange -Beautification Day -Coat & clothing donations -Earth day -To work towards

		Program -Too Good for Drugs -Second Step -Character Counts	proficiency or advanced achievement on State and District tests
Integrated Enrichment	Psychomotor The Art's Program Holiday Program Computer Lab Accelerated Reader Orchestra	Library Media Center -Homework Club -Volunteer After school Teacher Tutoring -Enrich LA	Data Analysis -Grade Level Collaboration -Grade level Consensus Building -Grade Level Planning -Express through various art forms, knowledge and understanding of other disciplines, Students will examine and formulate deeper understanding by integrating the arts specifically in dance and music.

Fifth Grade Enrichment

Activity Time Block	Scope and Sequence Description Structure & Strategies	Integrated Opportunities For Program Enrichment	Outcomes
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<p>Morning Routine</p>	<p>Student Council Announcements Attendance Preparation for the Presidential Fitness Award - Health Math enrichment/ reinforcement: -Hands-on equations -Daily word problems -Daily Spiral Review California Progress Monitoring – Comprehension/Writing Strategies</p>	<p>Flag Salute School-wide Announcements Hundred Mile Club</p>	<p>Engage all community members in one setting consistently -Venue to dispense timely, critical initiative (such as SBAC prep, student code of conduct and upcoming events) -Opportunity to celebrate and reflect on achievements -Integrated life-long physical fitness awareness</p>
<p>Physical Education</p>	<p>-Daily Physical Activity -variety of physical fitness, motor skills, and physical activities -social and personal Interaction</p>	<p>-a planned, sequential curriculum</p>	<p>-Designed to promote enjoyment of lifelong physical activity</p>
<p>English Language Arts Block/Designated ELD</p>	<p>-Teaching of standards-based content using Core Knowledge Arts (CKLA) -Lecture/discussion using various pieces of text and novels -Vocabulary enrichment (roots/affixes) -ELD -Selected reading: Comprehension Main ideas Setting Theme Major Focus Inferences Response to Lit. -Thematic research</p>	<p>-Cooperative Grouping -Differentiated Curriculum for different learning groups -Accelerated Reader -Grade Level Presentations -Hands-on, inquiry based instruction -Student Portfolios -Flexible Grouping -iREADY myPATH lessons - Independent Work Time</p>	<p>-Provide a stimulating, engaging & challenging environment for each and every student -Cross-disciplinary projects as a means to enhance critical thinking, resourcefulness -Cross-disciplinary learning through the thoughtful use of technology -Tiered activities -Effective writing and speaking skills -Apply vocabulary development as well as integration of language arts embedded across the</p>

	<ul style="list-style-type: none"> projects -Readworks -Universal Themes/ Kaplan Icons -Think , Pair, Share -QAR to analyze text <ul style="list-style-type: none"> -Rubrics and criteria charts 		curriculum
Recess	<ul style="list-style-type: none"> -Sustenance -Positive behavior support 		<ul style="list-style-type: none"> -Environmental awareness -Global awareness -Cooperative play
Social Studies	<ul style="list-style-type: none"> -Standards-based curriculum History: Changes over Time in U.S. History -Compare and contrast colonial regions (with emphasis on social and economic systems) -Teams analyze and draft their own Declaration of Independence for Topeka -Analyze documents/primary sources -Use Icons to analyze and synthesize info from text/outside sources -Thinking maps -Field trip to Museum of Tolerance and Ronald Reagan Museum 	<ul style="list-style-type: none"> -State and District standards-based curriculum -Cooperative groups -Interactive activities and models -Field trips 	<ul style="list-style-type: none"> -Cause and effect -Field trips enable children to learn through active hands-on experiences increasing knowledge and understanding of the subject, adding realism to the topic, and providing an opportunity to develop and enhance students' socialization and citizenship skills -Community Outreach and partnerships with- Food drive Clothing donations Recycling Program
Math	<ul style="list-style-type: none"> -Eureka/Engage New York -Touch Math -Developmental 	<ul style="list-style-type: none"> -Flexible Grouping -Hands on equations - Marilyn Burns - Marcy Cook 	Develop students' mathematic proficiency by applying mathematical concepts and computational

	<p>Instruction</p> <ul style="list-style-type: none"> -Sandra Kaplan Math Icons for Depth and Complexity -Neurodevelopmental Program - Cooperative Grouping - Hands-on equations Math Intervention 	<ul style="list-style-type: none"> -Math Websites -iREADY My Path lessons 	<p>skills to a variety of mathematical processes. Apply math skills to daily problem – solving situations. Develop understanding of the concepts of computation, patterns, functions, geometry, statistics and probability.</p>
Lunch	<ul style="list-style-type: none"> -Sustenance -Recycle -Sensory Garden -Student Council -Lunch with the Principal 	<ul style="list-style-type: none"> -Green Team Recycling -Community Garden -Systematic Supervision -Caught Being Good 	<ul style="list-style-type: none"> -Environmental Awareness -Global Awareness -Cooperative Play -Providing a Safe Environment
Science	<p>Standards-based curriculum</p> <ul style="list-style-type: none"> -Interactive/hands-on modalities to illuminate abstract concepts Experiments – weather and chemical reactions -Projects (across the disciplines) <ul style="list-style-type: none"> Solar System- math, concepts with science (radius, diameter, scale modeling) Human Body (life-size with identified systems) 	<ul style="list-style-type: none"> -State and District standards-based curriculum -Interactive activities -Hands-on science lab -Science interactive notebooks -Simulations 	<ul style="list-style-type: none"> -Students learn more about surrounding environments and wildlife from field trips

<p>Afternoon Routine Writing/Health</p>	<p>Standards-based instruction</p> <ul style="list-style-type: none"> -Narrative- autobiography, using icons -Descriptive- using realia and all senses (listening to music and describing what they feel) Persuasive- arguments for Independence – posters, brochures, articles Literary analysis- reflections, synthesizing information -Writing extensions -Thinking Maps -Thematic Units -Differentiation- (GATE, ELD, Resource, RTI2) -Sandra Kaplan’s Depth and Complexity -Neurodevelopmental Program -Intervention -Reteaching -ELD Instruction -Smart Board 	<ul style="list-style-type: none"> -Library Media Center -Computer Lab -Reader’s Theater 	<p>Grade level reading</p> <ul style="list-style-type: none"> - Critique, justify, and theorize in compositions/ writing across the disciplines -Critical writing skills -Write across all genres specific to grade-level standards including narratives, poetry, expository, writing, letters, imaginative narratives, folktales, fairy tales, persuasive essays, and biographies -use of Smart Boards enables students to learn together in a collaborative learning environment that nourishes creativity and teamwork
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Integrated Enrichment	Psychomotor The Art's Program Holiday Program Multicultural Program Art's Program Computer Lab Accelerated Reader Orchestra	Library Media Center -Homework Club - After school Teacher Tutoring	Data Analysis -Grade Level Collaboration -Grade level Consensus Building -Grade Level Planning -Express through various art forms, knowledge and understanding of other disciplines, Students will examine and formulate deeper understanding by integrating the arts specifically in dance and music.
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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.

N/A.

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.

Professional development is built upon school wide needs and the interests of teachers and administration. The topics are aligned with the District's banking time professional development priorities and developed with the input of Topeka Charter's Instructional Leadership Team (ILT) and teachers. The ILT will determine topics for Professional Development by the end of the school year, for the upcoming school year, focusing on the areas of curriculum, technology, innovation, character education, intervention, English Language Learners, differentiation strategies, Special Education, and safety.

A central focus of the Topeka Charter's PD plan is strengthening instruction across all subject areas, with an emphasis on writing. Writing is a critical skill that supports student

success in all disciplines, and the school prioritizes equipping teachers with research-based strategies to integrate writing instruction effectively into their lessons. By fostering a culture of continuous learning, the school ensures that educators are well-prepared to meet the diverse needs of students and drive academic achievement.

Professional development sessions are designed to be data-driven, collaborative, and aligned with the school's instructional goals. Teachers participate in workshops, coaching cycles, and professional learning communities (PLCs) to enhance their instructional practices. A key component of the PD plan is training in evidence-based writing instruction, including strategies for teaching argumentative, informative, and narrative writing across content areas. Teachers learn how to scaffold writing instruction, use mentor texts, and provide meaningful feedback to help students develop their writing skills. Additionally, PD sessions emphasize integrating writing with reading, critical thinking, and academic discourse to create a well-rounded literacy program. All professional development topics and needs will be based on student data and the needs of our students. Professional development sessions will include utilizing Topeka's teachers with varieties of expertise, as well as other experts and consultants from the District, local universities, or educational publishing companies. Professional development may also include grade and cross grade level small groups, and after school learning communities to explore ways to elevate teaching and learning. The ILT will work with the administration to ensure flexibility and that Professional Development meets the needs of the teachers so they may better serve our students' needs.

In addition to learning and implementing research based instructional strategies, professional development will focus on helping our teachers provide a consistent curriculum with the newly adopted ELA CKLA curriculum, understanding iREADY as the new District diagnostic assessment system for ELA and Math Engage New York/Eureka Math Curriculum, the Next Generation Science Standards, reinforcing the foundational concepts of Habits of Mind, supporting students from all subgroups who need accommodations, differentiation strategies, technology literacy, and promoting social/emotional and mindset growth.

Our commitment to continuous learning is unwavering. Our professional development and budget will be aligned with our students' needs, always basing our decisions on sub-group and whole school data. Both formative assessments (Interim Assessments) and summative assessments (Smarter Balanced) indicate that students are making continuous progress in all areas. We believe that our commitment to the plan, deliver, reflect, and revise cycle has improved our instruction and is critical to student growth.

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*.

Topeka Charter's educational program will meet the needs of English Learners (ELs) in accordance with LAUSD's English Learner Master Plan. These students are initially identified by their Home Language Survey. Once identified, students are administered the ELPAC test. This subgroup is monitored by the annual ELPAC, by the classroom teacher, and by the English Learner Coordinator.

The program ensures that EL students develop both English proficiency and academic content knowledge through a comprehensive approach that includes designated and integrated English Language Development (ELD), culturally responsive teaching, and rigorous standards-based instruction. By implementing research-based strategies and differentiation, the school supports ELs in acquiring the language skills necessary for full participation in academic learning while valuing their linguistic and cultural backgrounds.

Designated ELD instruction is a key component of the program, providing targeted language development support in small-group settings. Teachers use structured lessons aligned with the California ELD Standards to explicitly teach vocabulary, grammar, syntax, and discourse skills. This dedicated instructional time allows EL students to practice speaking, listening, reading, and writing in English within a structured, supportive environment. Simultaneously, integrated ELD is embedded across all content areas, ensuring that EL students receive scaffolded instruction that builds their academic language proficiency while engaging with grade-level curriculum. Teachers employ strategies such as sentence frames, graphic organizers, cooperative learning, and visual supports to make content comprehensible and accessible to EL students at all proficiency levels.

Additionally, the school fosters a culturally inclusive environment that validates and affirms students' linguistic identities. Staff receive professional development on effective EL instructional strategies, including the use of culturally relevant materials and approaches that connect students' home languages and experiences to academic learning. The school also prioritizes family engagement by providing bilingual communication, translation services, and opportunities for parents of ELs to participate in school decision-making processes. Through ongoing assessment and monitoring, teachers track EL students' progress using formative assessments, standardized tests, and observational data to ensure they are making adequate linguistic and academic growth.

By implementing these evidence-based practices in alignment with LAUSD's Master Plan, the charter school ensures that English Learners have equitable access to a high-quality education. The program prepares EL students for long-term academic success, supports them in reaching reclassification, and fosters a learning environment where they can thrive both linguistically and academically.

Students will continue to receive scaffold instruction with extensive realia, visual support SDAIE, and Thinking Map strategies. The EL Coordinator will continue to provide teachers with additional support for this subgroup. Students will be given the opportunities to display

their comprehension of the content in various formats. Topeka's goals are to help English learners to:

- _ Achieve academic proficiency in all dimensions of the English language.
- _ Attain academic achievement in all subject areas.
- _ Develop a positive self-image.
- _ Function effectively and harmoniously in a multicultural society

We have set a goal of students moving up a minimum of one ELD level each year. Our classrooms containing EL students dedicate classroom time every day for English language instruction with a focus on writing and systematically monitor and support children's progress. Topeka Charter will use the results of the ELPAC to support and accelerate student progress towards English proficiency.

In order to provide EL's with meaningful access to the curriculum, teachers utilize both Designated and Integrated ELD to meet the ELD standards. Teachers will instruct English Learners in how English works, focusing on grammatical structures and vocabulary in order to successfully participate in academic tasks. Concurrently, our English Learners will develop academic English within academic content across disciplines. A variety of SDAIE methods are used to meet the needs of our English Learners which include:

- Scaffolding
- Think-pair-share
- Collaborative learning groups
- Emphasis on learning vocabulary
- Use of visual aids
- Manipulatives
- Graphic organizers
- Thinking maps
- Emphasis on different multiple intelligences

The SSPT team ensures teachers receive support in meeting the goals for each EL student. The team meets with ELD teachers twice yearly to examine growth and progress, reclassification criteria, and to answer any questions or address concerns that the teachers may have about the status of their students.

Topeka will annually evaluate state data for Annual Measurable Achievement Objective 1 – ELPAC Annual Growth and AMAO 2 – Attaining English Proficiency in less than 5 years to ensure that English Learners are meeting state and District goals.

TCSAS has an established process for monitoring the progress of ELs and reclassified (RFEP) students. We reclassify all students as they meet District criteria. Our English Learners are reclassified according to the District's Reclassification Data Drops. We monitor ELPAC data, DIBELS data, and Progress Report Card Marks for all of our English Learners. Our reclassification rate for 2023-2024 was 33%. Currently our reclassification rate is 7%, which is on target with the District's reclassification goal. All RFEP students are monitored for two years after reclassification to ensure that they are continuously meeting grade-level benchmark goals. All RFEP's not meeting grade-level benchmark goals are provided intervention support.

All LTELs are monitored using the LTEL monitoring roster once a month. Teachers are provided with specific target goals to support the Long-Term English Learner in meeting district reclassification criteria of a mark of 3 or 4 for their ELA grade on the report card, a mark of a 3 or 4 for their ELD grade on the report card, and a passing score on the ELPAC.

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.

TCSAS teachers will provide GATE students and high achievers with lessons and assignments that will encourage the students to strengthen their cognitive thinking skills. They will be asked to demonstrate their comprehension and thorough knowledge of each subject by engaging in rigorous tasks that are reflective of Depth of Knowledge levels 3 and 4. Students will be asked to extend their thinking, define, describe and identify what they have learned through analysis and synthesis across multiple sources. Additionally, the students will present an outcome whether verbal, written, arts-based, or technology-based at their appropriate academic level. Differentiated instruction allows Topeka Charter teachers to tailor lessons by offering more challenging content and opportunities for independent learning. Our students are also grouped together to promote peer collaboration and engagement. Enrichment activities are implemented that encourage creativity and critical thinking. Topeka Charter families also play a major role as Topeka teachers collaborate with them daily to provide support as needed. Our teachers are all trained in the gifted strategies of Sandra Kaplan and other district provided GATE trainings. Teachers with identified GATE students will continue professional development opportunities to continue to meet the needs of this subgroup.

Students Achieving Below Grade Level

Students achieving below grade level will be provided intervention during independent work time in the classroom. In addition, teachers collaborate with paraprofessionals to target specific weaknesses in achievement, so students will be given the opportunity to exhibit their comprehension of the lessons taught. Our goal is to have every student performing at the "standards met" and striving for "standards exceeded". These students will be identified by multiple assessments: DIBELS, CAASPP-SBAC, Instructional Assessment Blocks (IAB's), Language and Math scores, and teacher observations. In our efforts to reach our goal of proficiency for all, we focus on students being solid in their foundational reading skills using the indicators on DIBELS. To support the students' foundational skills in Mathematics, teachers work together to provide teacher created assessments in order to identify student need in Math. Upper grade students will be referred to intervention and will be identified by test scores analysis by teachers using standardized tests, IAB's, and teacher observation. All underachieving and below grade level students will be monitored by their classroom teacher by a beginning of the year test analysis, weekly publisher's assessments, quarterly assessments, and daily teacher observation. Students are grouped by need. These students are monitored weekly. When students demonstrate proficiency, they move out of the group. Students who do not make progress are referred to the Student Success and Progress Team Committee which also meets once a month. If no progress is made, we will bring together

our Student Support and Progress Team, which includes the parent, classroom teacher, special education teacher, and administrator to review the current support being provided and to evaluate potential new supports to be put into place to create a pyramid of supports to implement progress. The special education teacher also provides strategies for general education teachers to meet the needs of low achieving students. After school tutoring is also provided by teachers and paraprofessionals Monday through Thursday for one-hour after school focusing on a variety of skills in different subjects.

Socioeconomically Disadvantaged

TCSAS will ensure that all students are provided with the necessary tools to succeed academically. Our Topeka PTA will assist any family needs that arise. Our administration and office staff identifies these students through their participation in the free lunch program based on the enrollment form information provided by the parents and guardians. Student identity is kept confidential. The PTA is only given information of family composition and basic needs to provide emergency food and clothing. The school has a clothing closet and holiday baskets for families. The educational experience for all of our student population, including our socially-disadvantaged students as identified through MiSiS, is enriched through art, music, dance, theater, field trips and after school programs in a variety of areas, such as Computer Lab and Homework Club. Beyond academics, the school prioritizes wraparound support services to address non-academic challenges that may impact student learning. Teachers along with the administration monitors their academic progress and should services be needed, referrals are made to district departments that can address student need. This includes access to counseling, mental health services, and social-emotional learning programs that help students develop resilience, self-regulation, and positive relationships. The school also works to reduce barriers related to food insecurity, transportation, and technology access by providing free or reduced-price meals, transportation assistance, and one-to-one technology programs to ensure digital equity. Family engagement initiatives further strengthen support for students by offering workshops, resources, and opportunities for parents to be actively involved in their child's education.

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

In order to promote academic success and student achievement for our homeless or foster youth, Topeka will continue to provide supports and resources based on the student's individual educational and social-emotional needs. Students will continue to be closely monitored using various academic and behavior data such as interim assessments, summative assessments, DIBELS assessments, and MiSiS discipline referrals, to ensure academic and social emotional growth. Services and materials will be provided as applicable, including tutoring, counseling, and necessary supplies. A staff member is designated to be the Homeless Education Program Coordinator to implement the District's Homeless Education Program, which helps to serve families in transition by providing advocacy and referral services as needed.

A Foster Youth Achievement point person is designated at Topeka to enhance educational opportunities and outcomes for our students living in foster care. Our school's point person works with the District's Foster Youth Coordinator to work with community agencies and social workers to ensure the success of our foster youth students.

Through a combination of personalized instruction, social-emotional supports, and community partnerships, the school fosters an inclusive environment where foster youth can thrive academically and personally.

A key aspect of the school's approach is providing individualized academic support to address potential learning gaps and disruptions. Teachers and support staff closely monitor the progress of foster youth and offer targeted interventions such as tutoring, small-group instruction, and differentiated learning strategies to help students stay on track.

Topeka Charter shares its promising practices with other schools serving TK through 5th grade through a variety of structured and collaborative methods. One approach is through professional development programs where teachers and school leaders from the charter school through shared PDs with other schools. These sessions can be centered around the key strategies and successful practices that have contributed to the charter school's success, such as differentiated instruction, data-driven decision-making, or fostering a growth mindset among students. By engaging traditional school staff in these interactive and hands-on learning opportunities, the charter school can help them implement proven strategies in their own classrooms.

Additionally, high-performing charter schools facilitate partnerships or mentoring programs where teachers, teacher leaders and administrators from the charter school work are observed by other school leaders and teachers. Various PDs have been attended by both schools together in the spirit of collaboration across grade levels. The goal is for charter school educators to share their expertise in real-time by demonstrating practices, offering feedback, and discussing how these methods can be adapted to the unique context of the traditional school. The ongoing support through these relationships fosters a culture of

continuous improvement and encourages collaborative learning across different school settings. Moreover, the charter school could establish shared learning communities, such as grade level networks, where educators from both types of schools can meet regularly to exchange ideas, share resources, and reflect on their teaching practices.

Lastly, the charter school has provided resources like curriculum guides and assessment tools. These resources can be made available to traditional schools, allowing them to access and adapt high-quality materials to suit their own needs. Whether through digital repositories, collaborative planning time, or school-wide forums, the charter school can take an active role in disseminating valuable knowledge, thus contributing to the broader educational community.

“A TYPICAL DAY”

For more than 54 years the commitment to encourage, inspire and nurture children’s development has shaped the very heart and soul of Topeka Charter School for Advanced Studies. The lens we use to study our school focuses on how to challenge all our students in order to prepare them to live and work productively and harmoniously in our 21st century society.

Topeka is exciting and always bustling with activity. As you move through the campus you will sense the excitement of our 3rd through 5th grade children as they rush by with their musical instruments to a rehearsal for the Elementary School Honor Orchestra performance that takes place each year. And, if you listen carefully, you might hear teachers and students greeting each other in one of the 19 different languages present at Topeka Charter.

In addition to our School for Advanced Studies, Science and Computer Lab, Creative Art’s, K- 2 Art’s Integration, After school Intervention program and weekly Psychomotor, we offer something special for everyone. Our young learners benefit from a strong educational foundation that is standards-based emphasizing academic rigor, complexity, novelty, acceleration, and clear expectations. Our fifth grade students are excited about participating in all the 5th grade different activities. Benji says, “It feels like I am getting ready for middle school and the day goes so fast when you have teachers teaching us math, reading, history and science in all kinds of ways.” Teachers can differentiate the level, depth and breadth of instruction to provide opportunities to maximize student strengths and potential.

Topeka consistently exceeds and outperforms the Los Angeles Unified School District and the State of California in SBAC scores. We have exceeded scored above the state in double digits.

We believe that every Topeka learner is unique and our research-based instructional practices are designed and attuned to engage our very diverse population. Collaboration within and across grade levels helps to maximize student achievement as well as to grow and refine pedagogy. Grade levels meet each week to assess student work and performance data. This information is used to differentiate curriculum and instruction. This cycle of continuous improvement encourages constant review, reflection and revision to optimize instruction and intervention programs.

On a typical day, you will see technology throughout classrooms and within the science lab, enhancing teaching and learning. Students use computers and iPads and Chromebook carts as tools for learning and showing what they have mastered. The academic curriculum is designed and taught so that students gain a deep conceptual understanding of the concepts, skills, and strategies, while the technology used during the instruction facilitates a higher level of engagement throughout the learning process. Visitors will see document cameras, smart boards, Elmos and projectors being used in every classroom to enhance the instructional programs.

A visitor to any classroom will see students actively engaged. On a typical day, you will see students learning in whole and small group settings, and individual targeted instruction with the classroom teacher. Intervention is provided for at risk students by a resource specialist teacher in a small group setting to provide students with additional support to help them grasp concepts in order to meet grade level standards. Students also receive additional support from Teacher Assistants, under the direction of the classroom teacher.

TCSAS parents play a huge role in our typical day. They are often seen volunteering for classroom activities and projects, making copies and collating for teachers, working with student groups, acting as mentors in our arts as well as providing invaluable support to the school on a daily basis and even adding a thoughtful touch to classroom doors. PTA, School Site Governance Council meetings are held during and after school to give parents and community members access to the many different programs available at Topeka.

Everything at Topeka Charter is centered on creating an atmosphere where school is the focal point of a student's childhood and of a family's elementary school memories. We want all students to feel a sense of belonging and purpose within their school community and remember Topeka Charter as their extended home in the community.

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.

The staff at Topeka Charter believe that high and clear expectations, a consistent curriculum that builds from year to year, opportunities for teachers to plan together, reflect, and study-lessons, on-going professional development, and parent/home connections make for a strong educational program. By embracing the key components above, we are able to ensure a strong educational foundation for all of our students and achieve the following desired outcomes as measured by summative and formative measures.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Topeka participates in the Smarter Balanced Assessments as the state's standardized summative assessments. We also participate in the California State Test for Science for fifth grade students and the annual ELPAC assessment for all of our English Learner students. Through these assessments, we receive individual student data that holds us accountable of student performance as well as areas of needed improvement.

Topeka Charter SAS is constantly monitoring student achievement. The various tools used to collect data are:

- DIBELS – Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY). DIBELS data shows that students who meet benchmarks in BOY, also end the school year meeting benchmarks in EOY. Students not meeting BOY or MOY benchmarks make adequate progress throughout the school year to meet EOY benchmarks (refer to data tables in Element 1).
- SBAC – Data analyzed in the fall, upon being received at the school site. Spring 2014 and Spring 2015 SBAC Summative data shows that our students are making gains year after year (refer to data tables in Element 1).
- ELPAC – Official data is received at the school site in February. TCSAS meets AMAO 1-ELPAC Annual Growth and AMAO 2-Attaining English Proficiency in Less than 5 years.
- IAB – Interim Assessment Block data is analyzed in the fall, winter and spring for grades K-2 and in the fall and winter for grades 3-5, which show that all student subgroups are making adequate academic progress Please refer to completed LCFF table provided in Element 1.

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.

Topeka Charter SAS is constantly monitoring student achievement. The various tools used to collect data are:

- iREADY and DIBELS – Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY). DIBELS data shows that students who meet benchmarks in BOY, also end the school year meeting benchmarks in EOY. Students not

meeting BOY or MOY benchmarks make adequate progress throughout the school year to meet EOY benchmarks.

- SBAC – Data analyzed in the fall, upon being received at the school site. Spring 2023 and Spring 2024 SBAC Summative data shows that our students are making gains year after year.
- ELPAC – Official data is received at the school site in February. TCSAS meets AMAO 1-ELPAC Annual Growth and AMAO 2-Attaining English Proficiency in Less than 5 years.
- IAB – Interim Assessment Block data is analyzed in the fall, winter and spring for grades K-2 and in the fall and winter for grades 3-5, which show that all student subgroups are making adequate academic progress.

DATA ANALYSIS AND REPORTING

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

- Data from SBAC, DIBELS and iREADY are continuously evaluated by teachers and administration, as it becomes available, in order to meet each student's and class's educational needs.
- Data is also used to identify and prioritize professional development priorities.
- School-wide data is also shared in a public forum at monthly Governance Council meetings, when it is available, in order to discuss upcoming program development and education intervention priorities.
- District assessment results and authentic assessment results are communicated to parents by teaching staff throughout the school year.

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: Topeka Governance Council is comprised of a Chairperson, Vice Chairperson, Secretary, Parliamentarian, Principal, 3 Teacher Representatives, and 2 Parent Representatives. The Topeka Governance Council approves academic and operational decisions that affect Topeka Charter.

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

All stakeholder groups function in a leadership role and work together to support student achievement.

Input from all stakeholders (parents, teachers, staff, administrators, and students) is used to develop our LCAP and annual updates. Our parents and staff are invited to attend publicly held LCAP meetings offered by the local district, in order to hear the updates of the larger LEA to help us update our school LCAP. The LCAP and/or the targeted areas within the plan are shared with our stakeholders at Coffee with the Principal, PTA meetings, and staff meetings. Input from the School Experience Survey is used when developing the plan and the results are shared at parent and staff meetings to show progress toward identified goals. The Instructional Leadership Team is composed of grade-level chairs, the school's instructional coach/coordinator, a special education teacher, and the Principal. The team serves as a liaison between the Principal/Administrative team and the teachers to help build a cohesive plan for professional development. The ILT members meet weekly with their grade levels to discuss data, student progress, and needs for professional development. In addition, the ILT meets monthly with the Principal/Administrative team to share the grade level progress, needs, and recommendations for the educational program. This ensures regular input from the teachers.

Parents have played a very active role at Topeka and the success of TCSAS will depend upon continuing this tradition. The highly productive collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and will be involved in all levels of decision-making at TCSAS, their support is essential to help fulfill our promise of an enriched educational experience for all children.

Parents attend monthly parent meetings where they elect their own officers and representatives and where they set goals for their participation. By participating in the process, parents will learn skills related to teaching their children, planning, budgeting, management, analysis and problem solving. Our school website plays a vital role in supporting stakeholder involvement by serving as a central hub for communication, information, and engagement. It provides easy access for families, staff, students, and community members including calendars, announcements, school and district policies. Topeka Charter's website has dedicated sections for parents such as the enrollment process, volunteer opportunities, and school leadership. It keeps stakeholders informed about school activities and encourages open lines of communication and invites stakeholder input. The Topeka Charter website allows all of the Topeka community to stay informed, and participate actively contributing to the success of the school.

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

TCSAS is located and operates within the boundaries of Region North of Los Angeles Unified School District. TCSAS provides school tours twice a year for prospective students and their families and informative ‘Coffee with the Principal and/or grade level’ so that the public is informed of the Charter School programs and policies.

Interested families may receive application and enrollment information at the tour, by visiting our main office or our website. TCSAS will also participate in our Districts Annual Fest

(Northwest Fest) where we will have representatives, from TCSAS's stakeholder groups, present to share information about our school with the community, as well as provide application and enrollment information. Because we pride ourselves with having an instructional program that can meet the needs of diverse learners from different backgrounds, and with varying learning styles, we intentionally provide avenues such as tours and community events in order to reach out to all students, which includes students with a history of low academic performance, students who are socioeconomically disadvantaged, and for students with disabilities.

Application Procedures

Resident Boundary Students

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

Non-Resident Boundary Students

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

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

Lottery Preferences and Procedures

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

- **LAUSD Students**

- **Siblings**

- Prospective students who (a) are siblings of students enrolled in grades TK-4 at Charter School at the time of the lottery and (b) reside within LAUSD boundaries,

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.

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 UTK-4 at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

- Other California Students

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

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

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

Charter School shall hold its lottery in the multipurpose room or equivalent alternative space on campus. Affiliated Charters, as aligned to District guidance, may opt to include a virtual option for families at the same time and/or in addition to the in-person lottery. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, the application numbers are inputted into the random generator website by grade level. TK is conducted first, followed by Kindergarten. The lottery ends with 5th grade. The application numbers are recorded then posted on the website so all parents and guardians can see where their child is ranked on the waitlist.

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: Topeka Charter School for Advanced Studies
c/o School Principal
9815 Topeka Drive
Northridge, CA 91324

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

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

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

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)

CLOSURE ACTION

In order to close Charter School, the LAUSD Board of Education must take a “Closure Action.” A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School’s request to revert to a non-charter District school.

In the event of a Closure Action, unless the LAUSD Board of Education or its duly authorized designee expressly directs otherwise, Charter School shall revert to a District traditional school.

REVOCATION OF THE CHARTER

The Board of Education may revoke the Charter if Charter School commits a breach of any provision set forth in a District policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992, as it may be amended from time to time. The Board of Education may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Pursuant to AB 97 (2013), Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils, or otherwise takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

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

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status. Students enrolled at the District Affiliated Charter School at the time of reversion, who reside outside of resident school area (boundaries), will be entitled to continuous enrollment through permits, as applicable.

CLOSURE PROCEDURES

In the event of a Closure Action, Charter School shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the LAUSD Board of Education or its duly authorized designee. If and to the extent that they are not already District property or rights, all assets of Charter School shall be automatically transferred to LAUSD. The District reserves the right to conduct a close out audit or other audit.

Charter School shall issue written notification of the school's closure as a District Affiliated Charter School, and reversion to a non-charter District school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District Affiliated Charter School and information regarding student enrollment and/or transfer options as appropriate. Charter School shall simultaneously provide a copy of the written parent notification to the appropriate Region Superintendent and Charter School's assigned Charter Schools Division administrator.

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This

notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

This Element 15 shall survive the revocation, expiration, termination, or cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation.

ADDITIONAL PROVISIONS

FACILITIES

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

FISCAL MATTERS

As a District Affiliated Charter School, Charter School's fiscal operations will be supervised by LAUSD. Charter School shall adhere to all applicable District fiscal policies and procedures, including but not limited to policies and procedures related to budgeting, procurement, third party contracts, student body funds, student store, donations, fundraising, payroll, imprest funds, and payment approval for goods and services.

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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

ADDENDUM

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Topeka Charter School for Advanced Studies (also referred to herein as “TCSAS”, Topeka Charter, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(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: Topeka Governance Council is comprised of a Chairperson, Vice Chairperson, Secretary, Parliamentarian, Principal, 3 Teacher Representatives, and 2 Parent Representatives. The Topeka Governance Council approves academic and operational decisions that affect Topeka Charter.

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

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

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.

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

□ Other California Students

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

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 multipurpose room or equivalent alternative space on campus. Affiliated Charters, as aligned to District guidance, may opt to include a virtual option for families at the same time and/or in addition to the in-person lottery. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, the application numbers are inputted into the random generator website by grade level. TK is conducted first, followed by Kindergarten. The lottery ends with 5th grade. The application numbers are recorded then posted on the website so all parents and guardians can see where their child is ranked on the waitlist.

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

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

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

If Charter School offers an SAS Program, it shall not consider any student's eligibility or interest in the program in determining admission to Charter School. Once a student has

been admitted/enrolled in Charter School, Charter School may accept and process an application from the student per SAS Program participation guidelines.

MAGNET PROGRAM

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

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

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and Regional Center meetings, that notifies parents/guardians that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable federal and state laws and related District policies and procedures regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

NON-DISCRIMINATION

Charter School shall not require a parent/guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, immigration status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall adhere to the District's policy consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public

education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation (i.e., District application portal) of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(c)(5)(I).)

As a District Affiliated Charter School, Charter School will not provide for a separate audit but will be included in the annual audit for LAUSD.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

As a District Affiliated Charter School, Charter School shall comply with and implement all District policies and procedures related to student discipline and behavior, suspension, and expulsion.

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall implement alternatives to suspension and expulsion, especially in response to attendance-related concerns, e.g., truancy or excessive tardiness.

Charter School acknowledges that the District's Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all other due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

STUDENTS WITH DISABILITIES

Charter School shall implement District policies and procedures ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim alternative educational placement, to be determined in coordination with the LAUSD Division of Special Education.

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

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

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

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

OUTCOME DATA

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

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

READMISSION

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

GUN-FREE SCHOOL ZONE ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(c)(5)(K).)

District employees working at or assigned to Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD, inclusive of but not limited to provisions related to salaries, unemployment benefits, retirement systems and benefits (including CalSTRS and CalPERS), health insurance, life insurance, and all other assigned compensation and benefits.

As LAUSD employees, Charter School’s administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L).)

Students of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in a Charter School, except to the extent that such a right is extended by the school district.

A student residing within the territorial boundaries of the District who chooses not to attend a Charter School may contact School Management Services and Demographics to seek assistance in enrolling in a District school in accordance with District policies and procedures. Alternatively, the student may pursue an inter-district transfer, if available, in accordance with admission, enrollment, and transfer policies and procedures of the District,

as they may change from time to time, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school’s charter.

A student currently enrolled at Charter School who resides outside the territorial boundaries of the District and who chooses not to continue attending the Charter School may attend a public school within the student’s school district of residence in accordance with applicable law and that school district’s policies and procedures or seek enrollment at another charter public school pursuant to applicable law and the terms of that school’s charter.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(M).)

As a District Affiliated Charter School, all administrators, faculty, and staff of Charter School are and shall be LAUSD employees. All Charter School employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School:

Topeka Charter School for Advanced Studies
c/o School Principal
9815 Topeka Drive
Northridge, CA 91324

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.

REVOCAION 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).)