Carpenter Community Charter

February 20, 2015
3903 Carpenter Avenue, Studio City, CA  91604

TERM OF CHARTER

JULY 1, 2015 TO JUNE 30, 2020
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ASSURANCES AND AFFIRMATIONS

Carpenter Community Charter (also referred to herein as “Carpenter”, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).


- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).

- Except as provided in Ed. Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. Ed. Code § 47605(d)(1).


- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Ed. Code § 47605(d)(2)(B).

- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).

- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1).

- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).
ELEMENT 1 – THE EDUCATIONAL PROGRAM

GENERAL INFORMATION

- The contact person for Charter School is Joseph Martinez, Principal.
- The address of Charter School is 3909 Carpenter Ave, Studio City, CA 91604.
- The phone number of Charter School is 818-761-4363.
- Charter School is located in Los Angeles Unified School District ("LAUSD" or "District") Board District 3 and Educational Service Center North.
- The grade configuration of Charter School is TK-5th Grade.
- The number of students in the first year of this charter will be 982.
- The grade level(s) of the students in the first year will be TK-5th Grade.
- The scheduled 2015-2016 opening date of Charter School is August 2015, on the opening date established by LAUSD.
- The current operational enrollment capacity of Charter School is 982; for all District affiliated charter schools, the District determines each school’s capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors).
- The type of instructional calendar will be: Traditional Calendar.
- The term of this charter shall be from July 1, 2015 to June 30, 2020.

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

In the immediate geographic area (two-mile radius) of Carpenter, there are 25 private school options and 12 public school options (see Figure 1). A three-mile radius yields 25 additional school choices. Carpenter Community Charter is essentially competing to maintain its status as the highest quality education available for our community, the clear choice among many options nearby, including private schools, independent charters, magnets, or neighboring districts that issue permits.

In the years preceding our conversion to affiliated charter status, our enrollment numbers were significantly lower, as many of our local families turned to other options presumed to offer better educational programs, including private schools, smaller high performing schools in the district, and magnet programs at schools like Sherman Oaks Center for Enriched Studies. For instance, for the 2009-2010 school year, our enrollment had dropped to 838. Our enrollment has steadily increased since the school became a charter in 2010. Carpenter continues to attract a high number of neighborhood children and annually maintains a waiting list of over 100 non-resident students every year.

Since becoming an affiliated charter, Carpenter has been and continues to be a strong, competitive public school choice over local private elementary school options.
## STUDENT POPULATION TO BE SERVED

Carpenter Community Charter is a neighborhood school that enrolls children who live within our local school boundaries and those non-resident students selected from our wait-list lottery. In 2013-2014 the student body of 952 students was approximately 78% White, 9.1% Asian, 6.2% Latino,
4.5% African American, 1.5% Filipino, 0.5% American Indian, and 0.1% Pacific Islander. English Learners comprise 3.8% of our total student population. Approximately 6.1% of students are Socio-Economically Disadvantaged and 9% are Students with Disabilities.

Carpenter is a School for Advanced Studies (SAS) with a large number of high achieving and high ability students. Our GATE population of 9% in 2013-2014 and 12% in 2012-2013 significantly exceeds the LAUSD average of 6%.

<table>
<thead>
<tr>
<th>SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA¹</th>
<th>Address: 3909 Carpenter Avenue, Studio City, 91604</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAUSD Schools</td>
<td></td>
</tr>
<tr>
<td># of Students 2013</td>
<td>% Students Eligible for Free/Reduced Lunch</td>
</tr>
<tr>
<td>Wonderland</td>
<td>537</td>
</tr>
<tr>
<td>Toluca Lake</td>
<td>469</td>
</tr>
<tr>
<td>Burbank Blvd</td>
<td>389</td>
</tr>
<tr>
<td>Cahuenga</td>
<td>531</td>
</tr>
<tr>
<td>Lankershim</td>
<td>489</td>
</tr>
<tr>
<td>Rio Vista</td>
<td>417</td>
</tr>
<tr>
<td>Charter Schools</td>
<td></td>
</tr>
<tr>
<td>Carpenter</td>
<td>952</td>
</tr>
<tr>
<td>Colfax</td>
<td>653</td>
</tr>
<tr>
<td>Riverside</td>
<td>614</td>
</tr>
<tr>
<td>Dixie Canyon</td>
<td>707</td>
</tr>
</tbody>
</table>

¹ The table shows Surrounding Schools Demographic and Performance Data from October 2013 CDE CALPADS and LAUSD Elementary Schools Performance Framework 2013-2014.
GOALS AND PHILOSOPHY

Mission and Vision

Mission Statement
At Carpenter Community Charter, our mission is to provide for the children of Studio City a vibrant, safe, and rewarding neighborhood school where enrichment and hands-on learning are integrated into a rigorous academic program – and where the whole child is encouraged to thrive and grow. Our goal is to impart to our students the skills they need to thrive in the 21st century and to provide our entire community the opportunity to have an active role in the success of our school.

Our Motto
Carpenter Community Charter: Cultivating young minds for the modern world

Vision Statement
At Carpenter Community Charter, our vision is to provide an academically challenging program that not only meets academic standards and helps every child realize their full potential, but fosters critical thinking, independence, and creativity – and gives our students the 21st century skills they need to succeed in an ever-changing world. Carpenter Community Charter will continue to be a model of excellence in public education through a learning program that:

- Infuses music, dance/creative movement, art, physical education, and technology into a traditional, standards-based curriculum to provide a rich experience for all of our students
- Includes hands-on, investigative learning with indoor and outdoor science labs, media lab and tablet carts, and special off-site field work, such as the team-building and leadership retreat for fifth graders
- Places an emphasis on multidisciplinary, project-based learning that encourages our children to make connections between the curriculum and the real world – and creates life-long learners
- Provides a solid foundation in communication skills that people use every day – such as solving problems creatively, thinking critically, working cooperatively and independently, and utilizing technology effectively
- Emphasizes social and community values that foster self-esteem and respect for each other
- Instills in our students a sense of responsibility to our community by spearheading service projects like book and toy drives for a school with less financial support and mentoring programs in which older students help younger students learn to love reading
- Meaningfully involves all stakeholders – parents, students, faculty, administration, and local community partners – in the continuous improvement and success of the school
Develops and advances best practices for engaging students and parents, training teachers, and promoting educational excellence, collaboration, and innovation

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

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

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

Students at Carpenter take responsibility for their own learning. They gain valuable information and insights from concrete experiences in order to develop positive problem-solving and critical thinking skills. Students make more efficient and meaningful choices and expand interpersonal relationships by developing their social/emotional skills.

Carpenter students reason, question, and inquire. They can apply the scientific method of investigation. Our students are intellectually flexible and able to think about complex systems abstractly and creatively.

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

**Our Goals**

Carpenter Community Charter’s primary goal is to continue to provide a ground-breaking instructional program that actively engages all children to embrace learning, reach their highest potential, and master a 21st Century curriculum. To reach this goal, Carpenter strives to accomplish the following:

- Maximize student achievement, based on Common Core State Standards and additional assessment techniques, such as digital portfolios, oral presentations, and self-assessment.

- Offer interactive, hands-on learning opportunities for all students with an emphasis on enriched learning experiences differentiated for subgroups, such as children identified below grade level, identified gifted, and English Learners.

- Encourage the use of innovative teaching methods and empower our teachers through targeted professional development.
Provide families in the Studio City community with an active role in shaping the learning program and priorities to contribute to the school’s success.

Our secondary goal is to leverage Carpenter Community Charter’s documented outcomes and best practices in all aspects of building a successful community school to serve as a model among other elementary schools in the district.

**How Learning Best Occurs**

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

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

Carpenter Community Charter will continue to serve as an academic arena that inspires lifelong learning. The school shall provide a safe, supportive, and challenging environment that encourages students to maximize their learning potential through integrated learning experiences. Highly qualified teachers, support personnel, and diverse classrooms provide optimal opportunities for every child to be supported in their educational development. Classroom instruction takes into account the multiple modalities of learning and the different abilities among students.

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

Carpenter’s goals align with the needs of the whole child, encouraging self-motivation and building competence to support lifelong learning.

Our students consistently perform well on standardized tests; however, our curriculum is much broader than what is evaluated on the Smarter Balanced Assessment Consortium. Carpenter students experience an enriched curriculum that engages them as learners across multiple disciplines, including the arts.

By engaging students through multiple modalities, hands-on learning, and an extensive arts curriculum, Carpenter teachers inspire students’ intrinsic motivation and build their confidence as learners. Carpenter teachers also have high expectations for all students, and our programs ensure that all children build the skills they need to be successful at the middle school level and beyond.

Because our students have access to passionate experts—from our classroom teachers to our enrichment specialists to our indefatigable administration team—they have role models who embody excellence, motivation, and a dedication to the joy of learning.
Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), in accordance with District policies and procedures, as they may be amended from time to time.

This plan addresses all eight state priority areas.

### Local Control Funding Formula (LCFF)

**TEACHER ASSIGNMENTS AND CREDENTIALING**  
**State Priority #1: Basic Services**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will assign 100% of teachers in accordance with their credentials, including subject matter and EL authorizations.</td>
<td>Annual review of school compliance with credentialing, assignment requirements, and of teacher hiring procedures by Principal</td>
<td>100%</td>
</tr>
</tbody>
</table>

### ACCESS TO INSTRUCTIONAL MATERIALS  
**State Priority #1: Basic Services**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
</table>
| The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter. Each EL student will have full access to ELD program materials and any supplemental materials necessary to provide the student with access to core instruction Each student with an IEP will have full access to all instructional materials | - Annual Williams instructional materials review and certification process  
- Annual budget review and planning to ensure funds are available for instructional materials  
- Annual review of ELD and special education programs to identify and obtain all instructional materials needed (Principal and School Coordinator) | Schoolwide 100% | Schoolwide 100% | Schoolwide 100% | Schoolwide 100% | Schoolwide 100% | Schoolwide 100% |

<p>|  |  | EL: 100% | EL: 100% | EL: 100% | EL: 100% | EL: 100% | EL: 100% |
|  |  | Students w/ IEP’s: 100% | Students w/ IEP’s: 100% | Students w/ IEP’s: 100% | Students w/ IEP’s: 100% | Students w/ IEP’s: 100% | Students w/ IEP’s: 100% |</p>
<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Internal and District Annual Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual AMAO 1 targets.</strong></td>
<td>Internal and/or District annual review(s) of the state and condition of its facilities</td>
<td>“Good” or better rating on annual review</td>
</tr>
<tr>
<td><strong>Annual AMAO 1 targets.</strong></td>
<td>Ongoing maintenance and repair log, with bi-annual inspection of school facilities by Plant Manager and Principal</td>
<td>“Good” or better rating on annual review</td>
</tr>
</tbody>
</table>

**FACILITIES MAINTENANCE STATE PRIORITY #1: BASIC SERVICES**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Internal and District Annual Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual AMAO 1 targets.</strong></td>
<td>Consistent with the charter, the school will annually increase the number of students achieving proficiency level and above as measured by the CAASPP SBAC English Language Arts and Mathematics assessments.</td>
<td>“Good” or better rating on annual review</td>
</tr>
<tr>
<td><strong>Annual AMAO 1 targets.</strong></td>
<td>For English Learners, the school will meet annual AMAO 1 targets.</td>
<td>“Good” or better rating on annual review</td>
</tr>
</tbody>
</table>

**IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS STATE PRIORITY #2**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: CAASPP SBAC &amp; CELDT and/or ELPAC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual AMAO 1 targets.</strong></td>
<td>The school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to (1) yield improved academic performance outcomes for all students, including English Learners, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development</td>
<td>Schoolwide benchmark proficiency levels</td>
</tr>
<tr>
<td><strong>Annual AMAO 1 targets.</strong></td>
<td>Provide or obtain training for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.</td>
<td>Schoolwide benchmark proficiency levels</td>
</tr>
<tr>
<td><strong>Annual AMAO 1 targets.</strong></td>
<td>Annual review and modification of English Language acquisition program for English Learners to ensure adequate yearly progress and access to core curriculum.</td>
<td>Schoolwide benchmark proficiency levels</td>
</tr>
<tr>
<td><strong>Annual AMAO 1 targets.</strong></td>
<td>Ensure programs for English Learners are designed to include the new California English Language Development Standards.</td>
<td>Schoolwide benchmark proficiency levels</td>
</tr>
</tbody>
</table>
During the period that state standardized test data is unavailable, and consistent with the charter, the school will use the grade-level appropriate internal benchmark assessments (e.g., DIBELS, curriculum-based assessments, and periodic assessments) described in the charter, together with historical data, to estimate/calculate growth API-equivalents schoolwide and for all numerically significant subgroups.

## PARENT INVOLVEMENT

### State Priority #3

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
<th>Method for Measuring: LAUSD Parent School Experience Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td>Maintain an effective program for interactive parent and family involvement that includes meaningful opportunities for providing and gathering parental input for decision-making, sharing and receiving information, and teaching and learning how to support the educational program. Provide guidelines for parents to express and resolve concerns, in accordance with the charter.</td>
<td>Baseline</td>
<td>2015-2016</td>
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</tbody>
</table>

The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives by providing a minimum of four workshops annually.

- My child’s teachers inform me about my child’s academic progress.
- My child is safe on school grounds.
- School staff takes my concerns seriously.
- This school provides opportunities to help me support my child’s learning.

## STATEWIDE ASSESSMENTS

### State Priority #4: Student Achievement

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
<th>Method for Measuring: CAASPP SBAC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
The school will annually increase the number of students achieving "proficiency" or equivalent on CAASSP English Language Arts and Mathematics assessments.

The school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to (1) yield improved academic performance outcomes for all students, including English Learners, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development.

Provide or obtain training for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.

<table>
<thead>
<tr>
<th>Schoolwide CAASSP Benchmark Levels of Performance</th>
<th>Schoolwide CAASSP Benchmark Levels of Performance</th>
<th>Schoolwide CAASSP Benchmark Levels of Performance</th>
<th>Schoolwide CAASSP Benchmark Levels of Performance</th>
<th>Schoolwide CAASSP Benchmark Levels of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>English Learners</td>
<td>English Learners</td>
<td>English Learners</td>
<td>English Learners</td>
</tr>
<tr>
<td>&gt;&gt;1% above benchmark proficiency levels</td>
<td>&gt;&gt;1% above benchmark proficiency levels</td>
<td>&gt;&gt;1% above benchmark proficiency levels</td>
<td>&gt;&gt;1% above benchmark proficiency levels</td>
<td>&gt;&gt;1% above benchmark proficiency levels</td>
</tr>
</tbody>
</table>

### ACADEMIC PERFORMANCE INDEX (API) STATE PRIORITY #4: STUDENT ACHIEVEMENT

#### ANNUAL GOALS
(Identify schoolwide and subgroup goals as applicable)

#### SPECIFIC ANNUAL ACTIONS

#### MEASURABLE OUTCOMES
Method for Measuring: API (CDE) or Equivalent

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Not currently available</td>
<td>Will meet or exceed state targets schoolwide and for all numerically significant subgroups</td>
<td>Will meet or exceed state targets schoolwide and for all numerically significant subgroups</td>
<td>Will meet or exceed state targets schoolwide and for all numerically significant subgroups</td>
<td>Will meet or exceed state targets schoolwide and for all numerically significant subgroups</td>
<td>Will meet or exceed state targets schoolwide and for all numerically significant subgroups</td>
</tr>
</tbody>
</table>

### A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only]
STATE PRIORITY #4: STUDENT ACHIEVEMENT

#### ANNUAL GOALS
(Identify schoolwide and subgroup goals as applicable)

#### SPECIFIC ANNUAL ACTIONS

#### MEASURABLE OUTCOMES
Method for Measuring:

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Not applicable</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
### English Learner Adequate Progress Rate
**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th><strong>Annual Goals</strong></th>
<th><strong>Specific Annual Actions</strong></th>
<th><strong>Measurable Outcomes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify schoolwide and subgroup goals as applicable</strong></td>
<td>The school will increase the number of English Learners who make adequate annual progress by 10% each year.</td>
<td><strong>Method for Measuring:</strong> Annual CELDT and/or ELPAC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Based on analysis of current and historical AMAO 1 (CELDT) results, the school has determined that it needs to improve the number of English Learners who make adequate yearly progress toward language proficiency. CELDT Proficiency: 2011: 68% 2012: 70.6% 2013: 82.5%</td>
<td>English Learners Increase of &gt;= 2%</td>
</tr>
</tbody>
</table>

### English Learner Reclassification Rate
**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th><strong>Annual Goals</strong></th>
<th><strong>Specific Annual Actions</strong></th>
<th><strong>Measurable Outcomes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify schoolwide and subgroup goals as applicable</strong></td>
<td>The school will annually increase the number of English Learners who reclassify as Reclassified Fluent English Proficient (RFEP) by at least 2%.</td>
<td><strong>Method for Measuring:</strong> RFEP Data</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Monitor Long Term English Learners (LTEL's) progress (Language Acquisition Team) Utilize class-size reduction teacher to target needs of EL students Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas Purchase ELD Common Core aligned materials</td>
<td>English Learners 16% 18% 20% 22% 24% 26%</td>
</tr>
</tbody>
</table>

### AP Examination Passage Rate
**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th><strong>Annual Goals</strong></th>
<th><strong>Specific Annual Actions</strong></th>
<th><strong>Measurable Outcomes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify schoolwide and subgroup goals as applicable</strong></td>
<td>Not applicable</td>
<td><strong>Method for Measuring:</strong> _____________________</td>
</tr>
<tr>
<td></td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### EAP College Preparedness Rate
**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th><strong>Annual Goals</strong></th>
<th><strong>Specific Annual Actions</strong></th>
<th><strong>Measurable Outcomes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify schoolwide</strong></td>
<td></td>
<td><strong>Method for Measuring:</strong> _____________________</td>
</tr>
<tr>
<td></td>
<td>n/a</td>
<td>n/a</td>
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<td>---------------</td>
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<tr>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

## SCHOOL ATTENDANCE RATE
### State Priority #5: Student Engagement

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Student Attendance Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will annually increase the number of students attending 173-180 days each school year (i.e. achieve individual attendance rate of 96% or higher).</td>
<td>Increase annually the percent of students attending 173-180 days</td>
<td>Schoolwide 77% Schoolwide 78% Schoolwide 79% Schoolwide 80% Schoolwide 81% Schoolwide 82%</td>
</tr>
<tr>
<td>Maintain attendance incentive programs</td>
<td>Foster Youth 55% Foster Youth 58% Foster Youth 61% Foster Youth 64% Foster Youth 67% Foster Youth 70%</td>
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<tr>
<td>Utilize PSA counselors to contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership with regard to attendance</td>
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</table>

## CHRONIC ABSENTEEISM RATE
### State Priority #5: Student Engagement

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Student Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will decrease by 1% annually the number of students missing 16 days or more each school year or an attendance rate of 91% or lower schoolwide.</td>
<td>Decrease the number of students missing 16 or more school days each year</td>
<td>Schoolwide 11% Schoolwide 10% Schoolwide 9% Schoolwide 8% Schoolwide 7% Schoolwide 6%</td>
</tr>
<tr>
<td>Maintain attendance incentive programs</td>
<td>Foster Youth 20% Foster Youth 18% Foster Youth 16% Foster Youth 14% Foster Youth 12% Foster Youth 10%</td>
<td></td>
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<tr>
<td>Utilize PSA counselors to contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership with regard to attendance</td>
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</tbody>
</table>

## DROPOUT RATE [Middle and High Schools Only]
### State Priority #5: Student Engagement

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring:</th>
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### Graduation Rate

**State Priority #5: Student Engagement**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: _____________________</td>
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<tr>
<td>Not applicable</td>
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<td>n/a</td>
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</tbody>
</table>

### Student Suspension Rate

**State Priority #6: School Climate**

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<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: Monthly School Suspension Data</td>
</tr>
<tr>
<td>The school will reduce the number of suspension incidents by 2% schoolwide and by 5% for English Learners, foster youth, low income students, African-American students, and students with disabilities.</td>
<td>Continue to implement positive behavior support plans and activities, as well as social skills training</td>
<td>Schoolwide 2 suspensions</td>
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<tr>
<td></td>
<td>Promote and strengthen home-school partnership to manage discipline</td>
<td>Schoolwide 0 suspensions</td>
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</table>

### Student Expulsion Rate

**State Priority #6: School Climate**

<table>
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<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: Monthly School Expulsion Data</td>
</tr>
<tr>
<td>The school will maintain the number of expulsion incidents at 0% for all subgroups: English Learners, foster youth, low income students, African-American students, and students with disabilities.</td>
<td>Continue to implement positive behavior support plans and activities, as well as social skills training</td>
<td>Schoolwide 0%</td>
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<td></td>
<td>Promote and strengthen home-school partnership to manage discipline</td>
<td>Schoolwide 0%</td>
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</tbody>
</table>

[Other Local Measure(s) of School Climate] **State Priority #6: School Climate**
### Annual Goals
(Identify schoolwide and subgroup goals as applicable)

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<tbody>
<tr>
<td>Not applicable</td>
<td></td>
<td>n/a</td>
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<td>n/a</td>
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### Broad Course of Study
State Priority #7

#### Annual Goals
(Identify schoolwide and subgroup goals as applicable)

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<tr>
<td>The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program (Science Lab, Media Lab, Dance, Music, Physical Education) to 100% of its students every year.</td>
<td>Maintain 100% of students having access to the core subjects and the school's enrichment program</td>
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<tr>
<td>Conduct an annual review of the school's master schedule, student schedules, and other information.</td>
<td>Maintain 100% of students having access to the core subjects and the school's enrichment program</td>
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### [Other Student Outcomes]
State Priority #8

#### Annual Goals
(Identify schoolwide and subgroup goals as applicable)

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<tbody>
<tr>
<td>100% of students will use of the schoolwide writing program, Write...From the Beginning, and math program, Singapore Math, which is taught by ALL teachers in all grade levels. Maintain training of all teachers and paraprofessionals in Write...From the Beginning and Singapore Math.</td>
<td>Provide off-site professional development for both Write...From the Beginning and Singapore Math for newer teachers, as school budget allows. Continue on-site training of teachers and paraprofessionals in Write...From the Beginning and Singapore Math through current grade-level &quot;experts&quot; on staff. All classrooms to display or have portfolios of student work samples from Write...From the Beginning and Singapore Math.</td>
<td>Maintain 100% of students being instructed and having access to the school's adopted writing program, Write...From the Beginning</td>
<td>Maintain 100% of students being instructed and having access to the school's adopted writing program, Write...From the Beginning</td>
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INSTRUCTIONAL DESIGN

Carpenter Community Charter’s teaching methodologies are framed around differentiated and experiential, or inquiry-based, instruction through thematic units in a cooperative group setting. Supporting these methodologies, Carpenter teachers utilize departmentalized instruction to provide professional development by grade-level experts and instructional leads. All our methodologies are supported by authentic assessments utilizing district, teacher-created, performance, and publisher assessments.

Carpenter’s curriculum is geared toward the Common Core State Standards. The curriculum meets all CCSS, State and LAUSD standards. We believe that powerful learning and addressing the needs of our targeted population are best accomplished through a balanced program, which combines curriculum-centered and student-centered instruction. Systematic direct instruction, guided practice, and the application of skills through an expansive reading selection ensure that all students are exposed to the standards. Subsequently, addressing multiple intelligences through the use of experiential and open-ended inquiry-based learning produces self-motivated and well-balanced learners. Integrating these modalities has proven to help our students to become analytical as well as creative thinkers.

Carpenter teachers and the leadership team use current research and student data to drive best teaching methodologies while utilizing rigorous conceptual learning at each grade level. Standard methodologies include:

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

**Clear Expectations**- Teachers clearly define and articulate grade-level and state standards in “student-friendly” language to ensure academic goals are attained.

**Collaborative Groupings**- Teachers create small groups in order for students to interact with their peers. Students share their thinking processes to maximize learning. Cooperative groups promote diverse perspectives, student-centered learning, and teamwork.

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

**Direct Instruction**- Teachers use carefully planned direct instruction to teach standards-based lessons.
**Guided & Independent Practice** - We provide students with adequate time to be successful at demonstrating their understanding of the concepts or skills being taught.

**Small Group Instruction** - Teachers create small groups to target students who need extra instructional time as well as preview and review, and to accommodate accelerated learners with the capability to more deeply explore various subjects.

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

**Higher-Level Thinking** - Teachers design lessons that develop critical thinking skills, which help students solve complex problems with depth and complexity. Students are encouraged to utilize the highest stages of Bloom’s Taxonomy, such as synthesis, analysis, and evaluation.

**Integration of the Arts** - Teachers and curriculum specialists use drama, dance/creative movement, music, and visual arts to enhance their students’ thinking and learning experiences.

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

Adhering to the proposed instructional framework and teaching methodologies ensures Carpenter’s instructors can successfully meet the needs of all students which include these subgroups: GATE, “Twice-Exceptional,” Special Education, English Learners, Under-Achieving/Non-Proficient, General Education, Standard English Learners and the Socio-Economically Disadvantaged.

**Curriculum and Instruction**

Charter School shall transition to and implement the Common Core State Standards and CAASPP in accordance with District policy and timelines.

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

**Language Arts**
- Provide students with a rigorous curriculum that exceeds CCSS for language arts K-5
- Develop students’ reading, writing, listening, and speaking skills to support academics across disciplines
- Develop critical reading skills
- Support reading using the California Treasures Reading Program
- Enhance reading using Literature Circles, SRA, Wordly Wise, and Accelerated Reader
- Critique, justify, and theorize in compositions/writing across disciplines
- Utilize school-wide writing program “Write… from the Beginning”
• Develop students’ grammar, spelling, oral speaking, and active listening skills through direct
  instruction and vocabulary development as well as integration of language arts embedded
  across the curriculum
• Apply vocabulary development in written and oral format
• Demonstrate critical thinking skills specific to Bloom’s Taxonomy
• Use technology as a tool for presentations, project exhibits, and digital portfolios
• Construct creative writing stories and poetry
• Devote minimum two hours daily to language arts instruction in grades K-5

Mathematics
• Provide students with a rigorous curriculum that exceeds the CCSS for mathematics K-5
• Develop students’ mathematics proficiency by applying mathematical concepts and
  computational skills to a variety of mathematical processes
• Enhance mathematics using Daily Bite, Singapore Math, enVision Math, Hands-On
  Equations, GEMS, Math Their Way, and Marcy Cook
• Develop understanding of the concepts of computations, patterns, functions, geometry,
  statistics, and probability
• Apply math skills to daily problem-solving situations
• Recognize relevant information and review applications by checking work
• Discern operations necessary to solve word problems
• Connect math across disciplines (music, dance/creative movement, science, art, technology,
  and history)
• Develop students’ skills using mathematical tools (protractors, calculators, computers,
  rulers, compasses)

History and Social Studies
• Provide students with a rigorous curriculum that exceeds the State content standards for
  history and social studies
• Help students to understand their own place in the world through studying communities,
  cities, states, and countries in terms of geographical settings and periods
• Assist students in identifying needs in the community and help implement group efforts to
  support those needs, such book drives, toy drives, low-waste lunches, recycling, and art-
  supply drives
• Teach critical thinking skills to help students relate over time historical events and be able to
  find parallels and patterns
• Help students interpret geographical and historical information to draw conclusions
• Understand cause and effect of historical events
• Utilize role-playing and interactive units to gain first hand experiences

Science
• Provide students with a rigorous curriculum that meets or exceeds the Next Generation
  Science Standards
• Hypothesize and develop experiments utilizing the scientific method
• Integrate science and writing by using the language of the discipline
• Theorize and view other subjects such as music, art, and theory as a scientist
• Understand the need for eco-friendly products and life-changes to better our local and global
  community
• Teach the sciences as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade levels
• Help students learn and apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness

Science Enrichment
• Enable students to feel an investment in the agricultural process through participation in the farm-to-table model. The science specialist leads students in a hands-on experience to grow their own vegetables, culminating in harvesting and eating what they have grown.
• Use hands-on experiments in the science lab to further research and prove/disprove conjectures
• **Kindergarten** : Trees, Wood and Paper, Animals (including fish, snails, worms, isopods, ladybugs and more)
• **First Grade** : State of Matter, Air and Weather, Plants and Insects
• **Second Grade** : Pebbles, Sand and Silt, Insects and Plants, Balance and Motion
• **Third Grade** : Solar System, Matter and Energy, Living Systems
• **Fourth Grade** : Magnetism and Electricity, Rocks and Minerals, Environments
• **Fifth Grade** : Body Systems, Weather and Planetary Science, Mixtures and Solutions

Technology
• Provide students with a rigorous curriculum that exceeds the State content standards for technology
• Teach word processing to help students demonstrate written expression through technology
• Explore artistic applications appropriate to grade level with programs such as PowerPoint, Garage Band, iMovie, and Keynote
• Teach students to work with data to identify and present information using spreadsheets (Excel)
• Enable students to broaden their research capabilities by using the Internet
• Teach students to identify and choose relevant information to enhance research
• Help students utilize up-to-date sources of information relevant to study
• Teach students to be good digital citizens with emphasis on respect, safety, and privacy online.

**STEM (Science, Technology, Engineering and Math): Our newest, innovative curriculum**

Science, technology, engineering and math skills are essential to the success of the student of the future.

Much of STEM education has traditionally begun in middle school, but research has shown that young children who experience hands-on STEM learning are better equipped and more likely to pursue and be prepared for STEM fields in high school, college, and careers. Carpenter currently has strong science and math programs. The hands-on science laboratory, using FOSS kits, has increased student interest in science and test scores by 28% over the past eight years. Our innovative Singapore Math program has boosted Carpenter's math proficiency scores. Over the next five years, Carpenter teachers will incorporate more math and science problem-solving curriculum to assist our students to thrive in a more technological world.
Children love to build things, take them apart and build them again in a different way. In other words, children are natural-born engineers. Engineering requires children to apply what they know about science and math to solve real world problems. This helps children see how math and science are related and useful in their everyday world, making math and science relevant.

As such, Carpenter plans to begin to utilize the Engineering is Elementary Program to introduce real-life engineering curriculum to our students. Engineering is Elementary® (EiE®) is a project born of the National Center for Technological Literacy® at the Museum of Science, Boston. Each year, several Carpenter teachers will receive training in EIE’s award-winning, cross-disciplinary curriculum which integrates engineering with science, math, and reading. By the end of the five-year program, all our teachers will be trained to integrate design, engineering, and construction in their curriculum.

Carpenter will improve our use and understanding of technology in the classroom. We will build on our current technology curriculum by introducing simple coding using the CODE.org curriculum. In the 2014-2015 school year, every student participated in the Hour of Code, and we will continue to access this program in the future.

**Additional Enrichment Instruction**
**Dance/Creative Movement, Music, Media Lab, Physical Education, and Art**

Students learn at a higher rate with hands-on experiences in science, the arts, technology, and media. Students exposed to the arts learn to think creatively and to solve problems by imagining various solutions. Carpenter’s current enrichment programs are financially supported by Parents for Carpenter (PFC), a 501(c)(3) organization.

**Carpenter Community Charter is dedicated to providing this enrichment programming to our students in the future. The following is a description of the enrichment program today, how each element is fully integrated into the curriculum, and the evidence of research that supports the value of this approach to educating a diverse student population.**

Enrichment programs are fully incorporated into the appropriate grade-level curriculum for all levels and meet or exceed the established Common Core State Standards. Qualified specialists to teach these programs, which include, dance/creative movement, music, physical education, and media lab, are currently hired through a collaborative process involving the PFC and the principal.

The administration, faculty, and PFC work together to schedule enrichment instruction so that every student in the school has the opportunity to participate.

**Dance/Creative Movement**
- Our dance/creative movement program supports emotional intelligence through self-awareness and human interaction, and gives children life skills such as discipline, focus and the confidence to perform. At the same time, children develop self-esteem and find ways to express their own creativity.
• **TK/Kindergarten**: yoga and meditation, partner dancing, dances about sharing, friendship, rhythm and environment, introduction to various dance styles (ballet, tap, jazz, hip-hop)

• **First Grade**: yoga and meditation, partner dancing, various dance styles (ballet, tap, jazz, hip-hop), introduction to martial arts

• **Second Grade**: yoga and meditation, partner dancing, martial arts, various dance styles, Broadway

• **Third Grade**: yoga and meditation, introduction to Jedi Knight training (creative ballet dance movement using light sabers in a non-combative way), martial arts, introduction to international dance styles (including: Bollywood, Salsa, Country, Irish and more)

• **Fourth Grade**: yoga and meditation, Pilates, Jedi Knight training (creative ballet dance movement using light sabers in a non-combative way), Broadway, international dance styles (including: Bollywood, Salsa, Country, Irish, and more), introduction to choreography

• **Fifth Grade**: yoga and meditation, Pilates, Jedi Knight training (creative ballet dance movement using light sabers in a non-combative way), multiple international dance styles, (including: Bollywood, Salsa, Country, Irish, and more), choreography sessions, class culmination dance

• Dance can be described as "a communication between body and soul, to express what is too deep to find for words" ~ Ruth St. Debis. Indeed, our children are being offered this very experience.

• Our program makes it a priority to make dance accessible and well-loved by elementary-aged boys as well as girls.

• When students dance together, they learn to cooperate and find they must go beyond tradition and authority if they are going to express themselves well. Participation in dance fills children with happiness that can carry over into the rest of their education. A dance education cultivates the critical capacities that foster a complex understanding of the world and its peoples and that educates and refines the capacity for sympathy. *(Martha Nussbaum, Ernst Freud Distinguished Service Professor of Law and Ethics, University of Chicago: Newsweek International, August 21 – 18, 2006; “Teaching Humanity”)*

*Music*

• The music curriculum at each grade level supports language arts (Treasures), social studies, and science curricula while meeting Common Core State Standards.

• **In Kindergarten** students perform, identify, explore, and demonstrate beat and musical direction and expand that to contrasts including high/low, loud/soft, and same/different. They explain why they like or dislike music they perform and/or hear. They use instruments to illustrate and enhance stories such as “The Old Lady Who Was Not Afraid of Anything” and “How Music Came into the World” (a Mexican legend). A song entitled "I Am Wood" aligns with science studies as the children learn and sing about wood and then explore and perform the song with twelve different instruments all made of wood. They also learn about the geographical areas and countries where those instruments were developed. As students participate in the school Science garden, they learn and perform a special composition entitled "The Garden Song" that includes vocabulary and ideas from the unit.
• **In First Grade**, students differentiate between major/minor tonalities and duple/triple meters. They read and perform rhythms using standard notation. Students learn to match and write the rhythms of their names to musical rhythms. They explain how tempo and dynamics make music expressive. Their holiday performance songs include motions and expressions for specific purposes and some are accompanied by instruments including hand bells. They learn about the composer Mozart and his music. They interpret basic forms like rondo using Halloween shapes to illustrate the themes and form. There are many songs that support the science units on weather and plants and flowers. They sing a variety of songs that support their Treasures units including two songs about apples and Johnny Appleseed.

• **In Second Grade**, students explore an entire unit on sound, vibration and music. They perform experiments with instruments to see how sound is made, how it travels, how we hear, and how/why pitches vary while learning about the families of instruments. This unit also supports the language arts: in studying the percussion family, each student demonstrates a different instrument and then writes a letter to parents explaining what it was, how it sounded, how it produced sound, and what it was like to play. There are frequent homework assignments that allow children to take their learning home, share it with parents, write about it, and deepen their understanding of what they learned. They demonstrate their personal interest in and knowledge of varied musical selections. They identify instruments by sound and timbre, and using “In the Hall of the Mountain King,” by Edvard Grieg, they understand how composers use musical elements like tonality, tempo, dynamics, and texture to tell musical stories. They write about what they know. They read and perform a symphony orchestra rap using voices and instruments. They perform two songs for the annual Holiday programs.

• **Third Grade** students begin reading all their music from a score, learning music terminology and vocabulary, and studying equivalent fractions by relating them to music (whole, half, quarter and eighth notes within measures). Special songs relate to Treasures units; an example is “Forever Learning” which teaches score reading while reinforcing the language arts skills of the unit. They demonstrate performance and audience etiquette. They connect music to other art forms including paintings, movies, and stories. They explain how rehearsal and practice refine accuracy and expressiveness in their performances. They listen to four movements from Vivaldi’s “The Four Seasons” and explain how the composer used tempo, meter, tonality, mood, texture, and instrumental effects to illustrate each season. They decorate trees to illustrate and connect musical ideas with artistic expression. Finally, after reading the poem that inspired Vivaldi, they write their own four-line poems to express their own feelings and experiences of the season.

• **In Fourth Grade**, “Danse Macabre” forms the core of musical exploration. Students listen and identify the various instruments used to tell the story. They explain the use of tempo, texture, tonality, mood, meter, dynamics, and the way instruments imitate other sounds to tell the story. The unit connects to our “Write...from the Beginning” program as they all compose a letter to our Principal encouraging him to listen. The letter has an introduction, a second paragraph explaining the story in correct sequence, a third paragraph explaining in detail how the composer used musical elements and techniques to “paint” the story, and
a concluding paragraph in which the students become critics and assign star values (from one to four) to the music, explaining in detail their reasons. Students spend the next four months learning to play recorders with proper technique while reading standard notation. The end of the year is directly connected with the social studies unit on California history. Students learn songs of the California Gold Rush, and they have a multi-part writing project. They study the folk song "O Susanna" and learn how this song, written in an ice cream parlor in Pittsburgh in 1841, traveled across the country with the pioneers and eventually became "O California," one of the most popular songs of the 1849 Gold Rush. Once they understand that folk songs were often changed and adapted to tell someone's own story, they then participate in a multi-part assignment that culminates in them writing autobiographical, rhymed lyrics about themselves which they perform for their peers. Peer review is part of this process.

- **In Fifth Grade**, the music curriculum aligns with social studies. There are four units: The National Anthem, Music of the Colonies, Music of the Slaves, and Music of the Civil War. During their exploration of authentic songs from each period, students explain the social, cultural, and historical connections of the music. They continue to read and perform standard notation and scores. They demonstrate understanding of the structure of music and its elements including rhythm, pitch, form, and harmony. Students study songs tied to American history while exploring vocabulary, background, and performance styles. The culmination of the fifth grade musical year is participation in a grade-level musical called “America Sings” in which each classroom highlights one of the following eras: The Early Explorers (Magellan, Cortez, Hudson, Drake, de Leon), Colonial and Revolutionary Times, The Westward Expansion, and the Civil War. This musical drama uses authentic songs, costumes, sets, and dramatic lines to bring the history alive on the school stage. Every fifth grade student has a speaking part, and the finale of the musical features all fifth grade students in small groups reciting Walt Whitman's "I Hear America Singing" followed by "America the Beautiful."

- Music training supports the brain’s ability to process sights and sounds, thus it may help support emergent literacy skills for all students. Researchers at Long Island University found that music instruction over a three-year period increased children’s vocabulary and verbal sequencing ability – key components in the acquisition of reading and language skills. Since children are naturally drawn to music activities, music education may be a uniquely effective way to help develop their reading ability. *(Abigail Connors, early-childhood music specialist and author of 101 Rhythm Instrument Activities for Young Children, Gryphon House, 2004)*

- Music is also based on mathematical principles and proportions. When young children sing even the simplest songs, they absorb elements of math-repeated, measured patterns of tones, rhythms, and words without realizing it. Several studies have confirmed this link. *(“When children learn rhythm, they are learning ratios, fractions, and proportions.” Professor Gordon Shaw at the University of California, Irvine)*

**Physical Education**
- The physical education program provided to all grades is a supplement to the State standards, which the classroom teachers implement. This enrichment activity is an important component to providing our students with a healthy mind and body. This program
also enhances the concepts of team sports and good sportsmanship while incorporating
fairness in competition. Many schools often overlook a strong physical education program,
but at Carpenter, we understand the importance of integrating the theory of physical
education with organized and structured play.

- Access to a regular physical education program can enhance all aspects of development
  including academic performance, movement knowledge, motor skills and self-
esteem. These benefits can be achieved through quality physical education programs. For
optimum results programs should be regular, frequent, developmentally appropriate,
success-oriented, and instructed by trained physical education teachers (McKenzie, Sallis,
Faucette, Roby, and Kolody, 1993).

- Kindergarten – Fundamental motor skill development (balance, skipping, jumping,
  running), ball skills (dribbling, throwing, catching). Introduction to game play.

- 1st Grade – Continuation of ball skills (kicking) motor skill development. Introduction to
tagging and chasing games, playground games and rules stressing fair play and good
sportsmanship.

- 2nd Grade – Introduction to team play (kickball, roundball, flag tag, soccer). Stressing the
importance of teamwork and sportsmanship and learning more advanced playground games.

- 3rd Grade – More advanced team play and games involving a net. Learning the skills
necessary to play volleyball, basketball and team handball. Introduction to capture the flag
and flag-related games.

- 4th Grade – Introduction to agility courses and track and field (sprinting, distance, hurdles,
relay), more advanced game and team play.

- 5th Grade – Introduction of squads for competing. More advanced competitions, long-
distance running and running for time. Preparation for the Presidential Fitness Test.

- Research shows that physical activity can improve executive function, the ability to
concentrate, memory, and intellectual performance. Children given opportunities for
physical activity are not only better able to concentrate, focus, and learn while in school, but
they are provided with the opportunity to develop the skills, self-confidence, and enjoyment
of physical activity that can foster a physically active lifestyle that will support their overall
health throughout their lives.

  -- California Center for Public Health Advocacy

Media Lab

- Our Media Lab is a 21st Century resource utilized by all grade levels, K-5. The lab is not
only funded by our parent body, but is also supported by CBS Studios, a community
partner. Whole class access to computers enables our teachers to effectively integrate
technology used by students to better understand concepts being taught. (“Teachers need to
integrate technology seamlessly into the curriculum instead of viewing it as an add-on
afterthought or an event.” Heide-Hayes Jacobs, Educational Consultant 2007) In addition,
our iPad cart brings a mobile media lab to classrooms.
• **Kindergarten:** Children begin learning Starfall.com, a phonetic-based reading program; Kidpix, a drawing program that allows the students to draw, type, control the mouse and keyboard, save, and print documents.

• **First grade:** Continue to build on Kidpix skills, now on a weekly basis, applying concepts from what they are studying in their unit to create their pictures. Many students completely master the program by the end of the year.

• **Second grade:** Second graders are introduced to MS Word basics and saving; introduction to the Internet and how to use it as a resource for their work; Kidpix slideshow functionality; Type To Learn, a touch key typing program.

• **Third grade:** Deeper learning of MS Word; how to create PowerPoint presentations from start to finish, from basic design to animating the finished product; more in-depth Internet use through web quests; Type to Learn; Accelerated Reader to test reading comprehension. Keyboarding “boot camp” prepares students to write efficiently.

• **Fourth grade:** Advanced operations in MS Office suite and at this point, most students demonstrate a solid understanding of the MacOS.

• **Fifth grade:** Thorough understanding of all MacOS applications and operations; learn GarageBand and Photoshop; can create their own music using prerecorded loops; taught how to use midi and internal microphone to create melodies and record their voices; learn Photoshop skills and use creative applications to make rich multimedia presentations.

"Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important," says Bill Gates. "I'm a great believer that any tool that enhances communication has profound effects in terms of how people can learn from each other, and how they can achieve the kind of freedoms that they're interested in."

**Art**

The Art Program, now in its fifth year, is Carpenter's newest enrichment program. The curriculum allows students to explore their creative sensibilities through different mediums. The program incorporates math and science (anatomy, biology, and critical observation). Students also learn about mechanical and spatial comprehension. There is an emphasis on observation, recognizing that anything we draw can be broken down into simple shapes. The Art Program teaches children skills and techniques they can use in their classroom projects and assists the teacher with achieving art standards. The lessons are based upon the work of a specific artist, art history or technique.

The curriculum includes
• Drawing: Shapes, Gestural, Perspective, Lighting/shading, Character Design, Life Drawing
• Painting: Water color, Acrylic, Oil pastel
• Color: Color wheel, Color gradation and color blending, Lighting/shading
• Different Mediums: Drawing fundamental, traditional watercolor & acrylic technique, 2-D, Found and recycled items
• Art History: Followed by projects inspired by artist being studied

"If you have ever watched a child toil on an artistic creation, you'll have observed a single-minded pursuit of an objective. Children seem to focus more effectively when provided the freedom to work according to the artistic vision in their minds. Their devotion teaches them to concentrate in other areas of their lives." Christine O'Kelly, *Young Rembrandts*
Transitional Kindergarten (for elementary schools only)

Charter School shall comply with all applicable legal requirements and District policy regarding transitional kindergarten.

WASC Accreditation

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

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by Cal. Admin. Code, tit. 5, § 11960.

Carpenter will continue to follow the Traditional Academic calendar set forth by the Los Angeles Unified School District utilizing block scheduling as follows: 8-11 am language arts instruction, 11-12 math instruction, last portion of the day for social studies, science, arts, and physical education.

Carpenter Community Charter Bell Schedule:

Instructional Day (All Grades)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playground Opens</td>
<td>7:40 a.m.</td>
</tr>
<tr>
<td>First Bell</td>
<td>7:55 a.m.</td>
</tr>
<tr>
<td>Start</td>
<td>8:00 a.m.</td>
</tr>
</tbody>
</table>

Kindergarten Recess (Group A)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rms. 26, 27, 37, 43</td>
<td>9:10-9:30</td>
</tr>
</tbody>
</table>

Kindergarten Recess (Group B)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rms. 38, 39, 44, 47</td>
<td>9:35-9:55</td>
</tr>
</tbody>
</table>

First Recess

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>All 1st and 5th gr. classes plus assigned 3rd grade</td>
<td>9:55-10:15</td>
</tr>
</tbody>
</table>

Second Recess

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>All 2nd and 4th gr. classes plus assigned 3rd grade rooms</td>
<td>10:20-10:40</td>
</tr>
</tbody>
</table>

Lunch

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>11:15-11:55</td>
</tr>
<tr>
<td>First Lunch</td>
<td>12:00-12:40</td>
</tr>
<tr>
<td>Second Lunch</td>
<td>12:30-1:10</td>
</tr>
</tbody>
</table>

Group A eats at 11:15 & Group B eats at 11:35

All 1st and 5th gr. classes plus assigned 3rd grade rooms

All 2nd and 4th gr. classes plus assigned 3rd grade rooms

Dismissal

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:23 p.m.</td>
<td></td>
</tr>
</tbody>
</table>

Banked Tuesdays Dismissal

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:23 p.m.</td>
<td></td>
</tr>
</tbody>
</table>
**Minimum Days – Regular**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:55 a.m.</td>
<td>First Bell</td>
</tr>
<tr>
<td>8:00 a.m.</td>
<td>Start</td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>Brunch</td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>First Brunch</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Second Brunch</td>
</tr>
<tr>
<td>12:43 p.m.</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

**Reverse Minimum Day**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:35 a.m.</td>
<td>First Bell</td>
</tr>
<tr>
<td>9:40 a.m.</td>
<td>Start</td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>Brunch</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>First Lunch</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Second Lunch</td>
</tr>
<tr>
<td>2:23 p.m.</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

**Professional Development**

Professional Development is an ongoing component at Carpenter Community Charter and an effective tool to meet the curricular needs of our students and teachers. Professional Development topics are driven by the students’ and staff’s needs and interests. Our Curriculum Committee aids in researching professional development programs and materials as needed. In addition Carpenter participates in both site-level and district professional development activities, with an emphasis on CCSS training.

In addition to the professional development that occurs during grade-level collaboration and faculty meetings on Tuesdays, Carpenter has invested heavily in additional teacher training since becoming an affiliated charter. Through a combination of our charter funding and PFC donations, the vast majority of Carpenter teachers have attended professional development conferences in the latest research-based teaching methods to improve learning in math and writing. More than thirty teachers have participated in off-site Singapore Math training, including twenty-three who have attended the National Singapore Math conference. Thirteen teachers have been trained as “Write...from the Beginning” experts. Budget permitting we will continue the tradition of sending teachers to conferences. Those few teachers who have not yet attended off-site training receive in-house professional development from experts at their grade level. Because of the commitment to professional development in evidence-based programs, Carpenter students experience a coherent curriculum across grade levels. Both quantitative and qualitative assessments indicate that students are improving their math and writing because of this powerful, consistent program.

**Meeting the Needs of All Students**

**English Learners**

As a District affiliated charter school, the Charter School shall implement the provisions of the District’s *English Learner Master Plan* and comply with all applicable federal and state laws, and District policies and procedures related to the implementation of the *English Learner Master Plan*.

Carpenter continues to work with English Learners to ensure they meet and/or exceed English language proficiency and grade-level standards comparable to their fluent English proficient peers. The school purposefully budgets an out-of-classroom teacher as a school coordinator to oversee the
EL program and work closely with teachers and families to ensure the Master Plan is being followed and accountabilities are met.

There are several resources and programs in place at Carpenter to help support English Learners, their families, and their teachers. Beginning in 2010, our English Language Advisory Committee (ELAC) recommended the purchase of an online phonics-based program to enhance our ELD curriculum. This program, Explode the Code, utilizes individualized instruction and reinforcement based on continuous assessment. The curriculum is research-based and is supported by auditory and visual cues. The program is online and can be accessed at school in the classroom as well as at home. Another online program being utilized by our EL students is IXL. IXL provides comprehensive, standards-aligned math and language arts practice for K–12. IXL can also be accessed at both school and home. The program offers standards-based skills in Language Arts spanning grade levels from Kinder to 12th grade. Being able to access more than one grade level of standards allows our EL students to review as well as preview skills. Teachers and parents can closely monitor both programs.

An effective resource in place for our families of English Learners is an informational newsletter. The newsletter goes home with each EL student and can also be shared via email upon request. The newsletter covers the topics that our families ask about most, as well as information mandated to be shared by the school district. Topics include ELAC, program options, CELDT/ELPAC testing, CAASPP SBAC testing, Common Core State Standards, California ELD Standards, program placement, ELD portfolios, and reclassification. The newsletter also gives general information to our EL parents about school events, parent meetings, and important dates.

A class-size reduction teacher is utilized to work with EL students in grades 3-5 in addition to the EL instruction they receive within their classroom. This teacher collaborates with each EL student’s classroom instructor while using the ELD components of the Treasures reading program to target the needs of students.

A Language Acquisition Team works to ensure teachers receive support in meeting the goals for each student. The team officially meets with ELD teachers twice yearly to examine growth/progress, reclassification criteria, portfolios, and to answer any questions teachers may have about the status of their students. The team is also available to teachers throughout the school year to monitor consistency with instruction and documentation.

Data shows that our work with EL students has been effective.

The chart below shows that we have been able to continue to minimize the amount of students who remain long term English Learners and maximize rapid progression to reclassification at Carpenter. Our goal for English Learners that are identified in Kindergarten continues to be reclassification by the end of second grade and or the beginning of third grade.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Long Term English Learners</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>1</td>
<td>3.6%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
The chart below shows the amount of students that reclassify each school year. Although District reclassification criteria has shifted from year to year, Carpenter consistently is able to reclassify English Learners well before they culminate elementary school.

<table>
<thead>
<tr>
<th>YEAR</th>
<th># ELs</th>
<th># Reclassified</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>47</td>
<td>13</td>
<td>28%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>43</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>48</td>
<td>9</td>
<td>19%</td>
</tr>
</tbody>
</table>

*Reclassification Rates from CDE

The chart below shows how our English Learners have continued to show growth by scoring Proficient on the California English Language Development Test.

<table>
<thead>
<tr>
<th>English Learners Scoring Proficient on CELDT</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>38%</td>
<td>59%</td>
<td>63%</td>
</tr>
</tbody>
</table>

The chart below shows English Learner Accountabilities as measured by the Annual Measurable Achievement Objectives.

<table>
<thead>
<tr>
<th>AMAO 1 (Annual growth on CELDT)</th>
<th>MET</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>YES</td>
<td>70.6%</td>
<td>82.5%</td>
<td>80.0%</td>
</tr>
<tr>
<td>AMAO 2 &lt; 5 years (Attaining English Language Proficiency)</td>
<td>YES</td>
<td>33.3%</td>
<td>60.0%</td>
<td>59.4%</td>
</tr>
<tr>
<td>*AMAO 2 &gt; 5 years (Attaining English Language Proficiency)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>AMAO 3 ELA (Proficiency in ELA)</td>
<td>Data unavailable</td>
<td>65.9%</td>
<td>68.1%</td>
<td>N/A</td>
</tr>
<tr>
<td>AMAO 3 Math (Proficiency in Math)</td>
<td>Data unavailable</td>
<td>75.6%</td>
<td>70.2%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* We had no students in this category.

**Gifted and Talented Students and Students Achieving Above Grade Level**

Charter School will continue to use LAUSD’s GATE identification process, adhere to District policy regarding GATE, and reimburse the District for testing and processing on a fee-for-service basis.

All second grade students take the OLSAT to determine if they meet the eligibility as GATE students. We also identify students in high achievement through tests and intellectual ability (IQ tests). Our GATE population is not solely a high-achieving population.

Carpenter Community Charter is committed to engaging GATE and all students with comprehensive learning strategies for different learning modalities and kinds of intelligences.
Teachers provide identified and potential GATE students with access to lessons, tasks, and assignments that will encourage students to develop and utilize cognitive and critical thinking skills. Students are asked to demonstrate their comprehension and thorough knowledge of subjects by defining, describing, and providing evidence for what they have asserted through analysis and synthesis of this information. Additionally, students present novel oral, written, digital, or other products at an appropriate academic level. Students are also introduced to Sandra Kaplan’s Depth and Complexity icons and strategies outlined in our District GATE plan to meet the needs of high achievers.

If identified gifted in Visual and/or Performing Arts through the District’s GATE identification process, a Carpenter student has access to the District’s Saturday Conservatory of Fine Arts; Carpenter pays the fee for this service.

Starting in third grade, students identified as gifted are placed in gifted “clusters” with teachers who have had specialized training in gifted education.

Of the 66 fifth graders identified as gifted, the mean score on the 2014 Science CST was 469.4, with 98% of them scoring proficient or above.

**Students Achieving Below Grade Level**

Students achieving below grade level are identified using classroom assessments, anecdotal records/classroom observations, as well as District and State standardized assessments. Carpenter Community Charter will utilize standardized summative and formative assessments which include, but are not limited to: Common Core State Standards Assessment/SBAC for Grades 3<sup>rd</sup>-5<sup>th</sup> (yearly), CELDT/ELPAC (yearly), DIBELS Reading Assessments (every 6-8 weeks), CA Treasures Assessments (weekly and per unit), District Interim Math Assessments (every 6-8 weeks), District Interim Assessments for ELA and Math (2-3 times in a school year), District Science Assessments (4th and 5th grade - 3 times a year), and Science CST (5<sup>th</sup> grade only – yearly). Data from these different assessments is collected and studied by teachers independently and at bi-weekly or monthly grade-level collaboration meetings. Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers. Once identified, students not achieving grade-level standards are referred to our School Coordinator for interventions and are closely monitored. Carpenter provides these students with several interventions throughout the year, based on teacher recommendation.

**Full-Time Intervention Teacher** - Carpenter has a full-time intervention teacher who works with small groups throughout each day in various grade levels to help students master ELA and Math skills taught in the classroom.

**Learning Center** - Two resource specialists work with students in small groups to help them master specific skills.

**Class Size Reduction Teacher** - Through our Block Grant funding, we purchase an additional classroom teacher. Smaller class size allows for more individual attention and differentiated learning.
School Coordinator - We invest our Block Grant funds to maintain a full-time coordinator, who focuses the majority of her time on serving the various subgroups at Carpenter, including those students achieving below grade level.

Power Hour - Students attend a weekly intervention session after school, which is supervised by our School Coordinator, school aides, and volunteer tutors from Walter Reed Middle School. These students receive one-on-one tutoring each week to further review concepts taught in the classroom to work towards mastery.

Brain Camp - Select Carpenter teachers conduct a 13-week after school intervention program for approximately 100 students in Kindergarten through 5th grades who are identified as achieving below grade level in ELA and Math.

Phillips Counseling Services - Some of our students who achieve below grade level have social/emotional needs that can benefit from counseling. Phillips Counseling Services are made available to these students on a weekly basis depending on their needs. Students with IEPs who already have counseling services (Designated Instruction and Services) assigned to them are not eligible for this program.

Peacock Foundation - The Peacock Foundation animal therapy program is made available to students identified by their teacher who need additional social/emotional support. Throughout the biannual 8-week program the participants learn social skills, communication skills, and coping skills, which in turn helps these students be more successful at school.

Principal Student / Family Meetings - Every year in the spring before the standards-based testing, our school principal meets individually with students to inspire and motivate those who are achieving below grade level. In addition, families are invited to meet with the principal to discuss their child’s needs.

Through our series of interventions, we have consistently and significantly helped more students achieve at grade level, with fewer students scoring Basic or below. The chart below shows the steady decrease in the percentage of students scoring Basic, Below Basic, and Far Below Basic:

<table>
<thead>
<tr>
<th>Percentage of Carpenter Students Performing Below Grade Level on CSTs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>English Language Arts</td>
</tr>
</tbody>
</table>

*SPerformance Meter Data Summary Sheet 2012-2013

Socio-Economically Disadvantaged Students

Carpenter provides a multitude of enrichment opportunities to broaden the experience of the Socio-Economically Disadvantaged Students through exposure to the arts, field trips, and through afterschool and summer camp programs. Twenty-five percent of our students in summer camp receive scholarships. Our community offers additional support and assistance to identified families.
through our PTA-coordinated “Carpenter Cares” program. Socio-Economically Disadvantaged Students who are also achieving below grade level also receive the supports described above.

In the last five years for which we have CST data, Carpenter has shown a positive trend in achievement by students who are socio-economically disadvantaged. The charts below show significant improvement in both ELA and Math since we became an affiliated charter, and our students consistently achieve at higher levels than District averages. The data from the 2012-2013 school year did not show the same level of improvement, but because the number of students in this subgroup is so small (roughly 40 students), the data is very sensitive to outliers. Nevertheless, we will continue to dedicate resources to helping these students continue to achieve.

| Percentage of Socio-Economically Disadvantaged Carpenter Students Proficient and Advanced in English Language Arts |
|---------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------|
| 43.5% | 52.3% | 59.2% | 72.7% | 47.5% |

* Performance Meter Data Summary Sheet 2012-2013

<table>
<thead>
<tr>
<th>Percentage of Socio-Economically Disadvantaged Carpenter Students Proficient and Advanced in Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.0%</td>
</tr>
</tbody>
</table>

*Performance Meter Data Summary Sheet 2012-2013

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

1. District Affiliated Charter School’s Special Education Responsibilities

   a. General Requirements

The District Affiliated Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education (“FAPE”) as is required of all District authorized schools. The District Affiliated Charter School will also ensure that no student otherwise eligible to enroll in the District Affiliated Charter School will be denied enrollment on the basis of their special education status.
The District Affiliated Charter School will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

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

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

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

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

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

b. Transferring Students

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

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

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

d. Alternative Placements

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

e. Least Restrictive Environment

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

f. Staffing Requirements

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

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

g. Student Discipline/Inclusion

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

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

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

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

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

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

*Modified Consent Decree Requirements

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

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

<table>
<thead>
<tr>
<th>#</th>
<th>Data Request Description</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.</td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.</td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>CBEDS, which is due at the end of October of Each School Year.</td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>All Students Enrolled December 1 of Each School Year, due at the end of December every school year.</td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.</td>
<td></td>
</tr>
</tbody>
</table>

Schools that are currently on MiSiS can disregard the above data requests.

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

**Students in Other Subgroups**

**Homeless Youth**
Homeless Youth would be supported in the same way as mentioned above based on their educational and social-emotional needs in order to promote academic success and student achievement. Through our School Coordinator we will work to ensure equal access to all school curriculum and enrichments, meal programs, as well as other applicable services available at Carpenter (e.g. tutoring, counseling, Carpenter Cares support for school supplies/transportation). Our School Coordinator is responsible for implementation of the Homeless Education Program which helps to serve these families in transition by providing advocacy and referral services as needed.
Foster Youth
Foster Youth would be supported in the same way as mentioned above based on their educational and social-emotional needs in order to promote academic success and student achievement. Our School Coordinator is designated as the Foster Youth Achievement contact at Carpenter. Through Foster Youth Achievement we would enhance educational outcomes and academic achievement for youth living in foster care by providing counseling, tutoring, and other needed school supports. Our School Coordinator will work with community agencies such as the Department of Children and Family Services and social workers to ensure the success of Foster Youth.

“A Typical Day”

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time Block</th>
<th>Description Structure &amp; Strategies</th>
<th>Integrated Opportunities for Program Enrichment</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| Morning Routine   | Community        | Morning assembly, held once per month; augmented by principal announcements, a ritual held each morning at 8:05am | ● Flag Salute  
● Character Counts  
● Recognition of attendance  
● Thought for the day/proverb  
● Dedications/inductions (school garden, book fair, recycling, and community service initiatives)  
● Group sing-a-long (relevant to assembly topic)  
● Daily Bite  
● Daily Broadcasts | ● Engage all community members in one setting, consistently  
● Venue to dispense timely, critical initiatives (such as SBAC test prep, student code of conduct, and upcoming events)  
● Enlist broad-based stakeholder participation  
● Opportunity to celebrate and reflect on achievements |
| Community         | Assembly and     |                                                                                                      |                                                                                                               |                                                                                             |
|                   | Morning          |                                                                                                      |                                                                                                               |                                                                                             |
|                   | Announcements    |                                                                                                      |                                                                                                               |                                                                                             |
|                   | 8:00-8:15am      |                                                                                                      |                                                                                                               |                                                                                             |
| Language Arts     | Block            | Team teaching in flexible groups of standards-based curriculum, enhanced with CA Treasures  
-Lecture  
-Discussion  
-Departmentalized thematic unit extensions  
-Universal themes  
-Write…from the Beginning | ● Cooperative Grouping  
● Differentiated curriculum for different learning groups  
● Accelerated Reader  
● Hands-on, inquiry-based instruction  
● Literature circles  
● Accumulation of student portfolio in DVD format (through Media Lab)  
● Wordly Wise 3000  
● Flexible Grouping  
● Wonders (nonfiction) | Provide a stimulating, engaging & challenging environment for each and every student  
● Cross-disciplinary projects as means to enhance critical thinking, and resourcefulness  
● Cross-disciplinary learning through the thoughtful use of technology to create an end product  
● Effective writing and speaking skills |
|                   | 8:15-10:00am     |                                                                                                      |                                                                                                               |                                                                                             |
| Independent       | Work Time        |                                                                                                      | Library                                                                                                       | Grade-level reading  
● Critical reading and math skills |
|                   | 10:00-11:00am    |                                                                                                      |                                                                                                               |                                                                                             |
| Mathematics Block | 11:00am-12:40pm  | ● enVision Math  
● Singapore Math  
● Departmentalized Instruction  
● Cooperative Learning  
● Hands-on Manipulative Math | ● Flexible Grouping  
● Hands-on equations  
● Math Their Way  
● Daily Bite  
● GEMS  
● Marcy Cook  
● AIMS | Students reach benchmark, proficient or advanced levels of proficiency in district, state and teacher generated assessments  
● Refined teaching content with supplemental sources to |
<table>
<thead>
<tr>
<th>Intervention</th>
<th>IXL (online)</th>
<th>Engage NY math</th>
<th>create students who effectively apply math problem-solving skills to real-world scenarios</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lunch</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:40-1:10pm</td>
<td>● Sustenance</td>
<td>● Green Team Recycling</td>
<td>● Global awareness</td>
</tr>
<tr>
<td></td>
<td>● Recycling and Composting</td>
<td>● Science Garden</td>
<td>● Cooperative play</td>
</tr>
<tr>
<td></td>
<td>● Game Room</td>
<td>● Composting</td>
<td>● Character education</td>
</tr>
<tr>
<td></td>
<td>● Table monitors</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Afternoon Routine</strong></td>
<td>Standards-based curriculum</td>
<td>● Standards-based curriculum</td>
<td>Full integration of arts &amp; academics with real world examples</td>
</tr>
<tr>
<td>Social Studies, Science, and Health Block</td>
<td>● Interactive hands-on modalities to illuminate abstract concepts</td>
<td>● FOSS investigations</td>
<td>● Cause &amp; Effect</td>
</tr>
<tr>
<td>1:10-2:20pm</td>
<td>● These days alternate to allow for a concentration of activity on alternating days</td>
<td>● AIMS</td>
<td>-Community Outreach &amp; Partnerships with:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● GEMS</td>
<td>● Tree People</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Interactive activities &amp; models</td>
<td>● California Conservation Corp.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Hands-on Science Lab</td>
<td>● Langdon Ave. Elem.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Outdoor Garden Lab</td>
<td>● Toiletry Drive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Science Journals</td>
<td>● Book Exchange</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Simulations</td>
<td>● Toy Drive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Learning through the arts, musicals, multicultural dances, studying photography and paintings</td>
<td>● Coat &amp; Clothing donations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Exhibits and Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● History simulations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Field Trips</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Expert Visits</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Career Day</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Too Good For Drugs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Character Counts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Second Step</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Brain Pop</td>
<td></td>
</tr>
<tr>
<td><strong>Dismissal</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:23pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>After School Programs</strong></td>
<td>Intervention</td>
<td>● YMCA</td>
<td></td>
</tr>
<tr>
<td>2:30pm-6:00pm</td>
<td>● YMCA</td>
<td>● STAR</td>
<td>● Tree People</td>
</tr>
<tr>
<td></td>
<td>● Beyond the Bell</td>
<td>● AIMS</td>
<td>● California Conservation Corp.</td>
</tr>
<tr>
<td></td>
<td>● Brain Camp</td>
<td>● Science Journals</td>
<td>● Langdon Ave. Elem.</td>
</tr>
<tr>
<td></td>
<td>● Power Hour</td>
<td>● Simulations</td>
<td>● Toiletry Drive</td>
</tr>
<tr>
<td></td>
<td>● Encore Musical Theater</td>
<td>● Learning through the arts, musicals, multicultural dances, studying photography and paintings</td>
<td>● Book Exchange</td>
</tr>
<tr>
<td><strong>Parent Ed</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:30-8:00</td>
<td>● Gifted/Talented</td>
<td>● Exhibits and Presentations</td>
<td>● Toy Drive</td>
</tr>
<tr>
<td></td>
<td>● Common Core Math and ELA</td>
<td>● History simulations</td>
<td>● Coat &amp; Clothing donations</td>
</tr>
<tr>
<td></td>
<td>● Homework Help</td>
<td>● Field Trips</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Bullying Prevention</td>
<td>● Expert Visits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● State of the Charter</td>
<td>● Career Day</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Nutrition</td>
<td>● Too Good For Drugs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Positive Discipline Strategies</td>
<td>● Character Counts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Learning Styles</td>
<td>● Second Step</td>
<td></td>
</tr>
</tbody>
</table>
ELEMENT 2 – MEASURABLE PUPIL OUTCOMES, AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**


Charter School will work toward meeting the student outcome goals set forth in the LAUSD’s Performance Meter, as it may be amended, updated, and/or replaced by the District, during the term of the charter.

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

Our Vision for Student Outcomes
Carpenter Community Charter’s curriculum includes an integrated, inquiry-based K-5 curriculum aligned with Common Core State Standards (CCSS) for ELA and Math, California ELD Standards, Next Generation Science Standards, and California State Standards for Social Studies. Cross-curricular, hands-on project-based enrichment curricula meet or exceed State Standards for Music, Art, Physical Education, and Technology. The Carpenter program embraces the following key elements:

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

**Challenging Curriculum:** The goal of Carpenter is to provide a challenging, 21st Century curriculum that will not only meet but also exceed the minimum thresholds established by the District and the State.

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

**Desired Outcomes of the School’s Instructional Program**

**Language Arts:** Students will be able to read, write, listen and speak effectively. Students will be able to incorporate the language of the discipline and give concrete examples when writing and speaking. Furthermore, they will actively read and listen and be able to locate and interpret information. Students will be able to combine these skills to compose meaningful writing and oral presentations.
**Mathematics:** Students will understand and apply formal logical reasoning, analytic and symbolic processing, arithmetic and pre-algebraic manipulation and construction. Students will also make sense of problems and persevere in solving them, including creating their own word problems to gain further understanding of the applications of such processes.

**Science:** Students will acquire proficiency in the fundamental concepts and terms of various branches of science, such as Physical, Life, and Earth. In addition, students will learn about Ecology. Students will formulate their hypothesis and conduct experiments utilizing the scientific method as they engage in hands-on critical thinking experiments in our Science Lab. They will apply their skills to gain further understanding of the environment whenever possible by utilizing such resources as our “garden lab” and on-campus recycling program.

**History and Social Studies:** Students will demonstrate an understanding of culture, diversity and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. They will demonstrate an understanding of the rights and the origins, functions, and sources of power, authority, and governance.

**Technology:** Students will each make a digital portfolio of their projects created in the Media Lab and on classroom computers. They will use word processing, video recording, photography and other applications to enhance this portfolio. Students will be familiar with various applications to accomplish goals in all other disciplines such as spreadsheets, Photoshop, and Keynote/PowerPoint. Students will understand the use of current technology and its real world applications. Students in 3rd grade will have formal keyboarding instruction at the beginning of the school year, and these skills will be reinforced in 4th and 5th grades. All students at Carpenter will have regularly scheduled time to utilize the Media Lab as well as the portable iPad cart.

**Arts:** Students will develop knowledge of and appreciation for the arts such as music, visual arts, theatre, and dance/creative movement. This will be promoted through an academic curriculum intertwined with enrichment instruction by specialists.

**Physical Education:** Each student will build a healthy and balanced body and mind through various intramural sport activities/drills that follow the Physical Education standards with dedicated time for psychomotor skills development, and a dance enrichment program based on yoga, ballet, jazz, and multicultural dance.

**Cultivating Life-Long Learners**

Keeping the focus on the whole child, students at Carpenter will also develop lifelong learning skills and interpersonal skills, which include:

**Leadership, Collaboration and Cooperation:** Students will know and be able to demonstrate the adaptive and associative skills appropriate to their level. Students will learn to prepare for and participate effectively in a range of conversations and collaborations with various partners, building on others' ideas and expressing their own clearly and persuasively.

**Goal Setting:** Students will learn to set their own short-term and long-term academic goals in keeping with their abilities and based on a high level of expectation inherent in the school community.
Critical Thinking and Problem Solving: Students will learn to be effective problem solvers and will develop critical-thinking skills. This includes analyzing and evaluating information that is provided, whether that information is through observation, experience or communication. Students will learn to respond to new information and use questioning to gain further meaning.

Self-Discipline: Students will learn to control their behavior at all times and will respect and uphold the values of the community. Students will learn to use effective communication strategies on the playground such as “Walk, Talk, or Rock” (walk away, talk it out, or play Rock, Paper, Scissors) to solve a conflict.

Citizenship: Students will learn and practice their civic rights and responsibilities, and will have an appreciation of their impact on the immediate community and the larger world. Receiving a Cougar Coupon or entrance to the game room at lunch may reward a student’s positive behavior, responsibility and citizenship. Older students will be given the opportunity to run for Student Council and participate in a democratic election process. This will provide a stakeholder experience to the students and help them to feel invested in the school community.

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Summative Assessments

Carpenter Community Charter will utilize standardized summative assessments which include, but are not limited to: Common Core State Standards Assessment/SBAC for Grades 3<sup>rd</sup>– 5<sup>th</sup> (yearly), CELDT/ELPAC (yearly), and Science CST (5<sup>th</sup> grade only – yearly). These assessments give teachers a common measure of student performance as well as an indication of what may need to be reviewed. Teachers and administrators can make decisions regarding instructional programming based on how a student performs in relation to other grade-level students who take the same test(s).

Over the course of our Charter we have gleaned much from the summative assessments/CST data and have set goals for our future Charter term:

**Measurable Goals for the Charter Term**
**(Smarter Balanced Assessment Consortium & Science CST):**

- The school’s overall score will be in the top 10% or higher and Subgroups will exceed the benchmark score.
- 90% (or greater) of students will score proficient or advanced in English Language Arts (ELA)
- Fewer than 2% of students will score in the below basic or far below basic range in ELA
- 87% (or greater) of students in 3rd grade will score proficient or advanced in ELA
- 90% or more of all students will score proficient or advanced in Math
- Fewer than 3% of students will score in the below basic or far below basic range in Math
- 95% of fourth and fifth grade students will score proficient on the CST science test
- 85% or more of English Learners will acquire English Proficiency (AMAO1- CELDT Annual Growth or ELPAC)
- 80% percent of students will have 96% or higher attendance

**Carpenter Community Charter Gains in Student Achievement Over Time**

Carpenter has shown consistent growth in its API score over the last four years. Carpenter’s goal will be to maintain our school score that falls in the top 10% of scores obtained through the new annual summative assessment, Common Core/Smarter Balanced Assessment Consortium (SBAC) testing.

<table>
<thead>
<tr>
<th>Year</th>
<th>API Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>943</td>
</tr>
<tr>
<td>2011-2012</td>
<td>941</td>
</tr>
<tr>
<td>2010-2011</td>
<td>930</td>
</tr>
<tr>
<td>2009-2010</td>
<td>912</td>
</tr>
</tbody>
</table>

*CDE 2010-2013*

In addition, the school is committed to continually improving its similar schools ranking. Over the past four years as an Affiliated Charter school, Carpenter has experienced a strong API score in our Local District, and has also significantly improved in comparisons with similar schools. (See chart below.)

<table>
<thead>
<tr>
<th>Year</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statewide API Rank</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Similar Schools API Rank</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

*CDE 2010-2014*

Over the past four years Carpenter has made steady gains in student achievement. In the 2010-2011 when Carpenter first became an Affiliated Charter school, the school had an API score of 912, well over the State API benchmark of 800. Since then the API has increased to 943. Even with such a high school-wide API score it was apparent from the data that an achievement gap existed among the subgroups. The English Learners, Students with Disabilities, and Socio-Economically Disadvantaged subgroups scored below the benchmark of 800 and well below the other significant subgroups.

Between 2010, when Carpenter became an Affiliated Charter, and 2013 all subgroups increased their API score, with the greatest improvement in the Students with Disabilities group (a 148-point increase). Both the English Learners and Socio-Economically Disadvantaged subgroups exceeded the benchmark API of 800. (See table below).
### Subgroups 2008-2011

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td># 912</td>
<td>912</td>
<td>930</td>
<td>941</td>
<td>943</td>
<td>938</td>
<td>+31</td>
</tr>
<tr>
<td>African American</td>
<td># 25</td>
<td>30</td>
<td>27</td>
<td>19</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td># 36</td>
<td>18</td>
<td>18</td>
<td>49</td>
<td>51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latino</td>
<td># 54</td>
<td>59</td>
<td>53</td>
<td>46</td>
<td>47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td># 405</td>
<td>408</td>
<td>439</td>
<td>430</td>
<td>472</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td># 43</td>
<td>47</td>
<td>44</td>
<td>41</td>
<td>45</td>
<td></td>
<td></td>
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<tr>
<td>Students w/Disabilities</td>
<td># 68</td>
<td>58</td>
<td>61</td>
<td>53</td>
<td>63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socio-Eco Disadv</td>
<td># 43</td>
<td>46</td>
<td>52</td>
<td>49</td>
<td>50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*CDE – School API Growth 2009-2013*

Although Carpenter’s subgroups showed great improvement in API scores, they did not meet the proficiency benchmarks from 2011-2013 as shown on the Annual Measurable Objectives by Subgroup (see below).

### Subgroup

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>67.6</td>
<td>85.1</td>
<td>68.5</td>
<td>85.5</td>
<td>78.4</td>
<td>88.3</td>
<td>79.0</td>
<td>87.3</td>
<td>89.2</td>
<td>86.7</td>
<td>89.5</td>
<td>87.3</td>
</tr>
<tr>
<td>African American</td>
<td>Y</td>
<td>74.1</td>
<td>Y</td>
<td>73.1</td>
<td>N</td>
<td>68.4</td>
<td>N</td>
<td>68.4</td>
<td>N</td>
<td>87.5</td>
<td>N</td>
<td>87.5</td>
</tr>
<tr>
<td>Asian</td>
<td>Y</td>
<td>83.3</td>
<td>Y</td>
<td>88.9</td>
<td>Y</td>
<td>95.9</td>
<td>Y</td>
<td>91.8</td>
<td>Y</td>
<td>96.1</td>
<td>Y</td>
<td>98</td>
</tr>
<tr>
<td>Latino</td>
<td>N</td>
<td>65.4</td>
<td>Y</td>
<td>69.8</td>
<td>N</td>
<td>73.9</td>
<td>N</td>
<td>71.7</td>
<td>N</td>
<td>72.3</td>
<td>N</td>
<td>68.1</td>
</tr>
<tr>
<td>White</td>
<td>Y</td>
<td>88.1</td>
<td>Y</td>
<td>87.9</td>
<td>No Data</td>
<td>No Data</td>
<td>No Data</td>
<td>No Data</td>
<td>No Data</td>
<td>No Data</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td>Socio Disadv</td>
<td>N</td>
<td>56.9</td>
<td>N</td>
<td>65.4</td>
<td>N</td>
<td>65.3</td>
<td>N</td>
<td>69.4</td>
<td>N</td>
<td>46.0</td>
<td>N</td>
<td>56.0</td>
</tr>
<tr>
<td>English Learners</td>
<td>N</td>
<td>60.5</td>
<td>Y</td>
<td>70.5</td>
<td>N</td>
<td>65.9</td>
<td>N</td>
<td>75.6</td>
<td>N</td>
<td>66.7</td>
<td>N</td>
<td>68.9</td>
</tr>
<tr>
<td>Students w/Disab</td>
<td>N</td>
<td>56.1</td>
<td>N</td>
<td>57.4</td>
<td>N</td>
<td>64.2</td>
<td>N</td>
<td>64.2</td>
<td>N</td>
<td>61.9</td>
<td>N</td>
<td>65.1</td>
</tr>
</tbody>
</table>

*CDE Percent Proficient Annual Measurable Objectives by Subgroup 2011-2013*

Carpenter provides numerous supports to these Subgroups in an effort to meet proficiency requirements including a full-time Intervention Teacher, Class-Size Reduction Teacher, Learning Center, School Coordinator, “Power Hour” and “Brain Camp” after-school intervention programs, and counseling services for Students Achieving Below Grade Level, Explode the Code and IXL
specifically for English Learners, and “Carpenter Cares” program coordinated by the Carpenter PTA as necessary for our Socio-Economically Disadvantaged students.

Over the past three years, Carpenter has continually been able to minimize the number of long-term English Learners. Our goal for English Learners who are identified in TK/Kindergarten is for reclassification by the end of second grade and/or the beginning of third grade. (See graph below.)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Long Term English Learners</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>1</td>
<td>3.6%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>YEAR</th>
<th># ELs</th>
<th># Reclassified</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>47</td>
<td>13</td>
<td>28%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>43</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>48</td>
<td>9</td>
<td>19%</td>
</tr>
</tbody>
</table>

*Reclassification Data from CDE

The graph below shows how our English Learners have continued to show growth by scoring Proficient on the California English Language Development Test.

<table>
<thead>
<tr>
<th>English Learners Scoring Proficient on CELDT</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>38%</td>
<td>59%</td>
<td>63%</td>
</tr>
</tbody>
</table>

The graph below shows English Learner Accountabilities as measured by the Annual Measurable Achievement Objectives.

<table>
<thead>
<tr>
<th>AMAO 1 (Annual growth on CELDT)</th>
<th>MET</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td></td>
<td>70.6%</td>
<td>82.5%</td>
<td>80.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AMAO 2 &lt; 5 years (Attaining English Language Proficiency)</th>
<th>MET</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td></td>
<td>33.3%</td>
<td>60.0%</td>
<td>59.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>*AMAO 2 &gt; 5 years (Attaining English Language Proficiency)</th>
<th>MET</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AMAO 3 ELA (Proficiency in ELA)</th>
<th>MET</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data unavailable</td>
<td>Data unavailable</td>
<td>65.9%</td>
<td>68.1%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AMAO 3 Math (Proficiency in Math)</th>
<th>MET</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data unavailable</td>
<td>Data unavailable</td>
<td>75.6%</td>
<td>70.2%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* We had no students in this category.

In summary, Carpenter has continued to strive to meet all Annual Measurable Objectives (AMO) by providing Students with Disabilities, Socio-Economically Disadvantaged, and English Learners with the supports necessary to meet proficiency requirements.
Although we have not met all of the AMO’s, the most recent (2013) API scores for these Subgroups at Carpenter exceed those of the District and the State. (See table below).

<table>
<thead>
<tr>
<th>Subgroups</th>
<th>2013 Growth API Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Carpenter Community Charter</td>
</tr>
<tr>
<td>All Students</td>
<td>943</td>
</tr>
<tr>
<td>African American</td>
<td>942</td>
</tr>
<tr>
<td>Asian</td>
<td>990</td>
</tr>
<tr>
<td>Latino</td>
<td>857</td>
</tr>
<tr>
<td>White (Not Latino)</td>
<td>946</td>
</tr>
<tr>
<td>Socio-Economically Disadvantaged</td>
<td>786</td>
</tr>
<tr>
<td>English Learners</td>
<td>848</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>793</td>
</tr>
</tbody>
</table>

*School Report – API Growth (CDE 2013)

During the years 2010-2013, CST results indicate that Carpenter has a higher percentage of students achieving at a Proficient or Advanced level than both the District and the State averages.

**CST Results for All Students - Three-Year Comparison**

*This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English-Language Arts</td>
<td>86%</td>
<td>89%</td>
<td>87%</td>
<td>44%</td>
<td>48%</td>
<td>47%</td>
<td>54%</td>
<td>56%</td>
</tr>
<tr>
<td>Math</td>
<td>87%</td>
<td>88%</td>
<td>89%</td>
<td>43%</td>
<td>44%</td>
<td>45%</td>
<td>49%</td>
<td>50%</td>
</tr>
<tr>
<td>Science</td>
<td>85%</td>
<td>92%</td>
<td>90%</td>
<td>47%</td>
<td>51%</td>
<td>52%</td>
<td>57%</td>
<td>60%</td>
</tr>
</tbody>
</table>

*CDE Star Report 2010-2013*
Since Carpenter became an Affiliated Charter the students in 5th grade taking the CST in Science have made significant gains over the past four years. Most noteworthy is the percentage of students scoring below Proficient has decreased dramatically over this period of time.

**Carpenter Community Charter - CST Science Results – GRADE 5**

<table>
<thead>
<tr>
<th>Result Type</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Tested</td>
<td>120</td>
<td>129</td>
<td>114</td>
<td>114</td>
<td>129</td>
</tr>
<tr>
<td>% Advanced</td>
<td>52%</td>
<td>51%</td>
<td>59%</td>
<td>62%</td>
<td>66%</td>
</tr>
<tr>
<td>% Proficient</td>
<td>32%</td>
<td>33%</td>
<td>33%</td>
<td>28%</td>
<td>28%</td>
</tr>
<tr>
<td>% Basic</td>
<td>11%</td>
<td>13%</td>
<td>5%</td>
<td>9%</td>
<td>5%</td>
</tr>
<tr>
<td>% Below Basic</td>
<td>3%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>% Far Below Basic</td>
<td>3%</td>
<td>0%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

*CDE Star Report 2010-2014

**LAUSD School Performance Framework**

Overall, Carpenter is considered an “Achieving” school according to the calculation on the LAUSD School Performance Framework based on 2012-2013 CST data. Carpenter’s AGT for 2012-2013 was above predicted growth for ELA and at predicted growth for Math.

<table>
<thead>
<tr>
<th>#</th>
<th>Carpenter Community Charter Status Metric (Y-Axis)</th>
<th>2013 CST Data</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ELA CST 2012-2013 % Pro or Adv</td>
<td>87.6%</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>ELA CST 2012-2013 % FBB and BB</td>
<td>2%</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Math CST 2012-2013 % Pro or Adv</td>
<td>88.4%</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Math CST 2012-2013 % FBB and BB</td>
<td>3.3%</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>3rd Grade ELA %Prof and Adv</td>
<td>81%</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>% of Students with 96% or higher attendance</td>
<td>64.4%</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>% of Students suspended</td>
<td>0.3%</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Status points out of 35 possible</strong></td>
<td></td>
<td><strong>29</strong></td>
</tr>
</tbody>
</table>

**Carpenter Community Charter - Growth Metric (X-Axis) Guide**

<table>
<thead>
<tr>
<th>Designation</th>
<th>Far Below Predicted/ Below Predicted</th>
<th>At Predicted</th>
<th>Above Predicted</th>
<th>Far Above Predicted</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA AGT 3-yr avg</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>MATH AGT 3-yr avg</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

*LAUSD Performance Meter Framework 2013*
In order to be considered an “Excelling” school, Carpenter needs to improve student attendance rate, reduce suspension rate and improve AGT to “far above predicted” growth. Carpenter’s student attendance rate is currently below the District benchmark on the 2012-2013 Performance Meter. We are addressing the attendance issue and trying to improve the student attendance rate through the use of a District PSA counselor, monthly attendance tag incentives, and letters to parents informing them of our attendance policy of fewer than seven (7) absences per year. These strategies have proven successful over the last school year as can be seen from the improvement in our student attendance rate and chronic absence rate in the 2013-2014. (see table below)

<table>
<thead>
<tr>
<th>Year-End Attendance Data</th>
<th>2012-2013</th>
<th>2013-2014</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Enrollment</td>
<td>1020</td>
<td>974</td>
<td>-46</td>
</tr>
<tr>
<td>96% or higher Student Attendance Rate</td>
<td>64.4%</td>
<td>77.1%</td>
<td>+12.7%</td>
</tr>
<tr>
<td>91% or lower Chronic Absence Rate</td>
<td>10.5%</td>
<td>5.9%</td>
<td>-4.6%</td>
</tr>
</tbody>
</table>

**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.

Carpenter Community Charter will utilize standardized formative assessments which include, but are not limited to: DIBELS Reading Assessments (every 6-8 weeks), CA Treasures Assessments (weekly and per unit), District Interim Math Assessments (every 6-8 weeks), and District Interim Assessments for ELA and Math (2-3 times in a school year. In addition, Carpenter will utilize authentic formative assessments. Authentic formative assessments are ongoing and can better evaluate the student over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios of significant work, journals, in and out-of-class work samples, homework, teacher-created tests, teacher observations, checklists, rubrics, anecdotal records, publisher-provided criterion referenced tests, and projects. Also known as performance assessments, these types of assessments allow for meaningful application of essential knowledge and skills and provide a wealth of data for teachers to evaluate student improvement, performance, and achievement.

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

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

**Formative Assessments**

| Language Arts Writing | - Critique, justify, and theorize in writing across disciplines with evidence  
- Inform, persuade, and expose in writing with text-based and personal evidence  
- Defend, critique and illustrate in oral and written formats  
- Describe and illuminate in oral and written format using figurative language  
- Apply vocabulary development and knowledge in written and oral format  
- Demonstrate critical thinking skills specific to Depth of Knowledge degrees  
- Produce inquiry-based research projects aligned to thematic subjects in various disciplines  
- Creative Writing – stories & poetry - “Think Like a Disciplinarian”, (e.g. emulate accomplished professionals) |
| - District-mandated tests  
- Teacher-developed assignments, tests, and activities  
- Write From the Beginning program, writing prompts  
- Writing Journals  
- Digital Portfolios / Portfolios containing work of significant achievement  
- Oral Presentations and Project exhibits  
- Debate and Speech, including but not limited to in-class debates, monologues, poetry recitation, script writing and performing  
- End of unit projects |
| Language Arts Reading | - Identify, analyze and evaluate thematic cross-curricular literature  
- Discern relevant information after careful examination and exploration of text  
- Distinguish between fact vs. fiction and important supporting details  
- Understand cause & effect and connections in rising action  
- Select and evaluate books and other “reads for pleasure” while also participating in a leveled individualized reading program |
| - District-mandated tests  
- Teacher-developed assignments, tests, and activities  
- CA Treasures Reading series  
- DIBELS  
- Close Reading  
- Project-based learning inquiry Projects  
- Accelerated Reader  
- Leveled Literature Circles  
- Wordly Wise Vocabulary Series  
- Oral Presentations and Project exhibits |
| Math | - Apply and practice acquired skills in daily math problem solving  
- Discern operations necessary to solve word problems  
- Persevere in solving problems, including multi-step/multiple strategy problems  
- Explain / show math strategies and justify solutions |
| - District-mandated tests  
- Teacher-developed assignments, tests, and activities  
- Publishers’ classwork, homework, activities, and tests (Envision/Singapore Math)  
- Online and manipulative-based math activities |
| Science | - Develop theories and test them in experiments utilizing scientific inquiry process  
- Report on findings in oral or written |
| - District-based tests  
- Teacher-developed assignments, tests, and activities |
- Presentation; conduct further inquiry
  - Persevere in solving problems, including multi-step problems
  - Employ language of the discipline
  - Use “Think Like a Disciplinarian” ideas to theorize and view other subjects such as music, art, and history as a scientist
  - Understand the need to integrate eco-friendly practices in our everyday lives to better our local and global communities
  - Incorporate STEAM curriculum

- Field studies
- Interactive units and simulations
- Lab-based experiments and STEAM activities (FOSS Kit materials)
- Science note-taking and reflective journals
- Exhibits and presentations
- Student-led gardening and recycling programs

<table>
<thead>
<tr>
<th>History and Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Understand cause and effect connections of the making of civilizations</td>
</tr>
<tr>
<td>- Relate and connect over time patterns in events</td>
</tr>
<tr>
<td>- Finding parallels in historical events</td>
</tr>
<tr>
<td>- Read content area information to critique events and policies of the past</td>
</tr>
<tr>
<td>- Interpret, information to draw conclusions and make predictions</td>
</tr>
<tr>
<td>- Use role play and interactive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History and Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teacher-developed assignments, tests, and activities</td>
</tr>
<tr>
<td>- Field studies</td>
</tr>
<tr>
<td>- Interactive units and simulations</td>
</tr>
<tr>
<td>- Portfolios of significant achievement</td>
</tr>
<tr>
<td>- Exhibits and oral presentations</td>
</tr>
<tr>
<td>- Integration of the Arts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology (Media Lab/iPads)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Use Internet for research and learn to evaluate relevant versus irrelevant information</td>
</tr>
<tr>
<td>- Use word processing applications to create documents</td>
</tr>
<tr>
<td>- Create spreadsheets to analyze data</td>
</tr>
<tr>
<td>- Use artistic applications to create original and novel products</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology (Media Lab/iPads)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teacher-developed activities</td>
</tr>
<tr>
<td>- Portfolios of significant achievement</td>
</tr>
<tr>
<td>- Presentations and inquiry-based projects</td>
</tr>
</tbody>
</table>

**METHOD BY WHICH PUPIL PROGRESS TOWARDS OUTCOMES WILL BE MEASURED**

**Authentic Assessments:** Authentic assessments are ongoing and can better evaluate a student over time and in a variety of settings. These types of assessments include but are not limited to teacher-developed assignments and activities, homework, anecdotal records, journals, work samples, grade-level and teacher-developed tests, rubrics, criteria charts, and short-term and long-term projects.

**Standardized Assessments:** Common Core State Assessment (SBAC) for Grades 3rd-5th, California English Development Test (CELDT), English Language Proficiency Assessments for California (ELPAC), Treasures Reading Series Comprehension, Spelling, Vocabulary, Fluency and Writing Tests, District Interim ELA and Math Assessments, DIBELS Reading Assessment, District Science Assessments for Grades 4th/5th, and Science CSTs for 5th Grade only.

**DATA ANALYSIS AND REPORTING**

Carpenter Community Charter values data-based decision making to optimize its approach to meeting the needs of all students, to monitor the school’s overall progress, and to establish future goals and interventions. Specific examples of this include:
• Data from combined assessments continuously evaluated by teachers and administration, as it becomes available, in order to meet each student’s and class’s educational needs. Data is also used to identify and prioritize professional development priorities;

• District assessment results and authentic assessment results are communicated to parents (by teaching staff) throughout the school year;

• School-wide data is also shared in a public forum at monthly Governance Council meetings, when it’s available, in order to discuss upcoming program development and education intervention priorities; and

• MiSIS parent portal (PASSPORT) may soon be available to all parents, teachers, and students for immediate access to grades, scores and attendance. Instant access to this information provides all stakeholders the ability to monitor student performance and academic growth. In addition, intervention can more likely take place in a timely manner. This information will be utilized to assist administration and teachers in critiquing and examining data and to develop an effective Professional Development.

**How Students’ Progress is Reported to Families**

Individual classroom teachers are primarily accountable for assessing their students’ achievements with regard to standards-based, grade-level work and achievement of grade appropriate content standards, as well as by progress toward mastering the skills, knowledge, and attitudes required for advancing to the next grade level. Student progress toward meeting expected student outcomes is monitored on an ongoing basis at each grade level by regular student assessments aligned to the school’s, District’s, and State’s curricular standards as appropriate for each grade level and content area.

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

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

The LAUSD Progress Report uses a 4-point scoring rubric that aligns with classroom teachers’ daily work assignments. Students earn a “4” for Advanced Proficient Levels; “3” for Benchmark Proficient Levels; “2” for Partial Proficient Levels; and “1” for Not Proficient Levels. The academic standards include specific learning topics in the different subject areas for each grade level: Language Arts including reading, writing, listening, and speaking; Mathematics; History and Social Science; Science; Health Education; Physical Education; and the Arts. The standards for lifelong learning (i.e., work and study habits) include use of time, independence, organizational skills, and quality and completeness of work. The standards for character development (i.e., learning and social skills) include respect, cooperation, dependability, responsibility, self-control, and the ability to play fairly.
**Grading, Progress Reporting, and Promotion/Retention**

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

**Standardized Testing**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests. As a District affiliated charter school, Charter School will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.
ELEMENT 4 – GOVERNANCE

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 petition and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Any governance 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, including but not limited to provisions related to Local School Leadership Council composition and responsibilities and provisions regarding existing councils and committees that have an independent statutory basis (e.g., Title I School Site Councils).

Charter School shall comply with the Brown Act and the Public Records Act.

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal and state laws and regulations, and District policies, including BUL-5439.0, Affiliated Charter Schools, as they may be changed from time to time.

LOCAL GOVERNANCE STRUCTURE, PROCEDURES, AND OPERATIONS

Carpenter Community Charter maintains a Governance Council that is the chief site based decision-making body for the school under the authority of the Northeast District Superintendent and under the ultimate authority of the Los Angeles Unified School District Board of Education. The Governance Council is governed in its operations and its actions by the charter and the Bylaws of the Governance Council of Carpenter Community Charter, which can be revised as needed.
Carpenter reserves the right to amend its charter at any time with LAUSD Board of Education approval. All amendments will require the majority vote of representatives to Carpenter’s Governance Council. Material revisions of charters are governed by the standards and criteria in Section 47605. (Ed Code 47607(a)(2). Any material revisions to the charter may be made only with the approval of the LAUSD Board of Education. Carpenter will consult with the District in making a determination as to whether or not a proposed amendment or change to the charter constitutes a material revision.

Carpenter’s Governance Council will work collaboratively with the Northeast District Superintendent. Carpenter will continue its operation as a fiscally affiliated charter school until such time as stakeholders choose to consider other options. Carpenter will work collaboratively with the District to ensure all programs, services, and future needs are funded.

In the event that Carpenter changes from affiliated charter status to independent charter status, it recognizes that Carpenter and/or its non-profit corporation will be solely responsible for the debts and obligations of the Charter School.

Subject to LAUSD policies and procedures for Affiliated Charter Schools, Carpenter’s Governance Council has autonomies for aspects of its operation including: 1. School-site budgeting; 2. Authority to reduce class sizes below District norms, where possible; 3. Instruction, curriculum and assessments; 4. Professional development; 5. Class scheduling and the “banking” of time for professional development; 6. Enrollment processes; and 7. School site specific policies. We abide by LAUSD policies and procedures concerning school governance, and currently have and will continue to have all school councils operating effectively in shared decision-making. We will continue to fulfill our fiduciary responsibility and effectively lead and manage Carpenter Community Charter.

**Governance Council Meetings and Decision Making Process**

The Carpenter Community Charter Governance Council meets at least nine times per year, on a monthly basis, to discuss policy and make decisions for the school. The meeting time, date and location will be posted at campus entrances, in the school main hallway, on the online school calendar, as well as communicated through the weekly E-blast. An agenda of the Council’s regularly scheduled meetings will be available on the school website and posted in public no less than three (3) days before the meeting. The Chair may call special meetings at any time, as long as all members and the public are notified at least 24 hours in advance of the meeting. All teachers, parents, and community members are encouraged to attend Governance Council meetings. A decision-making quorum shall consist of a majority of the Council. As a 16-member council, 9 voting members constitute a quorum. Non-members who wish to speak to the Council may do so, and will be given three (3) minutes to speak during the “Public Comment” section in the agenda.

Carpenter’s Governance Council is a consensus-oriented, decision-making body for Carpenter Community Charter. It has the responsibility for allocating categorical block grant resources and setting the policies and procedures to achieve the school’s program goals, thus promoting the best educational program possible for students. The attainment of consensus among all members of the
Council shall be a primary goal. If consensus cannot be reached, decisions will be made by a simple majority vote of the members present, with the exception of Bylaws changes, which must be decided by a two-thirds majority of the Council. Any stakeholder can bring new business before the Governance Council by communicating with the Principal, a member of the Governance Council or a relevant Standing or Ad Hoc Committee. All Standing and Ad Hoc Committees will have representation from both the parent body and teaching staff and are the foundation of policy decision-making at Carpenter Community Charter.

Members of the Governance Council serve two-year terms; one-half of the teacher members and one-half the parent members will be elected each year. The composition of the Governance Council and the election process are subject to an approved waiver from the UTLA collective bargaining agreement. Absent a waiver, the Governance Council’s composition and election process must abide by Article XXVII of the Collective Bargaining Agreement.

The voting members of the Governance Council include representatives from the school’s various constituencies as follows:

- **8 staff members**, which will include:
  - The principal – automatic member
  - 6 Teachers Representatives – elected by the teachers employed at the school
  - 1 Other Staff Representative- elected by the non-teaching staff at the school

- **8 parent members**, which will include:
  - 8 Parent Representatives, who shall be elected from and by parents whose children are enrolled in the school.

There shall be up to two (2) alternate parent and two (2) alternate teacher Council representatives designated each year. The “First” alternate shall be the person with the most votes as compared to the other alternate(s). Alternates will be asked to serve only if an elected member of the Council steps down or is asked to vacate the position. Alternates serve for a one (1) year term.

*See organizational chart on following page.*
Executive Committee
---Principal
---Elected Parent
---Elected Teacher

Standing Committees
Ad Hoc Committees

Standing Committees
Budget / Finance
Curriculum
Grant Writing
Positive Behavior
Safety
Strategic Planning
Technology

Ad Hoc Committees
Bylaws
Communications
Elections
Enrollment
Extracurricular

GOVERNANCE COUNCIL

School Staff Representation
(8)

8 Staff, including:
- 1 Principal
- 1 Other Staff
- 6 Teacher Reps

Parent Representation
(8)

8 Parents, including:
- 8 Parent Reps

Elected as Decision Makers of Council

Grade Level Chairs

ELAC

Northeast District Superintendent

LAUSD CENTRAL OFFICE

Administrators – Teachers – Community – Parents - Staff

Standing Committees That Report at Governance Council Meetings

Budget / Finance
Curriculum
Grant Writing
Positive Behavior
Safety
Strategic Planning
Technology
**Election, Terms and Responsibilities**

Elections for the parent representatives of the Governance Council will be held each fall, on a date determined by the Election Committee, appointed by the Council each year.

Each elected term will be for two (2) years except for the PTA and PFC representative positions, which are both one (1) year terms. Each parent nominee must submit his or her name, contact information, and a candidate paragraph stating why he or she wants to run for a seat on the Carpenter Community Charter Governance Council, at least seven days before the scheduled election. Any changes to the election process must be passed by two-thirds vote of the Council at least 30 days before Election Day.

Elections for teacher members will be held each fall. Each elected term will be for two (2) years.

The other staff representative at the school shall be elected by all members of the staff who are not teachers. The election will be held during the fall. The Other Staff Representative is a one (1) year term.

All vacant seats shall be filled within one (1) month. If there are no available Alternates to fill a vacancy, the Council will hold a special election, which shall be conducted according to Election guidelines set forth in Article III, Section B of the Governance Council Bylaws.

The elected representatives have the fiduciary responsibility to represent their constituency.

Members of the Governance Council shall excuse themselves from participating in decisions about matters that may involve potential or actual conflicts of interest. Such conflicts may arise whenever a Council member may either receive some advantage or suffer some disadvantage because they have personal, business, or monetary interests in a matter before the Governance Council. Council members shall either excuse themselves voluntarily or be excused by a majority of voting representatives if the Governance Council determines that there is an actual or potential conflict of interest, which may be brought to the attention of the Governance Council by any person. If the conflict would involve entering into a financial transaction with the member of the Governance Council, the Council as a whole cannot enter into the transaction regardless of recusal.

The Council’s duties shall include, but are not limited to:

- Assuring compliance with categorical programs
- Overseeing and evaluating effectiveness of school curriculum, programs, and appropriate assessments
- Developing the schedule of school activities, events, policies, and procedures
- Establishing and maintaining fiscally-sound budget practices
- Interviewing and selecting personnel through the Council’s hiring committee from candidates selected from the eligibility list established by the LAUSD Personnel Commission
- Establishing and maintaining a Student-Parent-Teacher Compact in accordance with District guidelines
- Establishing and maintaining the effectiveness of the Council’s committees
- Implementing and monitoring programs funded by private donations
- Developing a dispute-resolution process for staff, students, and parents, as required, for any grievance procedure for staff, UCP complaint procedures, and other types of procedures.
- Facilitating communication and collaboration among members of the school community and between the school and the Studio City community at large
- Facilitating innovation, consensus, and problem solving to achieve all of the above
- Amending and revising the Council bylaws, as required
- Monitoring, supporting, and assisting in the execution of Carpenter Community Charter policies and plans in accordance with District guidelines, including developing the LCAP (Local Control Accountability Plan) and reviewing the SPSA (Single Plan for Student Achievement)

**Governance Council Officers**

The officers of the Council shall include a Chair, a Vice Chair, a Secretary, and a Parliamentarian. These officers shall perform duties prescribed by the bylaws and Robert’s Rules of Order.

The officers shall be nominated and elected during the first Council meeting after the new Council has been elected, by a majority vote of Council members. The term of each officer shall be for one (1) year. Only Council members who will be commencing their second year of service on the Council are eligible to be Chair. In the event that no member meets this requirement or no member meeting this requirement wants to be Chair, the Chair will be nominated by the Council and elected by a 2/3 vote. All officers must be current members of the Council.

The duties of the Council Chair include:
- Oversees the decisions and actions taken by the Council
  - Sits on the Executive Committee
  - Prepares an agenda and distribute it to the members prior to all meetings. Said agenda is to be posted publicly on the school’s website and in the school’s main hallway 72 hours before each meeting and distributed to Council members via email at least 48 hours before each meeting
  - Conducts all meetings in accordance with Governance Council Bylaws

The Vice Chair participates as a vital part of the Council leadership. The Vice Chair understands the responsibilities of the board chair and is able to perform these duties in the chair’s absence at regular Governance Council meetings, as well as Executive Committee meetings when called upon to do so, and to perform other duties as assigned by the Chair.

The duties of the Secretary shall be to:
- Record the proceedings of all meetings of the Council, then distribute to Council members
- Keep all agendas, sign-in sheets, and meeting minutes in a file, which will be stored in the Principal’s office
- Post meeting minutes publicly
- Provide meeting minutes and reports presented in Council meetings to the school’s designated webmaster to be posted on the school website

The Parliamentarian is an expert in rules of order and the proper procedures for the conduct of
Council meetings. The Parliamentarian assists in the interpretation of bylaws and rules of order and the planning and conduct of meetings. The Parliamentarian votes and takes part in discussion of items on the agenda.

**Executive Committee**

Carpenter Community Charter has an Executive Committee comprised of the Principal, one teacher elected yearly by the teachers who are voting members of the Governance Council, and one parent elected yearly by parents who are voting members of the Governance Council. Vacancies on the Executive Committee shall be filled immediately.

The Executive Committee:
- Helps to prepare the agenda for Governance Council meetings
- Deals with routine matters not requiring the attention of the full Governance Council or its committees
- Refers issues to the Governance Council or its committees as appropriate
- Meets monthly, but may convene more or less frequently as necessary to conduct its business

The Executive Committee may not exercise the authority of the Governance Council with respect to material issues concerning the school’s operation nor the terms and conditions of the Charter.

**Committees**

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

Standing and Ad Hoc Committees may include but are not limited to:

- Budget and Finance
- Bylaws
- Curriculum
- Communication
- Elections
- Enrollment
- English Learner Advisory Committee (ELAC)
- Extracurricular Programs
- Grant Writing
- Personnel/Hiring
- Positive Behavior
- Safety
- School Calendar
- Strategic Planning
- Technology
Other committees shall be formed as the need arises. New Standing and Ad Hoc committees shall be established by the Council with the exception of ELAC, which will be elected each year in a special election, per LAUSD guidelines.

Committees are advisory and may be composed of Council members, Alternates, and community members, each serving with equal standing. Each committee, at a minimum, should include one staff member and one parent member of the Governance Council. The Committee chairperson must establish a meeting agenda and submit a summary of all meetings to the Council Chair. Committees may elect a chairperson at their first meeting. In the event that no one accepts the chairperson position, the Carpenter Community Charter Governance Council Chair will appoint a chairperson. The committee shall determine their meeting dates and times. Notice of meetings shall be posted on the Governance Council bulletin board in the main hallway and at least 72 hours before each committee meeting, as well as on the online school calendar and through weekly E-blast communication. Committees shall follow the Governance Council’s Committee Guidelines.

**Standing Committees**

*Budget and Finance:* Prepares school budget each year, based on various sources of funding received and the needs of the school

*Curriculum:* Researches and develops curriculum recommendations based on the educational program outlined in the Charter

*Grant Writing:* Responsible for researching, evaluating, and applying for grants

*Positive Behavior:* Established to foster positive behavior in students by reviewing school policies and recommending best practices related to discipline, anti-bullying, citizenship, and character development

*Safety:* Oversees the safety and security of students and all other community members both on campus and on the school’s perimeter.

*Strategic Planning:* Creates specific plans/processes to implement the education program as spelled out in the charter

*Technology:* Surveys technology inventory, develops/refines the school technology plan, contributes to the school-wide technology curriculum, and works with the Grant Writing Committee on pursuing technology-related grants

*English Learner Advisory Committee (ELAC):* Per LAUSD policy, when our school has more than 21 English learner students, we shall establish an elected English Learner Advisory Committee (ELAC). The responsibilities of the ELAC include:

- Advising the Council on the development of the Single Plan for Student Achievement (SPSA), especially those sections related to English Learners
- Assisting in the development of the school’s needs assessment and language census
- Advising the Principal and staff on the school’s program for English Learners
- Advising in the development and approval of the school’s LEP budget
**Personnel/Hiring Committee** - A Hiring Committee will be established in the event of a position opening. The Governance Council and its Hiring Committee shall have responsibility for personnel selection decisions, including the setting of applicable interview and selection procedures and the determination of prerequisite job qualifications. All candidates for the position of Principal/Administrative Staff/Teaching Staff and Enrichment Teaching Staff will be interviewed and selected for recommendation to the District by a selection committee. The selection committee shall be composed as follows:

- 1 Administrator
- 1 Clerical
- 2 Teachers
- 1 UTLA Representative
- 3 Parent/Community members (one member from the Governance Council designated by the Chair, one member from PTA, and one member from PFC)

In the event of a time-sensitive hiring situation and one or more members of the Hiring Committee are unavailable to participate in the interviews, the hiring process can proceed with: one Administrator, one Teacher, and one Parent/Community Representative (from Governance, PTA, or PFC).

**Stakeholder Involvement**

Parents play a very active role in our school, and their involvement is the key to success of Carpenter Community Charter. The collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and continue to be involved in all levels of decision-making at Carpenter, their primary role will be to help to fulfill our goal of an enriched educational experience for all children.

At least one elected parent representative serves on each of the school’s Standing/Ad Hoc and Executive Committees, including, but not limited to, Budget/Finance, Bylaws, Communications, Curriculum, ELAC, Elections, Enrollment, Extracurricular, Grant Writing, Positive Behavior, Safety, Strategic Planning, and Technology.

Involvement in the Governance Council and its various Standing and Ad Hoc Committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school’s educational program. This collaboration among teachers and parents enables our school to continue to meet the unique and changing needs of Carpenter’s students. All Governance Council and Standing/Ad Hoc Committee meetings will be open to the public in accordance with the Brown Act, and all stakeholders and interested parties will be encouraged to contribute agenda items for discussion. Meeting schedules will be made available to the public (including on the school website and via organized email blasts), and an agenda of each meeting will be posted publicly (at the school site and on the school’s website) at least 72 hours in advance thereof. All meetings will be held in accordance with the posted agenda and any items raised during any “public comment” period will be added to a later agenda for official discussion. The Governance Council and standing committees will also comply with all Brown Act requirements related to Special Meetings. Minutes of meetings will also be posted in a public area and on the website. The foregoing meeting requirements will be subject to any exceptions permitted under the Brown Act.
In addition to having a voice on the Governance Council, all parents are given the opportunity to participate and be involved in their child’s education. Our Welcome Folder given to each student at the beginning of the school year outlines the various volunteer opportunities throughout the year. These opportunities include events and communications such as informative Grade-Level Coffees twice annually, Back-to-School Night, Open House, State of the Charter annual update, Curriculum Nights for ELA and Math, Parent/Teacher Surveys, Parent/Teacher Conferences, parent participation in the classrooms, campus beautification twice a year, PTA-sponsored Parent Education seminars, PTA community-building events and the PTA newsletter. Carpenter announces these opportunities in its weekly Email blasts, via the school website, by automated phone calls (Blackboard Connect), Facebook and by text message/Twitter.

Included in the Welcome Folder is the Student-Parent-Teacher Compact, which outlines the responsibilities of all three parties as providing the best education possible for each student. Each spring the Governance Council reviews the Student-Parent-Teacher Compact for effectiveness, and approves the Compact as part of SSC business to make it available for the Welcome Folder at the beginning of the following school year. Each year parents, students, and teachers review and sign this Compact agreement. It is essential that parents, students and teachers have a relationship, communicate, and work together for each student to be successful. Teachers can refer to the Student-Parent-Teacher Compact at parent-teacher conferences, or on an as-needed basis, to determine how successful each party has been in holding up its end of the agreement, answer questions and provide assistance, and identify if there is a need for additional help.

In order to enrich our educational environment, our school must utilize diverse resources from parents, the community, and business partners. As a separate entity from Carpenter Community Charter, Parents for Carpenter (PFC) is a non-profit 501c(3) California Corporation. PFC works collaboratively with Carpenter to further the educational program of the school by providing enrichment opportunities for all students. Without the support of PFC, Carpenter would not be able to maintain the level of excellence that is its legacy. PFC is essential in making the school a vital part of the community, and in maintaining the quality of Carpenter’s enriched educational program.

**Title IX, Section 504, and Uniform Complaint Procedures**

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

**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 charter, is received or discovered by the District, Charter School shall cooperate with any resulting 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 Educational Service Center 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 Educational Service Center 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, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Educational Service Center in writing of any internal investigations within one week of commencing investigation.

**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.
ELEMENT 5 – EMPLOYEE QUALIFICATIONS

**EQUAL EMPLOYMENT OPPORTUNITY**

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

**STAFFING**

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements (subject to an applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing.

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions regarding salaries, classifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

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

**Certificated Personnel**

Selection of certificated staff shall comply with current California Education Code, District policy, and applicable collective bargaining agreements. 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 Human Resources, 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 where no other alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).
**Classified Personnel**

Selection of classified staff shall be in compliance with the current merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases where no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

**Professional Development**

Charter School shall comply with and implement any District-mandated professional development. Otherwise, Charter School shall have full autonomy in the selection and implementation of professional development programs for its employees to meet its site-specific needs. Any professional development required by the District for newly-adopted curriculum selected by Charter School will be funded by the District consistent with its practice for other District schools.
ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergencies, 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 employee–to-student sexual abuse.

HEALTH, SAFETY AND EMERGENCY PLAN

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

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its administrators, other employees, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to fingerprinting and criminal background checks.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to tuberculosis 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 pupils as a condition of attendance and screening for vision, hearing, and scoliosis.

**SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Ed. Code section 234 et seq.
ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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. Integration Program resources currently provided to certain District affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and/or other reasons.

NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS

As a District affiliated charter school, Charter School shall continue to support the District’s commitment to provide all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement.

FEDERAL PROGRAM COMPLIANCE

As part of the District, which is a recipient of federal funds, Charter School shall meet all programmatic, fiscal, and other regulatory requirements of the Elementary and Secondary Education Act.
ELEMENT 8 – ADMISSION REQUIREMENTS

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Education Code § 47605(d)(2)(A)). As an existing District school that has converted to a District-affiliated charter school, Charter School's first priority is to admit students who reside in the former attendance boundary of the school. (See Education Code § 47605(d)(1)). If the number of students who wish to attend Charter School exceeds its capacity, as determined annually by the District, the school will conduct a public random drawing/lottery. (Education Code § 47605(d)(2)(B)). Currently enrolled students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School shall have first admission preference and are thus deemed exempt from the lottery as well. (See Education Code § 47605(d)). The school will provide an admission preference for prospective students residing within LAUSD boundaries, but not residing within the attendance area of Charter School. (Education Code § 47605(d)(2)(B)).

Students who participate in the lottery but are not selected will be placed on a waitlist. 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.

In the event that Charter School reaches capacity and appears unable to enroll new students who reside within the former attendance boundary of the school, Charter School shall consult and coordinate with its Education Service Center administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that the school remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, the school is able to enroll every student who resides within the school's former attendance boundaries who wishes to attend.

If Charter School determines that any student/parent used fraudulent address information to establish resident status in the attendance area 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, the student may be withdrawn and the student will be referred back to his/her school of residence in accordance with District policy.

School Tours/ Application Information

Carpenter Community Charter will conduct two prospective parent tours per school year, one in November and one in January. Student enrollment for the upcoming school year will begin after the January tour. Interested families may receive application and enrollment information at the tour, on the Carpenter website, or by visiting or calling the Carpenter school office.

An online form for interested students will be available on the school’s website after the January tour. Families wishing to apply to Carpenter may fill out this form during an "Application Period"
starting the day of the January school tour (on or about the last Monday in January) and running through the first week of March.

The information from the form shall be kept confidential and will be maintained on a Carpenter office database system, accessible only to Carpenter office staff, administration, and PSA Counselor. All incoming online forms will be electronically time-stamped.

**Lottery Procedures**

Regardless of whether it expects to reach its capacity, Carpenter shall conduct a lottery to establish a waitlist from which it can draw in the event it does not reach its capacity. At the end of the Application Period, the names of non-resident applicants will be organized by applicant grade level and address and a lottery shall be conducted in the following manner:

First, Carpenter’s Office Tech (“Registrar”) shall convert each online lottery form into a paper card with the applicant's name and grade. Lottery applicants will be divided into two groups: one for students residing outside of Carpenter's boundary, but within the LAUSD boundaries, and one for students residing elsewhere within the State of California. Within each of these groups, the students will be subdivided by the grade for which they are applying. The cards in these subdivided groups will be individually folded and then placed in a box (one subgroup at a time.)

The lottery shall be conducted within five business days after the close of the Application Period. The lottery will be held on the Carpenter campus. Family members of lottery applicants and any other members of the public are welcome to attend, but attendance is not required.

A school administrator and a representative from Carpenter's Governance Council shall conduct the random drawing of names from the box to establish grade-level waitlists in the following manner:

First, the names of all kindergarten student applicants who reside within LAUSD boundaries, but outside of Carpenter's boundaries, will be randomly drawn and placed on a kindergarten waitlist in the order drawn. Next, the names of all kindergarten student applicants who reside outside of LAUSD boundaries, but within the state of California will be randomly drawn and added to the end of the kindergarten waitlist in the order drawn. This procedure shall be repeated for all grade levels. These grade-level waitlists shall remain in effect for one (and only one) school year.

Non-resident students applying after the Application Period shall be added to their respective waitlists in the order of application.

After the Lottery, families of applicants may call the school or come to the office in person to inquire about their child’s position on the waitlist. The waitlists for each grade level shall be held in the Carpenter office, accessible only to office staff and administration.

If, at the beginning of or during the school year, space becomes available, Carpenter administration may offer enrollment to students in order from the grade-level waitlists. An administration representative will contact these prospective students' families by phone and notify them of the open position and also notify them when application materials will be due. The prospective student's family will have 48 hours to reply.
**SCHOOL FOR ADVANCED STUDIES (SAS) PROGRAM**

If Charter School offers a SAS Program, it shall not consider any student’s interest in the program in determining admission to the 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 admission guidelines.

**MAGNET PROGRAM**

Indicate below whether Charter School offers a Magnet Program.

No, Charter School does not offer a Magnet Program.

If Charter School offers a Magnet Program, Charter School shall continue to provide admission preference to pupils from LAUSD as determined by the Magnet Program and consistent with Crawford v. Board of Education court order.

**McKinney-Vento Homeless Assistance Act**

Charter School shall adhere to the provisions of the 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.

**NON-DISCRIMINATION**

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

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.
ELEMENT 9 – ANNUAL FINANCIAL AUDITS

GENERAL PROVISIONS

The fiscal operations of an Affiliated Charter School will be supervised by LAUSD. The Affiliated Charter School will not have a separate audit but will be a part of the annual audit for LAUSD. The Affiliated Charter School will follow all financial procedures and financial policies of LAUSD. This shall include, but not be limited to, purchasing, student body funds, student store, payroll, imprest funds, payment approval for goods and services, and follow guidance from the Educational Service Center.
ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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.

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 comply with and implement the District’s Discipline Foundation Policy and/or current equivalent policy.

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

Charter School knows and 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 due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

STUDENTS WITH DISABILITIES

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

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 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, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a 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 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).

**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 the school.

**GUN FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun Free Schools Act.
Employees of 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, salaries, unemployment benefits, retirement benefits, including organizations such as STRS/PERS, 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

A student residing within the territorial boundaries of the District who opts not to attend Charter School may contact the appropriate District Educational Service Center to seek assistance in enrolling in another District school. Alternatively, the student may pursue an inter-district transfer in accordance with current enrollment and transfer policies of the District, or seek enrollment at another charter public school.
ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

As a District affiliated charter school, all administrators, faculty and staff of Charter School are LAUSD employees. All Charter School employees will 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

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 Educational Service Center 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: Carpenter Community Charter
c/o School Principal
3909 Carpenter Avenue
Studio City, CA 91604

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 p.m.; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.
ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER

The Los Angeles Unified School District is the exclusive public school employer of the employees of Charter School for the purposes of the Educational Employee Relations Act (EERA).
ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES

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 Superintendent or his/her designee approves Charter School’s request to revert to a District traditional school.

In the event of a Closure Action, unless express LAUSD Board action directs otherwise, Charter School shall revert to a District traditional school.

REVOCATION OF THE CHARTER

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

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

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.
REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request authorization to revert voluntarily to a District traditional school, Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for processing a request to revert to a District traditional school.

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. 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 District traditional 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 how to enroll or transfer the student to an appropriate school. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

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 CSD.

This Element 16 shall survive the revocation, expiration, termination, 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 will adhere to all applicable district, state, and federal laws, policies and regulations regarding facilities.