LaUSD Board Approved

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Los Angeles Unified School District

Riverside Drive Charter School
A District Affiliated Charter School

13061 Riverside Drive
Sherman Oaks, CA 91423

Renewal Petition

Submitted
February 18, 2016

Term of Proposed Charter
July 1, 2016 to June 30, 2021
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ASSURANCES AND AFFIRMATIONS

Riverside Drive Charter School (also referred to herein as “RDCS”, “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 charge tuition. (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 Education 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).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)

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

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

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

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).
NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

- The contact person for Charter School is: Kesia Doucette
- The address of Charter School is: 13061 Riverside Drive Sherman Oaks, CA 91423
- The phone number for Charter School is: 818-990-4525
- Charter School is located in LAUSD Board District: 3
- Charter School is located in LAUSD Local District: Northeast
- The grade configuration of Charter School is: TK-5
- The number of students in the first year of this Charter will be: Up to 694
- The grade levels of the students in the first year will be: TK-5
- Charter School’s scheduled first day of instruction in 2016-2017 is: Aug. 16, 2016
- The current operational enrollment capacity of Charter School is: 697
- The type of instructional calendar (e.g. traditional/year-round, single-track/multi-track, extended day/year) will be: Traditional Single Track
- The bell schedule (start and end of day) for Charter School will be: 8:01am – 2:29pm
- The term of this Charter shall be from: July 1, 2016 to June 30, 2021
COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Riverside Drive Charter School serves a community with a very diverse student population that has access to many education options. Our students represent a broad range of socio-economic status, home language, race, culture and educational proficiency. Within a three-mile radius of RDCS, there are 26 private school options and 17 public school options. In order to provide the best possible public education to all of these students and compete against the wide range of alternatives, RDCS needs an innovative, research-based, and developmentally sound educational approach that engages a broad range of students, while supporting English Language Development and allowing flexibility to provide the level of challenge appropriate to each individual child.

At RDCS, we offer a standards-based educational program that includes strong integration with the Arts. For this new charter term, we are planning to focus on creating a stronger science program integrating the arts and project-based learning. This type of program, can drive student engagement, support language development, and provide flexible challenge levels to meet the needs of our community. When combined with the Next Generation Science Standards (NGSS), Common Core State Standards (CCSS) in English Language Arts (ELA) and Math, California Content Standards, and an intensive English Language Development program, we believe this approach will keep students in the public school system and ensure that all students in the community have access to a high quality education.

Over the last five years, we have met the minimum statutory criteria for renewal as set forth in Education Code § 47607(b) by meeting the following criteria:

1. Criteria: Ranked in deciles 4 to 10 in both the 2012 and 2013 API State Ranks
   Status: Met
   - 2013 Statewide API Rank: 8
   - 2012 Statewide API Rank: 8

2. Criteria: Ranked in deciles 4 to 10 in both the 2012 and 2013 API Similar School Ranks
   Status: Met
   - 2013 Similar Schools API Rank: 4
   - 2012 Similar Schools API Rank: 4

During our initial charter term, we established ourselves as a high performing school by increasing our API from a score of 830 in 2010 to 866 in 2013, the last year the API testing was performed. Our 2015 CAASPP scores also showed that our students exceeded the LAUSD average for percent of students meeting or exceeding standards in both math and English language arts. Our English Learner (EL) students also exceeded the LAUSD average for EL students in math and English Language arts. However, we recognize that especially since our EL population has grown considerably, we need to continue to find new ways to address their needs. Our teachers will continue to collaborate in order to meet District mandates in these areas of need and to best meet the needs of students in subgroups who need additional assistance to master the standards. We currently provide an after school
intervention program, and we believe the STArt (Science, Technology and Art) program we propose to roll out schoolwide during the school day over the next 5 years is tailored to address the needs of all sub-groups.

During the initial charter period, our CST Science scores fluctuated around the mid to upper 60s. During this time period, we established a science lab and an outdoor garden lab. These spaces and supporting staff have provided additional opportunities for students to get hands-on learning in science in addition to the work done in the classroom. Some of the fluctuation in scores may have been due to the fact that the District discontinued use of the interim science assessments, and we struggled to find and keep a science lab aide and garden aide. As part of our new program, we plan to administer interim science assessments across grades 3 through 5 to monitor progress and address deficiencies in a timelier manner. We have also hired both a science lab aide and a garden aide who are supporting the teachers’ efforts to incorporate more hands-on and project-based learning experiences in the indoor and outdoor science labs. Furthermore, we will be an early adopter of NGSS. The NGSS will be the basis of our STArt program that we are adopting over the next 5 years.

RDCS rolled out numerous new practices during our initial charter term. During this time, we piloted Project-based learning activities and gained more knowledge and experience in how to best apply this form of learning. We intend to broaden the use of project-based learning over the next 5 years by creating grade level science-based projects. We also increased family participation through our Family Learning Nights. Our Math Night and Literacy Night events were very well attended and our inaugural Science Festival drew a sizeable crowd as well. We plan to continue the family learning nights and have plans to greatly grow the Science Festival and host an Arts Festival in the first year of the renewed charter. Our students have learned to get more involved in their community by participating in projects such as building and distributing care kits for the homeless, collecting blankets for animal shelters, and collecting socks and shoes for the needy over the last five years. We plan to increase our service projects by looking at science-based global issues that we could address in our project-based learning. Our Theater Arts program has blossomed during this time into a highly respected program. Students who matriculate from Riverside Drive Charter School in fifth grade are welcomed into the Millikan Performing Arts Magnet and Film Academy every year. We plan to increase the arts integration through our STArt program. All of our classrooms have been equipped with front of classroom technology. In addition, our students now have 1:1 access to iPads or Google Chromebooks. We plan to extend the use of technology-based learning through our STArt program. Our teachers will continue to find new ways to make use of this technology to increase the learning of all students. Our student-run garden is now actively serving as an outdoor lab for our science teaching and we have plans to more closely integrate the garden program into the curriculum.

**Academic Achievement During the Initial Charter Term**

Riverside Drive Charter School has shown academic growth over the last five years. Our API score increased consistently over the last four years of CST testing. In addition, our Statewide API Rank and our Similar Schools API Rank also increased. Riverside Drive CS’s goal will be to increase our
school’s score until it 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>School Year</th>
<th>API Score</th>
<th>Statewide API Rank</th>
<th>Similar Schools API Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>865</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>2011-12</td>
<td>851</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>2010-11</td>
<td>830</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>2009-10</td>
<td>813</td>
<td>7</td>
<td>1</td>
</tr>
</tbody>
</table>

In the last three years that CST scores were published, Riverside Drive CS had made steady gains in student achievement. In the 2011-2012, when Riverside Drive first became an Affiliated Charter school, our CST scores in English language arts and math showed great gains in student achievement in most student subgroups. Over a three-year period, our scores continued to increase in most student subgroups. Our goal for the next five years in English language arts and math will be to remain on an upward trend in percent of students achieving proficient and advanced in all subgroups. We will focus on improving instruction for the two subgroups, which showed a decline in school year 2012-13, English learners and students with disabilities. In addition, Riverside Drive CS has hired a school coordinator. Our school coordinator provides support and monitors the progress of our English learners, students who are recommended for student study team meetings, and students performing below benchmark. In addition, our resource teacher monitors our students with disabilities in the general education classrooms. (See tables below.)

<table>
<thead>
<tr>
<th>Students Tested</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>% Proficient + Advanced</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>3 Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>348</td>
<td>329</td>
<td>340</td>
<td>All Students</td>
<td>67.2%</td>
<td>72.6%</td>
<td>70.9%</td>
<td>3.7%</td>
</tr>
<tr>
<td>African American</td>
<td>40</td>
<td>29</td>
<td>33</td>
<td>African American</td>
<td>57.5%</td>
<td>65.5%</td>
<td>66.7%</td>
<td>9.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>15</td>
<td>23</td>
<td>22</td>
<td>Asian</td>
<td>73.3%</td>
<td>82.6%</td>
<td>86.4%</td>
<td>13.1%</td>
</tr>
<tr>
<td>Latino</td>
<td>75</td>
<td>78</td>
<td>80</td>
<td>Latino</td>
<td>53.3%</td>
<td>55.1%</td>
<td>55.0%</td>
<td>1.7%</td>
</tr>
<tr>
<td>White</td>
<td>210</td>
<td>187</td>
<td>198</td>
<td>White</td>
<td>73.3%</td>
<td>79.7%</td>
<td>75.8%</td>
<td>5.5%</td>
</tr>
<tr>
<td>English Learner</td>
<td>41</td>
<td>33</td>
<td>40</td>
<td>English Learner</td>
<td>39.0%</td>
<td>45.5%</td>
<td>30.0%</td>
<td>&lt;9.0%</td>
</tr>
<tr>
<td>SWD</td>
<td>39</td>
<td>32</td>
<td>36</td>
<td>SWD</td>
<td>28.2%</td>
<td>43.8%</td>
<td>25.0%</td>
<td>&lt;3.2%</td>
</tr>
<tr>
<td>Socio-Eco Disadv</td>
<td>103</td>
<td>105</td>
<td>108</td>
<td>Socio-Eco Disadv</td>
<td>50.5%</td>
<td>55.2%</td>
<td>58.3%</td>
<td>8.3%</td>
</tr>
</tbody>
</table>
As of the 2013-14 school year, our students have been taking the SBAC test. The first set of test results were published in 2014-15. These scores provide a baseline from which we can set goals to ensure student academic growth and achievement. Overall, Riverside Drive CS students performed about the same or higher in most areas than the District and state. A special note: 19% of our English learners in third grade met or exceeded the achievement standards in English language arts, and 29% in math. These percentages are higher than the District and state scores. (See tables below.)

Our goal for the next 5 years as stated in Element 1 is to increase our scores by 3% each school year. We plan to do this through monthly meetings in which we look at data school-wide and at grade level meetings where we will monitor our students’ progress and plan for student improvement. We have many supports in place to raise proficiency rates to students in the subgroups who are performing below the benchmark. We have a newly hired school coordinator who is charged with monitoring our EL students and students who are performing below grade level. We also have a learning center program, Rocky’s Club (an after-school intervention program), Explode the Code, and IXL. In
addition, we have a full-time computer lab teacher who will support the teachers in preparing their students for the SBAC testing.

### CAASPP Results: ELA 2014-15
#### Percent Met or Exceeded

<table>
<thead>
<tr>
<th>Students Tested</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Riverside Drive</td>
<td>LAUSD</td>
<td>CA</td>
</tr>
<tr>
<td>All Students</td>
<td>42%</td>
<td>29%</td>
<td>38%</td>
</tr>
<tr>
<td>SWD</td>
<td>-</td>
<td>8%</td>
<td>15%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>25%</td>
<td>22%</td>
<td>24%</td>
</tr>
<tr>
<td>English Learner</td>
<td>19%</td>
<td>6%</td>
<td>17%</td>
</tr>
<tr>
<td>African American</td>
<td>-</td>
<td>22%</td>
<td>23%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>16%</td>
<td>22%</td>
<td>26%</td>
</tr>
<tr>
<td>White</td>
<td>50%</td>
<td>59%</td>
<td>56%</td>
</tr>
</tbody>
</table>

### CAASPP Results: Math 2014-15
#### Percent Met or Exceeded

<table>
<thead>
<tr>
<th>Students Tested</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
<th>Fifth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Riverside Drive</td>
<td>LAUSD</td>
<td>CA</td>
</tr>
<tr>
<td>All Students</td>
<td>49%</td>
<td>32%</td>
<td>40%</td>
</tr>
<tr>
<td>SWD</td>
<td>-</td>
<td>11%</td>
<td>18%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>18%</td>
<td>26%</td>
<td>27%</td>
</tr>
<tr>
<td>English Learner</td>
<td>29%</td>
<td>10%</td>
<td>22%</td>
</tr>
<tr>
<td>African American</td>
<td>-</td>
<td>22%</td>
<td>23%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>16%</td>
<td>26%</td>
<td>28%</td>
</tr>
<tr>
<td>White</td>
<td>60%</td>
<td>63%</td>
<td>58%</td>
</tr>
</tbody>
</table>

Since becoming an Affiliated Charter in 2011-12, our Science CST scores have fluctuated slightly, but mostly have remained consistent. The percentage of students that scored proficient and advanced ranges from 65% to 69%, while the percentage of students that scored basic to far below basic ranges from 32% to 35%. (See table and chart below.)

In the next five years, our goal is to greatly increase our percentage of fifth grade students scoring proficient and advanced on the CST or NGSS Science Standardized Testing Measure. We will do this because we have committed to be early adopters of the NGSS. Our main focus for our Charter will be science. We have hired an indoor science lab assistant and an outdoor garden lab assistant to support teachers with their science lessons and projects. Our main focus for the next 5 years’ professional development will be science based with topics such as science and technology, science and the arts, science and English learners, science and language arts, science and math.
In 2011-12, when we first became an Affiliated Charter, our beginning of the year percentage of students who scored at benchmark or above in the DIBELS reading tests was 74%. In order to show the most consistency in scores, we have chosen to show the beginning of the year scores. At the beginning of the year, teachers were required to test all of their students. After that, teachers were only required to test students who were not meeting the benchmark. When the group size changes, the scores are greatly skewed. Mainly our DIBELS scores have remained consistent between 67-75%. (See table below.)

In order to increase our percentage of students scoring at or above benchmark, we are planning on purchasing a language arts web-based program to support students in their English language arts acquisition.
According to our School Quality Improvement Index Report, our index level is high average. Our school needs to improve in chronic absenteeism. To improve in this area, we have created an attendance committee. Our attendance committee has been campaigning for improved attendance by offering monthly incentives for good attendance, and distributing home connection letters informing parents about the importance of school attendance and our attendance policies.

<table>
<thead>
<tr>
<th>DIBELS Percent at Benchmark or Above at BOY</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Year</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>2015-16</td>
</tr>
<tr>
<td>2014-15</td>
</tr>
<tr>
<td>2013-14</td>
</tr>
<tr>
<td>2012-13</td>
</tr>
<tr>
<td>2011-12</td>
</tr>
</tbody>
</table>

According to our School Quality Improvement Index Report, our index level is high average. Our school needs to improve in chronic absenteeism. To improve in this area, we have created an attendance committee. Our attendance committee has been campaigning for improved attendance by offering monthly incentives for good attendance, and distributing home connection letters informing parents about the importance of school attendance and our attendance policies.

<table>
<thead>
<tr>
<th>School Quality Improvement Summary Metric Result/Index Level Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain</td>
</tr>
<tr>
<td>Academic Performance ELA</td>
</tr>
<tr>
<td>Academic Performance Math</td>
</tr>
<tr>
<td>Chronic Absenteeism</td>
</tr>
<tr>
<td>Suspension Rates</td>
</tr>
<tr>
<td>Grand Total</td>
</tr>
<tr>
<td>Index Level</td>
</tr>
</tbody>
</table>

Performance of EL Students During Initial Charter Term

In the last four years, Riverside Drive’s enrollment of English learners has increased significantly during a time when the reclassification procedures were changed. These two changes have been a major factor in the inconsistency of our English learners’ statistics. We have met our AMAO 1 & 2 goals during this time frame. The area we need to focus on for meeting our English learners’ needs is on their state testing scores. Our CST data shows a decrease in meeting proficiency rates in ELA and math. However, our SBAC scores are presenting proficiency rates higher than the District and state proficiency rates as shown in the table below.
Annual Measurable Achievement Objectives

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AMAO 1 Met Annual CELDT Growth Target</td>
<td>Yes</td>
<td>61.3%</td>
<td>52.9%</td>
<td>68.3%</td>
<td>Data Unavailable</td>
</tr>
<tr>
<td>AMAO 2 &lt; 5 years (Attaining English Language Proficiency)</td>
<td>Yes</td>
<td>8 - 16%</td>
<td>11.5%</td>
<td>4.0%</td>
<td>17.7%</td>
</tr>
<tr>
<td>*AMAO 2 &gt; 5 years (Attaining English Language Proficiency)</td>
<td>No students in this category</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>19%</td>
<td>SBAC Data</td>
<td>No Data</td>
<td>30.0% CST Data</td>
</tr>
<tr>
<td>AMAO 3 Math (Proficiency in Math)</td>
<td>Data Unavailable</td>
<td>29%</td>
<td>SBAC Data</td>
<td>No Data</td>
<td>55.0%</td>
</tr>
</tbody>
</table>

The data below shows the effectiveness of our ELD program in the last five years. Overall, the data demonstrates that EL students at RDCS have made annual progress as measured by the CELDT levels. Our students have reclassified at an acceptable rate with the exception of one year due to an anomaly in the District reclassification process in the school year 2012-2013. This anomaly is further analyzed hereinafter.

Reclassification Rates Over Four Years

<table>
<thead>
<tr>
<th>School Year</th>
<th>#EL</th>
<th>#Reclassified</th>
<th>% Reclassified</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>78</td>
<td>9</td>
<td>11.5%</td>
</tr>
<tr>
<td>2012-13</td>
<td>75</td>
<td>3</td>
<td>4.0%</td>
</tr>
<tr>
<td>2011-12</td>
<td>62</td>
<td>11</td>
<td>17.7%</td>
</tr>
</tbody>
</table>

The chart below shows English Learner Accountabilities as measured by the Annual Measurable Achievement Objective 1 (AMAO1).

<table>
<thead>
<tr>
<th>School Year</th>
<th>% EL Students Who Met Annual CELDT Growth Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>61.3%</td>
</tr>
<tr>
<td>2013-14</td>
<td>52.9%</td>
</tr>
<tr>
<td>2012-13</td>
<td>68.3%</td>
</tr>
</tbody>
</table>

In the 2014-2015 Annual CELDT Growth Target Report that measures the number and percent of students who have made the expected growth “target” of at least one CELDT level per school year, 55% of our English Learners met this target. RDCS will continue to monitor AMAO1. RDCS’s goal for AMAO1 for the next five years is an increase of the percent of students who meet the target by at least 2% a year to 67% of our English Learners in year 5.

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1 The number of EL Students listed in the reclassification reports is lower than the total EL population because the reclassification report only includes students who could reasonably be expected to score Proficient on the CELDT for the current year.
Another measure of AMAO1 shown in the next table is the CELDT Annual Change comparing school years: 2013-2014 vs. 2014-2015 and categorizing the data by grade levels. This measure also reflects positive movement towards the goals of the ELD program at RDCS. It shows that out of a total of 64 students, 58 students had either increased their CELDT level or maintained the same level, and only 6 students registered a decrease in the CELDT level. However, we are aware that out of these 58 students, 23 students did not raise their CELDT level from the year before. We recognize that we need to address this issue so that all our English Learners will show a growth of at least one CELDT level a year. One important factor in interpreting RDCS’s CELDT Annual Change may be the rapid growth of our EL population. This table also shows that we are seeing rapid increase in CELDT levels between Kindergarten and First Grade. In the earlier grades we are seeing some regression year over year. But by fourth and fifth grade, students are holding or improving their comprehension of English.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Increase</th>
<th>No Change</th>
<th>Decrease</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Grade</td>
<td>18</td>
<td>2</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>Second Grade</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Third Grade</td>
<td>4</td>
<td>10</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>23</td>
<td>6</td>
<td>64</td>
</tr>
</tbody>
</table>

Finally, the third measure of AMAO1, CELDT Annual Change by Performance Levels, indicates that overall students are showing growth every year, with more than a few students showing growth of more than one performance level in a year. This measure, however, indicates there are students whose CELDT scores have decreased from year to year. We are using this information to identify those whose CELDT levels decreased from 2013-2014 to 2014-2015 if they are still attending our school. We will conduct a thorough analysis via the LAT and create solutions to address the decrease of CELDT scores from year to year and especially for those students showing a decrease of more than one level. We need to know whether these are anomalies or are caused by our structure or approach to the ELD program. Using such data, RDCS’s ELD program will use problem solving intervention techniques to ensure students are advancing in CELDT levels year over year. Again, the increase in
the transfer of students from other LAUSD elementary schools in the neighborhood and beyond to RDCS may have contributed to these anomalies.

<table>
<thead>
<tr>
<th>Previous School Year</th>
<th>Previous Level</th>
<th>Beginning</th>
<th>Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>Beginning</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Early Intermediate</td>
<td>1</td>
<td>3</td>
<td>8</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intermediate</td>
<td>2</td>
<td>1</td>
<td>8</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Early Advanced</td>
<td></td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Advanced</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

The next chart shows the number of students who reclassified each school year in the school years 2011 through 2014. Please note that the number of ELs included in this report only includes those students who could reasonably be expected to score Proficient on the CELDT for the current year.

<table>
<thead>
<tr>
<th>School Year</th>
<th>#EL</th>
<th>#Reclassified</th>
<th>% Reclassified</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>96</td>
<td>4</td>
<td>4%</td>
</tr>
<tr>
<td>2013-14</td>
<td>78</td>
<td>9</td>
<td>11.5%</td>
</tr>
<tr>
<td>2012-13</td>
<td>75</td>
<td>3</td>
<td>4.0%</td>
</tr>
<tr>
<td>2011-12</td>
<td>62</td>
<td>11</td>
<td>17.7%</td>
</tr>
</tbody>
</table>

The data tells us that there was a sharp drop in the reclassification rates in 2012-2013, and a sharp climb in 2013-2014. Official reclassification rates for 2014-2015 are not yet available. However, 17 EL students scored Proficient on the CELDT that year, and at least 8 of those students reclassified as Fluent English Proficient. These numbers represent a reclassification rate for that year somewhere between 8% and 16%.³ For the school year 2012-2013, reclassification requirements had to be changed because students were no longer taking the CST in English Language Arts, which had been an integral part of the District reclassification formula. Since that school year, the requirements for reclassification substituted Dibels, Daze, interim assessments and writing prompts, in place of CST. The reclassification rate for RDCS for school year 2011-2012 was 17.7%. For the school year 2012-2013 the reclassification rate was 4%. It’s possible that these changes in the requirements for reclassification for that year affected our reclassification rate. It appears from a brief survey of surrounding schools that their reclassification rates followed similar trends as ours. For example, Carpenter Community Charter’s reclassification rate in 2011-2012 was 28%. In 2012-2013, their reclassification rate fell to 9%. In 2013-2014, their rate went up to 19%. Our trends were very similar to theirs. For 2013-2014, our reclassification rate rose to 11.5%, again reflecting similar trends with

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² The number of EL Students listed in the reclassification reports is lower than the total EL population because the reclassification report only includes students who could reasonably be expected to score Proficient on the CELDT for the current year.

³ We cannot determine the total number of reclassified students because our reports don’t include students who are not enrolled at RDCS for the current school year.
similar schools in the surrounding area. For 2014-2015, our rate approached the 2011-2012 rate, even though our EL population has tripled since 2011-2012.

The chart below shows Long Term English Learner Rates Across Three Years at RDCS. In the past year, the percentage of Long Term English Learners dropped from 7.1% to 6.6% during a time frame when the EL population grew by 6 students.

<table>
<thead>
<tr>
<th>School Year</th>
<th># EL</th>
<th># Long Term EL</th>
<th>% Long Term EL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>119</td>
<td>8</td>
<td>6.6%</td>
</tr>
<tr>
<td>2014-15</td>
<td>113</td>
<td>8</td>
<td>7.1%</td>
</tr>
<tr>
<td>2013-14</td>
<td>95</td>
<td>4</td>
<td>4.2%</td>
</tr>
<tr>
<td>2012-13</td>
<td>68</td>
<td>6</td>
<td>8.8%</td>
</tr>
</tbody>
</table>

The data indicates that the number of LTELs increased to 8 in 2014-2015 from 4 in 2013-2014. Once again the recent rapid increase of ELs at RCDS combined with the changes in the reclassification procedures may account for the sudden increase in LTEL numbers. As our EL student population has grown, there may have been more long-term learners from other schools who have enrolled here. We will look closely at this data to determine if we can ascertain a cause to this spike in LTEL numbers. Once again this is a dimension of the ELD program that requires investigation, research, and discussion to solve. Our program is analyzing the data to understand how to improve our LTEL rates. Our goal for English Learners who are identified by Kindergarten continues to be reclassification by the end of second grade and or beginning of third grade.

Our goal in the next five years is to increase our English learners percentage of proficiency by 2% yearly after a new baseline is established. We have hired a school coordinator to address the needs of our EL students and support our teachers in implementing EL strategies into their curricular programs. Also, we feel that our STArt program will address the EL students’ needs because it is highly motivational, project-based, hands-on, and lends itself to strong language acquisition through informational literacy. In addition, we have been working in grade level teams to find creative ways to meet the EL students daily need for EL instruction. We are using a new language acquisition program in the Upper SLD classroom. In addition, we are using programs such as Explode the Code and CA Treasures ELD program. Moreover, our technology committee is investigating a web-based language arts program to support our English learners.

**STUDENT POPULATION TO BE SERVED**

Riverside Drive Charter School first accepts children who live within our local school boundaries as well as a small number of lottery students as classroom space allows. During our first five years as a charter school, we reversed a downward trend in enrollment. Our population has grown from 574 students in the 2010-2011 school year to a current student count of approximately 650, a growth of 13% in 5 years. This growth has brought with it a wider variety of cultures and languages than ever. Our community embraces this variety as an opportunity for all students to become better world
citizens, but we also recognize that a new approach is needed in order to embrace and serve such a broad population.

Below are some facts about the current and target population:

- We consistently exceeded the District’s established Academic Performance Index (API) benchmark when it was in active use.
- We are considered to be a high performing school with an API of 866 as of 2013 (the most recent available rating).
- Students with special needs represent 11% of our population in 2014-2015.
- Students who have limited English proficiency represent 19% of our population in 2014-2015.
- 28% of our student population is classified as economically disadvantaged.
- Our students speak over 8 different languages at home, including Hebrew, Armenian, Russian, French, Spanish, Chinese, Farsi and English.

The following table shows the public schools within a 2-mile radius of RDCS:

<table>
<thead>
<tr>
<th>Surrounding Schools Demographic and Performance Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address: 13061 Riverside Drive, Sherman Oaks, CA 91423</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th>% of Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
<th>2013 Growth API</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
<th>2011-2013 API 3 Year Average</th>
<th>2013 API Statewide Rank</th>
<th>2013 API Similar Schools Rank</th>
<th>2013-2014 School Performance Framework Classification (SPF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burbank Blvd</td>
<td>406</td>
<td>99%</td>
<td>7%</td>
<td>29%</td>
<td>Latino 56%</td>
<td>White 26%</td>
<td>Af.Amer. 11%</td>
<td>874</td>
<td>yes</td>
<td>yes</td>
<td>870</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Monlux</td>
<td>741</td>
<td>68%</td>
<td>11%</td>
<td>23%</td>
<td>White 53%</td>
<td>Latino 37%</td>
<td>Asian 5%</td>
<td>827</td>
<td>yes</td>
<td>yes</td>
<td>830</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Erwin St.</td>
<td>783</td>
<td>100%</td>
<td>13%</td>
<td>31%</td>
<td>Latino 66%</td>
<td>White 26%</td>
<td>Af.Amer. 4%</td>
<td>797</td>
<td>no</td>
<td>no</td>
<td>803</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Charter Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Riverside Drive Charter</td>
<td>614</td>
<td>32%</td>
<td>17%</td>
<td>13%</td>
<td>White 61%</td>
<td>Latino 23%</td>
<td>Af.Amer. 10%</td>
<td>866</td>
<td>Yes</td>
<td>No</td>
<td>861</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Colfax Charter</td>
<td>656</td>
<td>32%</td>
<td>11%</td>
<td>8%</td>
<td>White 63%</td>
<td>Latino 21%</td>
<td>Af.Amer. 7%</td>
<td>933</td>
<td>Yes</td>
<td>Yes</td>
<td>924</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Carpenter Charter</td>
<td>990</td>
<td>6%</td>
<td>10%</td>
<td>4%</td>
<td>White 77%</td>
<td>Asian 9%</td>
<td>Latino 7%</td>
<td>943</td>
<td>Yes</td>
<td>Yes</td>
<td>938</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Chandler Learning Academy</td>
<td>556</td>
<td>65%</td>
<td>8%</td>
<td>17%</td>
<td>Latino 50%</td>
<td>White 35%</td>
<td>Af.Amer. 7%</td>
<td>850</td>
<td>Yes</td>
<td>No</td>
<td>862</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Dixie Canyon</td>
<td>674</td>
<td>23%</td>
<td>8%</td>
<td>7%</td>
<td>White 65%</td>
<td>Latino 16%</td>
<td>Af.Amer. 10%</td>
<td>904</td>
<td>Yes</td>
<td>Yes</td>
<td>897</td>
<td>9</td>
<td>6</td>
</tr>
</tbody>
</table>

Most of the RDCS student community feeds into Millikan Middle School. Millikan has a number of unique programs that offer great opportunities to students, such as the Performing Arts Magnet, the
Science Magnet, the Math Academy, and the Film Academy. The community needs an elementary school that prepares students to succeed in these programs.

**Enrollment Rollout Plan**
The school will serve up to 694 students TK-5 in 2016-17 and up to 697 students TK-5 for the remainder of the charter term.

**GOALS AND PHILOSOPHY**

**Mission and Vision**

*Mission*
Riverside Drive Charter School’s mission is to help our diverse student population cultivate the curiosity and skills to be lifelong learners. Our STArt (Science, Technology and Art) curriculum provides the hands-on, interdisciplinary learning that is the key to developing the critical thinking, creativity, collaboration and communication proficiencies that are important in the 21st century. We are committed to creating and maintaining a thriving community of educators, staff, parents and community partners who work together to prepare students for the challenges of college and careers.

*Vision*
RDCS designed the STArt (Science Technology and Art) curriculum as a way to implement California’s State standards in a way that also helps students develop the four Cs listed by the National Education Association (NEA) as the 21st century skills that are most important to K-12 education, while also ensuring they have a solid foundation in core curriculum and the technology skills they will need. The NEA’s four Cs are:

- Critical thinking
- Communication
- Collaboration
- Creativity

The following components form the core of the STArt curriculum at RDCS.

*Science*
- Science education is a doorway to developing curiosity, global awareness and *critical thinking*.
- RDCS will be an early adopter of Next Generation Science Standards (NGSS).
- Students’ science knowledge needs to be assessed prior to the 5th grade standardized assessments in order to ensure students are on track to have the science skills they will need in middle school.
• The engineering components in the Next Generation Science Standards develop key critical thinking and problem solving skills that will serve students in all aspects of life, no matter which career they choose.

• **Technology**
  • A basic understanding of how to use a computer is required by all students to participate in a modern education and in all jobs.
  • Students need to know how to type in order to perform well on the standardized tests in elementary school and beyond.
  • Technology is a tool that enables students to conduct research, analyze information, and communicate their ideas.
  • Computers can be used as tools for developing creativity in various media.
  • Students use iPads and Chromebooks in the classroom to learn modern collaboration techniques, develop proficiency in typing, and enhance their learning with interactive applications.
  • Students will use iPads and Chromebooks to create interactive presentations that include audio and video recordings.
  • Students will use Garage Band to integrate into their science based projects.
  • Students will use Chromebooks and iPads to create podcasts and web sites in support of their science based projects.

• **The Arts**
  • The arts develop creativity.
  • Creativity is a crucial part of problem solving.
  • Not everyone learns the same way. Incorporating the arts into other curriculum helps students access the information in different ways.
  • The arts are languages that all people speak that cut across racial, cultural, social, educational, and economic barriers and enhance cultural appreciation and awareness. 4
  • The arts provide students with alternative means of self-expression.
  • They improve academic achievement -- enhancing test scores, attitudes, social skills, critical and creative thinking. 5
  • Art can be used to help reach students who otherwise struggle to understand the material.
  • The arts exercise and develop higher order thinking skills including analysis, synthesis, evaluation, and "problem-finding." 6
  • The arts teach children that problems can have more than one solution and that questions can have more than one answer.
  • Our approach to education incorporates the arts across various curricula as a way to develop literacy, creative thinking and expression and as a means to build understanding of core ideas.

5 Kagan
6 Kagan
· **Project-based learning**
  - Project-based learning drives student engagement, enabling students to acquire deeper knowledge.
  - Our students will participate in three projects each year. We will start with one project in the first year and add a project each year until we have at least three projects. We may add more projects beyond that as the success of the approach is proven out.
  - In each project, students will use interdisciplinary skills to explore real world problems and challenges.
  - While participating in projects, students develop collaboration, critical thinking, creativity and communication skills.
  - Students will have the opportunity to use different modalities for delivering their project reports based on their personal interests and skills.

· **Interdisciplinary learning**
  - Combining curriculum from two or more disciplines, allows students to see how ideas are connected.
  - This approach develops collaboration, critical thinking, and knowledge retention.

· **Hands-on learning**
  - Hands-on learning sparks interest in learning and establishes connections between abstract concepts and the real-world.
  - Our Science and Garden Labs provide resources, expertise and space to experience hands-on learning.
  - Art is a form of hands-on learning that helps students conceptualize and access their learning in different ways.
  - Hands-on exploration helps students think critically about the subject matter while problem solving and collaborating with other students.

· **Core Curriculum**
  - While we will focus on Science, Technology and Arts, we will strive for excellence in all the common core standards and California's state standards.
  - All students need solid math skills, and every student will be given the opportunity and support they need to acquire these skills as outlined in the California State Standards.
  - The study of English language arts and literature as outlined in the California State Standards develops communication skills and encourages creativity.
  - All students will study Social Studies in accordance with California State Standards as a means to better understand the world they live in.

· **Community**
  - It takes a village to educate a child: teachers need support from staff, parents and members of the community to provide the best possible learning environment for students.
• Students develop a sense of community by learning to support those around them.
• Project-based learning helps develop collaboration skills that build a stronger sense of community with other students and all people involved with RDCS.
• Students do better when their family supports the teachers by making sure students get to school on time and are respectful, focused, and ready to learn.
• Teachers, staff, parents and community members encourage and develop collaboration skills by demonstrating those skills daily.

Together these components will create a unique learning environment that will best serve our diverse population. This environment will drive engagement for all students, enhance language skills for our English learners, and offer opportunities to provide differentiated learning to appropriately challenge students of all skill levels.

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

RDCS has been educating students since 1938. We have a long established tradition of quality education. However, traditional skills are no longer sufficient to help students succeed in the 21st century. The National Education Association (NEA) has done extensive research in identifying the skills that 21st century students need to be successful in the new global society. They have boiled their list down to four Cs:

• Critical thinking
• Communication
• Collaboration
• Creativity

RDCS believes an “Educated Person in the 21st Century” needs to have solid experience in these four skills and needs to know how to use modern technology to support these skills in addition to utilizing the knowledge acquired in traditional elementary content areas.

Students can use rote memorization to learn facts and figures, but only when they learn how to think critically about these facts and figures in a broader context can they learn the true significance of the data and put that information to use. Students who have strong critical thinking skills can evaluate the information they receive, connect ideas across and between curricula, and put all of this to use to solve problems. In all sorts of jobs and life activities, people use critical thinking to better serve customers and get better service; develop better products and choose which products to use; and continue to improve their own lives and those of the people around them. Students can further augment their critical thinking skills by using technology to research and analyze a subject.

In the “always connected” era in which we live, people have access to vast sources of information, and they are constantly bombarded by communications from people both near to them and unknown to them. We need to know how to evaluate that information to decide which sources are reliable and

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8 NEA, Guide to the “Four Cs”, p. 8.
accurate. Adults in the 21st century need to know how and when to respond to the myriad e-mails, Facebook messages, Instagram postings, and one-on-one communications we constantly face. Beyond this, we need to know how to adjust our communication to get the right content and attitude across given our relationship with others. We need to know how to treat others with the kindness and respect they deserve, while still being respectful to ourselves. In this global environment, we need to be able to adjust our approach based on differences in culture, and we need to be tolerant of other cultures as well. An educated person knows how to bring all of this to bear in order to share what they have learned while communicating their needs. Strong oral and written communications skills allow us to work together and connect with others with respect and tolerance. Furthermore, in the 21st century an educated person will also need to be able to use technology to communicate. We will need to know how to convey our ideas in office applications such as Microsoft Word and PowerPoint. We will need to know how to use e-mail, instant messaging tools, and real time video communication tools such as Facetime. We will also need solid typing skills to be able to use these tools effectively. Furthermore, the basic English Language Arts skills acquired in elementary school are an essential underlying part of solid communication.

Our global society has evolved to a point where we are able to collaborate with others anywhere on the planet, and sometimes even off of it. The power of this ability is becoming ever more evident as people with shared interests in diverse locations find new ways to share their knowledge for work and for fun. Various scholars and authors have observed that “under the right circumstances, groups are remarkably intelligent, and are often smarter than the smartest people in them.” Workers in fields as varied as medical research, software development, movie production and cooking are exercising collaboration skills together with modern technology to enable people to work together across the room or across the planet. An educated person needs to know how to use technology to collaborate. Groups of workers with strong collaboration skills are more valuable to their employers than the sum of their individual skill sets. Many modern forms of collaboration require people to have solid writing skills such as those learned in elementary Language Arts education.

Creativity and innovation skills are increasingly in demand as employers and everyday people try to solve the ever more complicated dilemmas we are faced with every day. New problems require new solutions. People who can think creatively and generate new approaches will be needed to solve the problems of the future. It is no longer enough to be able to understand the problems. We need to be able to think creatively to find new ways to address them. Furthermore, we also need to know how to use technology to capture and share our creative ideas. Modern technology has provided this ability through a multitude of new ways to capture and share traditional creative endeavors while also opening avenues to new sources of creative inspiration and new forms of creative media. An educated person needs to know when and how to use technology in their creative efforts, and when technology is not appropriate.

An educated person in the 21st century needs to be able to exercise all of these “Four Cs” in concert with each other and with technology as appropriate in order to succeed at work and in life. People who can use their communication skills to collaborate with others to creatively solve the problems that were identified by critical thinking will be the most successful.

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9 NEA, Guide to the “Four Cs”, p.13.
Many modern careers now require use of math and English language arts skills above and beyond those learned in elementary school. Therefore, it is imperative that students get a solid foundation of knowledge and skills in these areas in elementary school in order to be prepared for the additional learning they will receive in secondary and higher education.

As our world grows ever more interconnected, it is increasingly imperative that adults have an understanding of culture and history that is learned in elementary Social Sciences and beyond. The knowledge learned in Social Sciences helps people understand and acknowledge the differences in peoples around the world and the history that can inform future actions of world leaders and average citizens.

For all these reasons, we believe that a modern elementary education is a key part of educating people to be responsible adults in the 21st Century.

**How Learning Best Occurs**

At Riverside Drive Charter School, we believe learning best occurs when the student faces real world problems that are tailored to their interests and skill levels. The following factors create an environment where learning best occurs:

- When students see the practical application of their learning they are more likely to take an interest in it.
- When students are able to make emotional connections to the content and connect the content to other learning, their understanding and grasp of the content increases significantly.
- Students who put their hands on materials that demonstrate the lesson and collaborate with other students to explore it connect with the subject matter in a way that enables deeper learning.
- Students who are given an opportunity to discuss the material learn that they can develop their own point of view about the material and that their point of view is valid.
- Students who express what they have learned in their own words and connect that material with what they already know are more likely to retain the new knowledge.
- When the arts are added into the process, the student builds confidence in their ability for self-expression and a willingness to accept constructive criticism.
- Arts help students develop a comfort level with making mistakes that further encourages healthy risk taking and further learning.
- Students who are shown that learning is hard work but that work changes the brain for the better become better learners.
- When students learn to evaluate their own thinking processes and develop self-reflection skills they become better learners. This process is called meta-cognition. It enables students to recognize their thought processes so they can step back and see if there is a different approach they should try instead.
- Students need to be able to make mistakes and need to know how to evaluate what they can learn from the mistakes so they can be more successful next time.
The biggest indicator of future success is resiliency and perseverance. Students who develop a willingness to fail and come back from failure are more successful learners and more successful in life.

Students remember information better when they are given many opportunities to practice retrieving it from their long-term memories and think about its meaning.\(^{10}\)

Students develop problem solving and critical thinking skills by solving problems and receiving feedback on their solutions. Students need background knowledge in order to develop good solutions.

Students learn best when they develop a sense of belonging in a class and they feel that their efforts are worthwhile.

Tell them that when you hit a wall, this is where you are learning. Then they will be motivated to push through that wall and learn that they can change their mind and change their future. Connecting experience with learning helps students become self motivated.

Project-based learning, hands-on activities, and strengthened ties between EL learning and Science learning make learning more accessible to English Learners and other challenged subgroups.

Our Vision for Student Outcomes
Riverside Drive Charter School’s curriculum will include an integrated, Science based TK-5 curriculum aligned with Common Core State Standards (CCSS) for ELA, Math, and ELD, Next Generation Science Standards, and California State Standards for Social Studies and technical skills. Interdisciplinary, hands-on, project-based enrichment curricula will meet or exceed State Standards for the Arts, Physical Education, and Technology.

The Riverside Drive Charter School’s program embraces the following key elements:

**Focused Instruction:** CCSS, NGSS, and California Standards 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.

**Academic Rigor:** Riverside Drive Charter School will provide a challenging, 21st century curriculum that will not only meet but also exceed the minimum benchmarks established by the District and the State.

**Research-based Teaching Methods:** In order to help our students achieve higher performance with new standards, we need our teachers to be trained in the new standards, to have time to share best practices regarding the new standards, and to be up to date on the latest research-based teaching methods. Therefore, strategies for significant and on-going teacher professional development and collaboration using the selected curricula are included in the Riverside Drive Charter School program.

---

\(^{10}\) Paul Bruno, *How People Learn: An Evidence-Based Approach*
Desired Outcomes of the School's Instructional Program

**Language Arts:** Students will be able to read, write, listen and speak proficiently. Students will read and listen to many varied literary works. They will interpret information gained and convey their understandings of these literary works by composing meaningful genre based writing, and through oral presentations.

**Mathematics:** Students will build a conceptual understanding of mathematical concepts, gain fluency in the procedures of mathematics, and acquire the ability to apply what they have learned to solve real world problems both in and out of the classroom setting. Students will also make sense of problems and persevere in solving them through exploration and reasoning.

**Science:** Students will become scientifically literate citizens in the 21st century by experiencing a STEAM-based program with hands-on, project-based learning. Students will solve real world problems through investigations and experiments in our Science Lab. Through these investigations and experiments, students will make concrete associations between science and the study of nature which they will explore further in our garden or outdoor science lab. Students will make connections that link science to technology and explore how scientific concepts impact society on a global scale.

**History and Social Studies:** Students will demonstrate an understanding of the uniqueness of democracy, as well as, the diversity, importance, and contributions of other cultures. Additionally, students will demonstrate knowledge of the interdependence of countries throughout the world enabling them to face challenges and responsibilities that come from living in a global community.

**Technology:** Technology will be used to deepen children’s engagement in meaningful and intellectually authentic curriculum. They will also use technology to individualize and enrich their classroom learning. In addition, students will create multimedia electronic portfolios that document their learning. They will use word processing, video recording, photography and other applications to enhance their portfolios. Students will be familiar with various applications to accomplish goals in all other disciplines such as spreadsheets, photo editing, and slideshows. Students will understand the use of current technology and its real world applications. Students in third grade will have formal keyboarding instruction at the beginning of the school year, and these skills will be reinforced in fourth and fifth grades. All students at Riverside Drive CS will have regularly scheduled time to utilize the computer lab as well as the portable iPad and Chromebook carts to personalize their learning.

**Arts:** Students will develop knowledge of and appreciation for the arts such as music, visual arts, theatre, creative writing, cinematic arts and dance/creative movement. This will be promoted through an academic science-based curriculum intertwined with enrichment instruction by arts specialists and use of the District arts standards. Furthermore, Arts instruction will help students develop the schematic and procedural forms of learning, which in turn help support semantic forms of learning. This will help our students’ learning by developing all parts of the brain.

**Physical Education:** Knowing that high quality physical education instruction contributes to good health, develops fundamental and advanced motor skills, improves students’ self-confidence, and provides opportunities for increased levels of physical fitness that are associated with high academic
achievement, we will be sure to provide students with dedicated time that fulfills or exceeds the state requirements. Additionally, our goal is to help students focus better in the classroom by giving them ample time to exercise during the day.

**Local Control Funding Formula (LCFF) Requirements**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), in accordance with District policies and procedures, as they may be amended from time to time.

Our program will support all of the 8 state priorities set forth in Education Code Section 52060. The table below shows the school goals and how they map to the state priorities.

<table>
<thead>
<tr>
<th>LCFF STATE PRIORITIES</th>
<th>GOAL #1</th>
<th>Related State Priorities:</th>
</tr>
</thead>
</table>
| BASIC SERVICES:       | 100% of RDCS Students will be taught by highly qualified teachers with the appropriate credentials in facilities that meet District Standards. | ☒ 1 ☐ 4 ☐ 7  
☐ 2 ☐ 5 ☐ 8  
☐ 3 ☐ 6 |

**Specific Annual Actions to Achieve Goal**

- Annual review of school compliance with credentialing, assignment requirements, and of teacher hiring procedures by Principal.
- Internal and/or District annual review(s) of the state and condition of its facilities.
- Ongoing maintenance and repair log, with bi-annual inspection of school facilities by Plant Manager and Principal.
Expected Annual Measurable Outcomes

**Outcome #1**: Percentage of teachers assigned in accordance with their credentials, including subject matter and EL authorizations.

**Metric/Method for Measuring**: Annual Review of School Compliance with Credentialing and Assignment Requirements

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>100%</td>
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<td>100%</td>
<td>100%</td>
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<td>100%</td>
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**Outcome #2**: Percentage of Teachers completing the Teacher Growth and Development Cycle (TGDC) each year

**Metric/Method for Measuring**: Annual Review of School Compliance

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<tr>
<td>All On-Roster Teachers</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
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**Outcome #3**: The school will achieve and maintain an overall “good” rating or better on annual review(s) of school facilities.

**Metric/Method for Measuring**: Internal and District Annual Review

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>Fair</td>
<td>Good</td>
<td>Good</td>
<td>Good</td>
<td>Good</td>
<td>Good</td>
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</tbody>
</table>

**GOAL #2**

**State Standards**: All RDCS students will have sufficient access to 100% standards aligned instructional materials and assessments.

**Related State Priorities**: ☐ 4  ☐ 7  ☒ 2  ☐ 5  ☐ 8  ☐ 3  ☐ 6

**Local Priorities**:

| ☐ | ☐ |

**Specific Annual Actions to Achieve Goal**

- Annual Williams instructional materials review and certification process
- Annual budget review and planning to ensure funds are available for instructional materials
**Expected Annual Measurable Outcomes**

**Outcome #1:** The Charter School will provide 100% of students with sufficient access to 100% of standards aligned instructional materials necessary to participate fully in the educational program described in the school charter.

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

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<td>All Students (Schoolwide)</td>
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**GOAL #3**

**Pupil Achievement:**

The Charter School will annually increase by 3% the number of students achieving “Standard Met” level and above as measured by the CAASPP SBAC English Language Arts and Math assessments.

**Related State Priorities:**

- ☑ 1
- ☑ 4
- ☑ 7
- ☒ 2
- ☐ 5
- ☐ 8
- ☐ 3
- ☐ 6

**Local Priorities:**

- ☐

Specific Annual Actions to Achieve Goal
To achieve the proficiency goals, the school will:

- Provide the Professional Development Opportunities outlined in the Professional Development section of Element 1
- Provide training (PD Teacher X/Z) on Common Core implementation strategies for English language arts lesson design and delivery, with a focus on informational text comprehension.
- Provide training (PD Teacher X/Z) on Common Core implementation strategies for mathematics lesson design and delivery, with a focus on problem-solving and real-world applications.
- Participate in on-site literacy expert support and peer coaching (Day-to-Day Substitutes for release time) to evaluate, plan, and refine research-based reading intervention strategies and activities to meet the individual literacy development needs of struggling students.
- Provide the services of a full-time Coordinator who is a Non-Register Carrying Teacher to monitor and guide the efforts to address the needs of EL students, gifted students and students performing below grade level. The hiring of a coordinator each year is subject to governance review and budget availability.
- Develop a collection of grade-level and developmental-level appropriate non-fiction informational texts, on a check-out basis, for guided reading and literature circle instructional activities.
- Ensure teachers in EL classrooms attend training (PD Teacher X/Z) on ELD lesson design and instructional strategies for English language acquisition and access to core instruction focused on CCSS standards.
- Utilize an on-line reading program that is designed to help students improve their reading decoding and comprehension skills.
- Implement the features of the academic program outlined in our 2016 Charter Renewal Petition.

### Expected Annual Measurable Outcomes

**Outcome #1:** The school will annually increase by 3% the number of students achieving “Standard Met” level and above as measured by the CAASPP SBAC English Language Arts assessments.

**Metric/Method for Measuring:** Annual Review of CAASPP SBAC Scores

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>46%</td>
<td>52%</td>
<td>55%</td>
<td>58%</td>
<td>61%</td>
<td>64%</td>
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<tr>
<td>English Learners</td>
<td>15%</td>
<td>21%</td>
<td>24%</td>
<td>27%</td>
<td>30%</td>
<td>33%</td>
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<tr>
<td>Socioeco. Disadv./Low Income Students</td>
<td>28%</td>
<td>34%</td>
<td>37%</td>
<td>40%</td>
<td>43%</td>
<td>46%</td>
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<tr>
<td>Students with Disabilities</td>
<td>6%</td>
<td>12%</td>
<td>15%</td>
<td>18%</td>
<td>21%</td>
<td>24%</td>
</tr>
<tr>
<td>African American Students</td>
<td>34%</td>
<td>40%</td>
<td>43%</td>
<td>46%</td>
<td>49%</td>
<td>52%</td>
</tr>
<tr>
<td>Asian Students</td>
<td>59%</td>
<td>65%</td>
<td>68%</td>
<td>71%</td>
<td>74%</td>
<td>77%</td>
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<tr>
<td>Latino Students</td>
<td>35%</td>
<td>41%</td>
<td>44%</td>
<td>47%</td>
<td>50%</td>
<td>53%</td>
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<tr>
<td>White Students</td>
<td>54%</td>
<td>60%</td>
<td>63%</td>
<td>66%</td>
<td>69%</td>
<td>72%</td>
</tr>
</tbody>
</table>
Outcome #2: The school will annually increase by 3% the number of students achieving “Standard Met” level and above as measured by the CAASPP SBAC Math assessments

Metric/Method for Measuring: Annual Review of CAASPP SBAC Scores

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<td>All Students (Schoolwide)</td>
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<td>46%</td>
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<td>55%</td>
<td>58%</td>
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<tr>
<td>English Learners</td>
<td>23%</td>
<td>29%</td>
<td>32%</td>
<td>35%</td>
<td>38%</td>
<td>41%</td>
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<tr>
<td>Socioeco. Disadv./Low Income Students</td>
<td>20%</td>
<td>26%</td>
<td>29%</td>
<td>32%</td>
<td>35%</td>
<td>38%</td>
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<tr>
<td>Students with Disabilities</td>
<td>9%</td>
<td>15%</td>
<td>18%</td>
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<td>27%</td>
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<tr>
<td>African American Students</td>
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<td>30%</td>
<td>33%</td>
<td>36%</td>
<td>39%</td>
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<tr>
<td>Asian Students</td>
<td>42%</td>
<td>45%</td>
<td>48%</td>
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<td>57%</td>
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<tr>
<td>Latino Students</td>
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<td>White Students</td>
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GOAL #4

PUPIL ENGAGEMENT:
Improve Pupil Engagement by steadily increasing the percentage of students who attend school more than 173 days each school year, and by steadily decreasing the percentage of students who miss 16 days or more each school year.

Expected Annual Measurable Outcomes

Outcome #1: Percentage of Students attending 173-180 days each school year (96% attendance rate)

Metric/Method for Measuring: MISIS Attendance Records

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<tr>
<td>All Students (Schoolwide)</td>
<td>58%</td>
<td>61%</td>
<td>64%</td>
<td>66%</td>
<td>71%</td>
<td>72%</td>
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</table>
Outcome #2: Percentage of Students Missing 16 days or more each school year

Metric/Method for Measuring:

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<tr>
<td>All Students (Schoolwide)</td>
<td>19%</td>
<td>18%</td>
<td>17%</td>
<td>16</td>
<td>15</td>
<td>15</td>
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GOAL #5

PARENTAL ENGAGEMENT:
Annually increase the percentage of students who “feel welcome to participate in this school” as indicated in the School Experience Survey.
Annually increase the percentage of parents completing the school experience survey.

Relation State Priorities:
☐ 1  ☐ 4  ☐ 7
☐ 2  ☐ 5  ☐ 8
☒ 3  ☐ 6

Local Priorities:
☐  
☐  

Specific Annual Actions to Achieve Goal

- Continue the newly formed Student Council.
- Work with the student council to identify ways to help students participate in the school.
- Further extend the Project-based learning approach to engage students in the classroom.
- Increase parent awareness about the School Experience Survey
- Work with our parents’ organization to find ways to make the Parent Center more useful for parents.
- Host monthly Coffee with the Principal events in the Parent Center.
- Host parent education workshops with childcare.
- Include questions in our Budget and Communications survey asking parents how and when they would like to participate in parent education workshops.

Expected Annual Measurable Outcomes

Outcome #1: Percentage of students who “feel welcome to participate in this school.”

Metric/Method for Measuring: Question on School Experience Survey

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>90%</td>
<td>91%</td>
<td>92%</td>
<td>93%</td>
<td>94%</td>
<td>95%</td>
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</table>

Outcome #2: Percentage of parents completing the School Experience Survey annually

Metric/Method for Measuring: School experience survey return rate

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>26%</td>
<td>35%</td>
<td>40%</td>
<td>45%</td>
<td>50%</td>
<td>50%</td>
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</tbody>
</table>
Outcome #3: Percentage of parents that state that our parent center or parent liaison “provides resources (information, classes, etc.) useful to help me support my child’s learning”

**Metric/Method for Measuring:** Question on School Experience Survey

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>44%</td>
<td>48%</td>
<td>50%</td>
<td>55%</td>
<td>55%</td>
</tr>
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</table>

Outcome #4: Annually increase the percentage of parents trained on academic initiatives as shown in the table below by providing a minimum of four workshops at each school annually

**Metric/Method for Measuring:** Question on School Experience Survey

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>2%</td>
<td>10%</td>
<td>15%</td>
<td>20%</td>
<td>25%</td>
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</tbody>
</table>

GOAL #6

**SCHOOL CLIMATE:**
Continue our record of 0% student suspension and expulsion rate.

**Related State Priorities:**
- 1
- 4
- 7
- 2
- 5
- 8
- 3

**Local Priorities:**
- 
- 

**Specific Annual Actions to Achieve Goal**
- Continue existing positive behavior support plans and activities.
- Continue to support the new Dad’s 4 Safety group that has formed this year.
- Get volunteers to serve as crossing guards and parking monitors during drop-off and pick-up times.

**Expected Annual Measurable Outcomes**

**Outcome #1:** Maintain a 0% single student suspension rate

**Metric/Method for Measuring:** MISIS

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>0%</td>
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<td>0%</td>
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**Outcome #2:** Maintain 0% Number of Instructional Days Lost to Suspension

**Metric/Method for Measuring:** MISIS

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
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</table>
Outcome #3: Maintain 0% Expulsion rate  
**Metric/Method for Measuring:** MISIS  

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<tr>
<td>All Students (Schoolwide)</td>
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Outcome #4: Increase the Percentage of Students who feel safe on school grounds as shown in the table below.  
**Metric/Method for Measuring:** Question on School Experience Survey  

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</thead>
<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>88%</td>
<td>90%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
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</table>

GOAL #7  
**Course Access:**  
All students will have access to all courses of study outlined in California Education Code 51210.  

<table>
<thead>
<tr>
<th>Related State Priorities:</th>
<th>☐ 1</th>
<th>☐ 4</th>
<th>☒ 7</th>
<th>☐ 2</th>
<th>☐ 5</th>
<th>☐ 8</th>
<th>☐ 3</th>
<th>☐ 6</th>
</tr>
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<tbody>
<tr>
<td>Local Priorities:</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
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Specific Annual Actions to Achieve Goal  
- Continue to include the following courses of study in the curriculum:  
  - English Language Arts  
  - Mathematics  
  - Social Sciences  
  - Science  
  - Visual and Performing Arts  
  - Health  
  - Physical Education

Expected Annual Measurable Outcomes  
Outcome #1: Ensure 100% of students continue to participate in classes that include the following courses of study: English Language Arts, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education.  
**Metric/Method for Measuring:** Annual Williams instructional materials review and certification process  

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<tbody>
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<td>All Students (Schoolwide)</td>
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</table>
**Outcome #2**: Ensure all students receive the education code mandated 200 minutes of physical education every 10 schooldays.

**Metric/Method for Measuring**: All teachers shall post a PE plan in the school office. The Principal shall review these plans for compliance with the California Education Code and shall conduct random spot checks to ensure the teachers are complying with the plan.

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<tr>
<td>All Students (Schoolwide)</td>
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**GOAL #8**

**OTHER PUPIL OUTCOMES**: Annually increase the number of students achieving grade level standards in English Language Arts and Science while also ensuring that our EL population is reclassifying at a rate that exceeds the District average.

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**Specific Annual Actions to Achieve Goal**

- Ensure teachers in EL classrooms attend training (PD Teacher X/Z) on ELD lesson design and instructional strategies for English language acquisition and access to core instruction focused on CCSS standards.
- Deploy NGSS curriculum in compliance with the District mandates.

**Expected Annual Measurable Outcomes**

**Outcome #1**: The school will annually increase the number of students achieving “Proficient” level and above as measured by the State of California designated assessment tool for Science. For 2016-2017, CST scores will be used. A new baseline will be established using the NGSS assessments tools after that.

**Metric/Method for Measuring**: The CST will be used through 2017. The state provided assessment for science will be used when available beyond 2017.
Outcome #2: Percentage of 2nd grade students demonstrating proficiency in early literacy.

**Metric/Method for Measuring:** End of Year Dibels Testing

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<td>All Students (Schoolwide)</td>
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<td>Fluent English (EO, IFEP, RFEP)</td>
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<td>English Learners (ELD 1-2)</td>
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<td>English Learners (ELD 3-5)</td>
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<td>Socioeco. Disadv./Low Income Students</td>
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<td>Students with Disabilities</td>
<td>Establish New Baseline</td>
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<td>African American Students</td>
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<td>Asian Students</td>
<td>Establish New Baseline</td>
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<td>Latino Students</td>
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<td>White Students</td>
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<td>+2%</td>
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Outcome #3: Annually increase by 2% our English Learner Reclassification Rate

**Metric/Method for Measuring:** LAUSD Reclassification Rate reports

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<tbody>
<tr>
<td>English Learners</td>
<td>12 1%</td>
<td>16%</td>
<td>18%</td>
<td>20%</td>
<td>22%</td>
<td>24%</td>
</tr>
<tr>
<td>English Learners – Less than 5 Years</td>
<td>12%</td>
<td>16%</td>
<td>18%</td>
<td>20%</td>
<td>22%</td>
<td>24%</td>
</tr>
<tr>
<td>English Learners – More than 5 Years</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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11 Paul Bruno, *How People Learn: An Evidence-Based Approach* 11 Final Reclassification data for 2014-2015 is not yet available. We have data that shows our reclassification rate is somewhere between 8% and 16%. Therefore, the middle of that range, 12%, was used as the baseline.
Outcome #4: Annually increase by 2% the Percentage of English Learners Making Annual Progress on California English Language Development Test (CELDT) - (AMAO1)

Metric/Method for Measuring: California English Language Development Test (CELDT)

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<tbody>
<tr>
<td>English Learners</td>
<td>55%</td>
<td>59%</td>
<td>61%</td>
<td>63%</td>
<td>65%</td>
<td>67%</td>
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Outcome #5: Over the next five years, decrease to 2.0% the Rate of English Learners who have not reclassified in 5 years (LTEL)

Metric/Method for Measuring: LAUSD Reclassification Rate reports

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<tbody>
<tr>
<td>English Learners</td>
<td>4%</td>
<td>3.0%</td>
<td>2.5%</td>
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Outcome #6: Annually increase the percentage of 3rd, 4th and 5th grade students who score a 3 or higher on their report card for Science to a target level of 75% by 2021.

Metric/Method for Measuring: LAUSD Progress reports

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<tr>
<td>All Students</td>
<td>Establish New Baseline</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>75%</td>
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How the Goals of the Program Enable Students to Become Self-Motivated, Competent, and Life-Long Learners

The RDCS educational program is designed from the ground up to enable students to become self-motivated, competent and life-long learners. Students need to understand that learning is in their control and that by putting in effort, their mind develops. This helps them become self motivated and develops life-long learners. A **project-based curriculum** shows students that effort results in learning. A **science-focused curriculum** develops self-motivated learners by enabling students to learn how to shape a problem and develop a solution to it. **Arts integration** encourages the student to think about how a subject makes them feel, further engaging and motivating them. Students who know how to use **technology** to research a problem, communicate information, and work creatively are motivated to continue to use these tools to further their learning.

A **project-based curriculum** shows students that effort leads to learning and that learning can be fun. Our projects provide an opportunity for students to put effort into their learning and to create something that is a physical manifestation of that learning. This allows them to see the results of their effort and encourages life-long learning. When a student works on a hands-on project, they develop a new sense of understanding of the subject that encourages further investigation. Our project-based learning is designed to help students enjoy learning, and to see that their learning can reap benefits for them and the world around them. When students see that learning can be fun and rewarding, they are encouraged to remain life-long learners.
A study of science shows students new ways to look at the world around them, and gives them the confidence to believe that they can make impactful change to the world. When students use the scientific method and study engineering design (as covered in the Next Generation Science Standards) they learn how to identify and shape a problem, along with ways to evaluate potential solutions. When students see the results of their efforts to define and solve problems, they are encouraged to continue to learn more in order to solve more problems. This develops critical thinking and problem solving skills that students are motivated to use throughout their lives.

Arts integration enables students to further engage in a subject while developing creativity, critical thinking, willingness to take risks and fail, and developing new ways of self-expression. When students use the arts to further engage in a subject, it reinforces their learning. The arts encourage students to be creative by providing opportunities to try new things in an environment where creativity is encouraged. This also encourages students to take risks and try something new. Exposure to various forms of the arts helps students find new ways for self-expression. The arts also show students that each person can have a different and valid perspective on a subject. By giving and receiving feedback on the arts, students learn critical thinking skills. Students who are willing to take creative risks and accept criticism are more likely to be willing to learn something new in the future.

Technology is a very powerful tool that can be used to research a problem, communicate information, and work creatively. Students who are given an opportunity to work with technology on a regular basis develop a level of comfort with technology that encourages them to use these tools to further their learning.

The RDCS program develops competency by engaging students in the subject matter from several different angles. When students practice elaboration by putting their learning into their own words and connect it to other things they already know, they develop a stronger grasp of the new learning. When they can also see the subject of their learning in a broader context, especially if they can see the concepts in action, the knowledge is reinforced even further.12 Our cross-curricular projects support this style of learning across the material covered by the Common Core Standards and the Next Generation Science Standards, thus encouraging a greater grasp of all subjects taught, and developing competency.

All together, our STArt program with its focus on project-based learning helps students develop competency, builds confidence in their ability to change the world, encourages self-expression and shows students that learning can be fun. Our students will develop the competency required to continue to learn and the motivation to want to learn for the rest of their lives.

**INSTRUCTIONAL DESIGN**

Riverside Drive Charter School’s STArt curriculum implements all of the California State Content Standards, including but not limited to the following subject areas:

- English Language Arts
- English Language Development

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The STArt curriculum also incorporates all of the Common Core State Standards and adopts the Next Generation Science Standards prior to its expected implementation by LAUSD in 2017-2018. Detailed discussion of RDCS’s incorporation of the California State Curriculum can be found below under the subheading “Curriculum and Instruction”.

The focus of RDCS’s instructional design is to create meaningful intersections of NGSS, the Common Core Standards in Language Arts (including ELD) and Math, and the California State Curriculum for Visual and Performing Arts. We will do this by using project-based learning that encourages critical thinking, communication, collaboration, and creativity. The instructional design integrates recent cognitive science advances in learning, including metacognition. The use of project-based learning, critical analysis and careful implementation of new standards such as NGSS and Common Core Standards in Language (including ELD) and Math, and interleaving common intersections of different disciplines is just as applicable to those standards of California State Curriculum such as History/Social Studies or Health and Physical Education. The following section describes in detail how RDCS applies this instructional design to NGSS because of its significance in the changes in the teaching and learning of the sciences.

The instructional design uses careful analysis of the standards so that the teachers can understand their design and philosophy as demonstrated below in the analysis of the NGSS standards. The purpose is to design a gateway to allow students to excel in science in elementary school and beyond. We are preparing this gateway so that the new configuration of the teaching and learning created by NGSS is accessible to all our children at our school. In our instructional design, we combined project-based learning that uses critical thinking, collaboration, communication, and creativity to find numerous access points to a curriculum with interdisciplinary crosscutting patterns. Realizing that science is heavily semantic, conceptual, and abstract, we researched and found learning skills recommended by recent cognitive science that will help children learn dense information and ideas. These strategies are individually based and reverse many of our long held beliefs about efficient learning. In analyzing NGSS, the teaching and learning is divided into three parts that parallel our understanding that learning requires three important brain learning processes to be up and running and working in synchronicity: semantic, procedural, and schematic. For meaningful learning of science according to NGSS, students must understand Core Ideas, Crosscutting Concepts, and Practices. Focus on the NGSS permits us to use the latest research that learning requires meaningful interactions of semantic (Core Ideas), procedural (Practices), and schematic (Crosscutting Patterns) learning for a robust understanding of science. Our instructional design also uses the most current ideas about the skills of critical thinking, communication, collaboration, and creativity. The project-based learning element of the instructional design will be used to focus on the semantic, procedural, and schematic learning as it has been designed for the NGSS to other subjects in the California State Curriculum.
RDCS recognizes the importance of successful teaching and learning of the NGSS for the future of all its students from Transitional Kindergarten to Fifth Grade in the 21st century, and has organized an instructional design that will provide proficient fluency for all students in CCSS and NGSS. In teaching and practicing the standards and practices of NGSS, RDCS will use project-based learning to explore the interaction and integration of science, technology, and the arts. RDCS will develop a strong connection between NGSS and the English Language Standards in CCSS for nonfictional reading and writing to ensure that students are able to readily access abstract scientific concepts and to organize the variety of different information generated by the study and practice of science. RDCS will also link the teaching of NGSS with CCSS Math standards referenced by NGSS in the performance expectations that require specific math knowledge and skills. The teaching methodologies will be driven by the Four Cs (critical thinking, communication, collaboration, and creativity) and enriched by the most recent research in cognitive science about learning. This design will strongly benefit all subgroups of students, including ELL, special needs, and socially or economically disadvantaged.

Riverside Drive Charter School’s STArt curriculum is based on the NGSS that significantly improves the science learning that all students need to be critical, communicative, collaborative, and creative in the ideas and practices of current and future science. In order to develop and provide a top-tier, research based, and professionally developed science education so that our student population is fluent in the language, thinking, and expression of science, RDCS’s stakeholders, parents, teachers, administrators, staff, and community will collaborate in planning, developing, and implementing the STArt curriculum.

Riverside Drive Charter School has decided on early adoption of the NGSS because it recognizes the central importance of science to the lives of all the students now and in their future. Science knowledge is critical for comprehending current events, choosing and using technology, and making informed choices.13 “All students – whether they become technicians in a hospital, workers in a high-tech manufacturing facility, or Ph.D. researchers – must have a solid K-12 science education.”14

RDCS has aligned its instructional design to the improvement NGSS brings to science learning in listing “performance expectations that depict what the student must do to show proficiency in science,” rather than isolated standards. These performance expectations are different from the traditional one-line standards in that the Science and Engineering Practices are coupled with various components of the Disciplinary Core Ideas and Crosscutting Concepts. RDCS will develop and implement a Project-based learning model, as such models already exist, that will combine practices with content to create the learning context because practices alone are activities and content alone is memorization. RDCS ascribes to the NGSS philosophy that it is through integration of practice and content that science begins to make sense and allows students to apply the material. The Project-based learning will be built on a foundation of science, technology, and the arts, and on real-world science and engineering that is always a combination of content and practice. It will necessarily include critical skills such as reading, writing, speaking, listening, math, and engineering. For the first year, each and every teacher will work together to develop a grade level project that incorporates one of the strands of science, technology and art. The project developed by teachers in the first year will be rolled out to students in the second year and will be shared with families at a school open house.

13 The Next Science Generation Standards, Executive Summary, p. 1, June 2013, NGSS Release
14 NGSS, Executive Summary
towards the end of that year. During the second year, all teachers will develop a second project based on a different strand of science, while rolling out and refining the first project. For the third year, teachers will develop a third project while the second project is rolled out to students and refined. Emphasis on specialized reading and writing in the sciences and application of math skills to the performance expectations of NGSS will greatly benefit ELL and socially and economically disadvantaged student subgroups. By the fourth year, students will be presenting three projects at open house style events throughout the year.

RDCS’s instructional design includes integration of the CCSS ELA standards that apply to nonfiction text and writing and the NGSS. According to the National Research Council (2014) *Literacy for Science: Exploring the Intersection of the Next Generation Science Standards and Common Core for ELA Standards, A Workshop Summary,* since the CCSS literacy in science standards predated the NGSS, there remain questions about how the two sets of standards can complement each other and can be used in concert to improve students’ reading and writing, as well as listening. This integration is necessary as science is “language intensive and requires students to engage in classroom science discourse.” RDCS will link connections between these two standards and set aside dedicated instruction time in which to specifically decode and comprehend science text, such as a thirty minute period in the language arts period two or three times a week. With linkage of both CCSS ELA Standards that apply to reading and writing nonfiction text and the NGSS, students will be able to access substantive scientific ideas and the variety and magnitude of different classifications of facts and use that knowledge in order to effectively practice science to be able to meet the performance expectations.

In addition to the integration between NGSS and CCSS ELA standards regarding nonfiction reading and writing, RDCS’s instructional design will link NGSS and the CCSS Math standards. NGSS cross-references CCSS Math standards as well as ELA standards that are necessary for students to meet the performance expectations that are assessable statements of what students should know and be able to do. In order to hold students accountable for demonstrating their achievement of all performance expectations, we need to explicitly link the NGSS and the Math standards and set aside dedicated instruction time in which to master those Math standards, such as a thirty minute period in the math period two or three times a week.

The goal of RDCS’s instructional design is to grow and develop the skills the students will need to succeed and achieve in the new global society: critical thinking, communication, collaboration, and creativity. These skills will support the STArt curriculum by infusing students with the ability to persevere in mastering the CCSS and NGSS standards from Kindergarten to Fifth Grade. RDCS’s teaching methodologies will be integrated with the Four Cs. Two performance expectations in Critical Thinking include 1.) the ability to use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation and 2.) to effectively analyze and evaluate evidence, arguments, claims, and beliefs. Examples for Communication include articulating thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and context, and listening effectively to decipher meaning, knowledge, values, attitudes, and intentions. For Collaboration, students demonstrate ability to work effectively and respectfully with diverse teams, and exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal. Some performance expectations in Creativity include using a wide range of idea creation techniques, elaborating, refining, analyzing, and evaluating original ideas to improve and maximize
creative effort, and viewing failure as an opportunity to learn and understanding that creativity and innovation are part of a long-term, cyclical process of small successes and frequent mistakes.

RDCS’s instructional design utilizes the latest developments in cognitive scientific research about learning to support and enhance the academic success of the students. Riverside teachers are actively engaged in researching, evaluating, and applying the latest developments in the science of learning. This research shows us that the explicit teaching of the process of learning itself is an important part of empowering our children to be master learners by the time they transition to middle school. We recognize that students who are aware of their learning processes are better prepared to read and appreciate new ideas and concepts. A vital part of our teaching methodologies will be linked to metacognition research. In particular, teachers will help students to understand such fundamental ideas of learning as these:

- Some kinds of difficulties during learning help to make the learning stronger and better remembered.
- When learning is easy, it is often superficial and soon forgotten.
- Not all of our intellectual abilities are hardwired. In fact, when learning is effortful, it changes the brain, making new connections and increasing intellectual ability.
- You learn better when you wrestle with new problems before being shown the solution, rather than the other way around.
- To achieve excellence in any sphere, you must surpass your current level of ability.
- Striving, by its nature, often results in setbacks, and setbacks are often what provide the essential information needed to adjust strategies to achieve mastery.¹⁵

These fundamental ideas of learning can be taught directly to the students in age comprehensible language. As learning occurs all the time, these ideas can be made concrete by referencing them to times when learning is not easy because learning is effortful and not because there is a group of students who believe it is not easy because they cannot learn. In addition there are scientifically validated learning practices that can easily be taught to the students. These learning practices and skills incorporate these fundamental ideas of learning. Some of the practices and skills are retrieval practice, spaced practice, interleaving, generating, elaborating, calibration, reflection, and low stakes testing as a learning tool.

Much is said these days about perseverance but unless students know why it is important to persevere there will be no reason for students to persevere. Understanding that effortful learning changes the developing brain and makes new connections in the brain that will increase one’s intellectual ability will provide students with a reason that they themselves can measure.

Current research that translates cognitive science into educational science has established the following strategies for learning that will guide the strategies RDCS teachers will use to help students master the CCSS and the NGSS:

• Practice Retrieving New Learning from Memory – “Retrieval practice” means retrieving knowledge and skill from memory.
• Space Out Your Retrieval Practice – Spaced practice means studying information more than once but leaving considerable time between practice sessions.
• Interleave the Study of Different Problem Types – If you’re trying to learn mathematical formulas, study more than one type at a time, so that you are alternating between different problems that call for different solutions.
• Elaboration – Elaboration is the process of finding additional layers of meaning in new material.
• Generation – Generation is an attempt to answer a question or solve a problem before being shown the answer or the solution.
• Reflection – Reflection is the act of taking a few minutes to review what has been learned in a recent class or experience and asking yourself questions.
• Calibration – The act of aligning your judgments of what you know and don’t know with objective feedback so as to avoid being carried off by the illusions of mastery that catch many learners by surprise at test time.16

As a result of our vision to integrate Science, Technology and Art we are proposing to work with the following learning model:

• Learning happens on four different levels: 1) the accumulation of stocks of knowledge, 2) the creation of flows of knowledge between students and the classrooms, 3) the changing perception of self as new knowledge, skills, and one’s ability to participate in a community of practice are assimilated, and 4) other people’s changing perceptions of the learner as those new capabilities are leveraged within the context of a classroom.
• The learning model presumes a creative ecosystem that necessarily crosses standard and repetitive boundaries. The classroom becomes custodian of talent, not a creator or originator of test results. Consequently the school has a responsibility to leverage its resources to maximize the benefits of the students’ talents to society.
• Learning occurs over an irregular time horizon: not semesters, academic years, quarters or fiscal years, but moments, minutes, hours, days, and decades and lifetimes. Therefore, we will encourage students to look at their long term progress in learning, beyond the periodic report cards.
• Benefits may not be immediate, or may occur exogenously, i.e. outside the boundaries of traditional trajectories.
• Learning is emergent and not prescriptive. It requires that you ask questions that will enable you to develop your own direct and indirect measures for whether the experience was worthwhile.

The strategies that put into practice the learning model have been fully discussed in our approach to the instructional design of our STArt program. For example, for the principle that learning happens on four different levels, the STArt program uses the connections between NGSS and the Common Core Standards for language arts and math to provide the greatest opportunities for the

16 Brown, Roediger, McDaniel, Make it Stick
students to gain knowledge that they can use in their learning. The project-based learning allows students to experience transfer of information and knowledge between different students and groups of students and in activities other than just directed learning. In groups, individuals have different roles for their collaborative team effort. Students understand that their contributions though different from each other can be designed and practiced in ways that increases the exchange of information. As the students work on interdisciplinary connections, they discover important connections between the different subjects that are necessary for a thorough understanding of the ideas and skills. The element that emphasizes that understanding that learning occurs over different periods of time for different students is utilized in the learning and practice skills such retrieval practice, spaced practice, interleaving, elaboration, generation, calibration, and low stakes testing. These learning practices and skills utilize the recent findings that long term learning requires reconsolidation of the memory that takes place over an extended period of time. By joining together the crosscutting patterns in different disciplines, students benefit from strategies that use the same pattern for different disciplines. Project based learning will require children to ask questions outside the context of a textbook to develop their own measurements of the designs they need to fulfill the project’s purpose.

Under this new model, the teaching of Science will incorporate open dialog that drives meaning through collaboration, and interaction in dynamic responsive processes. Our curriculum will embody education as providing an environment in which students feel absolutely compelled to become involved in the creation of their future by understanding how important they are to the present.17

Riverside Drive Charter School’s teaching methodologies incorporate the principles of a project-based, collaborative, interdisciplinary, and creative curriculum (curriculum that addresses all of the California State Curriculum and utilizes the constant advances in cognitive science to create innovative opportunities, such as project-based learning, to foster creativity) to enhance the critical thinking, communication, collaboration, and creativity our students will need to succeed in the 21st century. Our teaching methodologies are based on the latest advances in cognitive science and continuous collaboration within and across grade levels and active participation in professional developments provided by STEM and STEAM. Riverside Drive Charter School utilizes teaching methodologies that are transparent to academic performance assessments measured by District and state formal and interim assessments and supported by teacher-created and publisher assessments.

RDCS’s curriculum fully implements the California State Content standards and the Common Core State Standards and is designed to motivate students to understand and utilize the core concepts of the standard in their elementary learning experience and beyond. It meets all CCSS, State, and LAUSD standards. In addition to the mainstream methodologies such as systematic direct instruction, guided practice, and regular assessments, RDCS believes that project-based learning will open curiosity and thirst for knowledge by providing learning that is student-directed and multi-modal, which allows a multitude of multilayered opportunities for students to generate new ideas and elaborate new significance on standard ideas.

Riverside teachers and the leadership team are fluent experts at effectively implementing the following standard methodologies:

**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 and 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 critical problems with depth and complexity. Students are encouraged to utilize the highest states of Bloom’s Taxonomy, such as synthesis, analysis, and evaluation.

**Integration of the Arts** – Teachers and curriculum specialists use drama, dance/creative movement, music, visual arts, creative writing and cinematic 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.

Successful planning, development, and integration of the proposed instructional framework and teaching methodologies will require communication and collaboration from all of the stakeholders in order to ensure that the teaching staff at Riverside Drive Charter School can successfully meet the needs of all students which include these subgroups: Gifted and Talented, Students with Disabilities, English Learners, Students Performing Below Grade Level, African American Students, Asian Students, Latino Students, White Students and the Socio-Economically Disadvantaged/Low Income Students.

**Academic Calendar and Schedules**
Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, related to work year, academic calendars, and schedules.

**Academic Calendar**

Riverside Drive Charter School will follow the traditional academic calendar set forth by the Los Angeles Unified School District for single-track schools.

Riverside Drive Charter will operate on the LAUSD calendar with 180 days of instruction composing the school year. Riverside Drive Charter will file a minimum and shortened day schedule with the local District superintendent on a yearly basis as a typical traditional track elementary school. All LAUSD school holidays will be observed as a traditional track elementary school.

**Bell Schedule**

The bell schedule for Riverside Drive Charter School will be:

**Standard Schedule:**
- 7:56 am Warning Bell
- 8:01 am Instruction Begins
- 9:55 am First Recess
- 10:15 am End of First Recess
- 10:20 am Second Recess
- 10:40 am End of Second Recess
- 11:40 am First Lunch Begins
- 12:25 pm First Lunch Ends
- 12:25 pm Second Lunch Begins
- 1:10 pm Second Lunch Ends
- 2:29 pm End of School Day

Exceptions:
- 1:29 pm End of School Day Each Tuesday (banked days)
- On minimum days, there is no standard recess or lunch.
- Also on minimum days brunch is from 10:00 am - 10:30 pm and 10:30 am - 11:00 am, and dismissal is at 12:44 pm.

Riverside Drive Charter follows recommendations for minimum daily minutes as set forth in the Common Core State Standards and LAUSD:

- English Language Arts: 120 minutes per day
- Math: 50-60 minutes per day
Physical Education:  200 minutes every 10 days

Each day, all students will receive at least 2 hours of English Language Arts Instruction, and 60 minutes of Math instruction. English Learners will receive the following minimum minutes of English Language Development Instruction based on their CELDT assessment levels:

- CELDT Levels 1-3:  60 minutes/day
- CELDT Levels 4-5:  45 minutes/day

**Transitional Kindergarten Schedule**

Riverside Drive Charter School offers an extended day transitional kindergarten program that provides 323 instructional minutes per regular day.

The table below shows a typical schedule for TK students on a regular day and an early dismissal day.

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject Area</th>
<th>Regular Day Instructional Minutes</th>
<th>Early Dismissal Day Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:01 a.m. – 8:21 a.m.</td>
<td>Breakfast in the classroom</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>8:21 a.m. – 10:20 a.m. &amp; 10:40 a.m. – 11:00 a.m.</td>
<td>English Language Arts (this includes time for ELD instruction)</td>
<td>139</td>
<td>139</td>
</tr>
<tr>
<td>11:00 a.m. – 12:25 p.m.</td>
<td>Math</td>
<td>85</td>
<td>85</td>
</tr>
<tr>
<td>1:10 p.m. – 2:29 p.m. (1:29 p.m. if Early Dismissal)</td>
<td>Project work, science (including Science Lab and Garden Lab), social studies, the arts (including Theater Arts), and physical education</td>
<td>79</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>323</td>
<td>263</td>
</tr>
</tbody>
</table>

The table below shows a typical schedule for TK on a minimum day.

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject Area</th>
<th>Minimum day Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:01 a.m. – 8:21 a.m.</td>
<td>Breakfast in the classroom</td>
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</tr>
<tr>
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<td>English Language Arts (this includes time for ELD instruction)</td>
<td>129</td>
</tr>
<tr>
<td>11:00 a.m. – 12:20 p.m.</td>
<td>Math</td>
<td>80</td>
</tr>
<tr>
<td>12:20 p.m. – 12:44 p.m.</td>
<td>Project work, science, social studies, the arts, physical education</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>253</td>
</tr>
</tbody>
</table>

**Kindergarten Schedule**

Riverside Drive Charter School has an extended day kindergarten program that provides 323 instructional minutes per regular day.
The table below shows a typical schedule for Kindergarten students on a regular day and an early dismissal day.

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject Area</th>
<th>Regular day Instructional Minutes</th>
<th>Early Dismissal day Instructional Minutes</th>
</tr>
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<tbody>
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<td>Total</td>
<td></td>
<td>323</td>
<td>263</td>
</tr>
</tbody>
</table>

The table below shows a typical schedule for Kindergarten on a minimum day.

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject Area</th>
<th>Minimum day Instructional Minutes</th>
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<tbody>
<tr>
<td>8:01 a.m. – 8:21 a.m.</td>
<td>Breakfast in the classroom</td>
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<tr>
<td>8:21 a.m. – 10:30 a.m.</td>
<td>Language arts (this includes time for ELD instruction)</td>
<td>129</td>
</tr>
<tr>
<td>11:00 a.m. – 12:20 p.m.</td>
<td>Math</td>
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</tr>
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<td>Project work, science, social studies, the arts, physical education</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>253</td>
</tr>
</tbody>
</table>

**First Grade Schedule**

The table below shows a typical schedule for first grade on a regular day and an early dismissal day.

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject Area</th>
<th>Regular day Instructional Minutes</th>
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<td>English Language Arts (this includes time for ELD instruction)</td>
<td>139</td>
<td>139</td>
</tr>
<tr>
<td>11:00 a.m. – 12:25 p.m.</td>
<td>Math</td>
<td>85</td>
<td>85</td>
</tr>
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<td>1:10 p.m. – 2:29 p.m. (1:29 p.m. if Early Dismissal)</td>
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<tr>
<td>Total</td>
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<td>323</td>
<td>263</td>
</tr>
</tbody>
</table>
The table below shows a typical schedule for first grade on a minimum day.

<table>
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<tr>
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<td>English Language Arts (this includes time for ELD instruction)</td>
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<td>11:00 a.m. – 12:20 p.m.</td>
<td>Math</td>
<td>80</td>
</tr>
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<td>12:20 p.m. – 12:44 p.m.</td>
<td>Project work, science, social studies, the arts, physical education</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>253</strong></td>
</tr>
</tbody>
</table>

**Second and Third Grade Schedules**

The table below shows a typical schedule for second and third grades on a regular day and an early dismissal day.

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject Area</th>
<th>Regular day Instructional Minutes</th>
<th>Early Dismissal day Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:01 a.m. – 8:16 a.m.</td>
<td>Breakfast in the classroom</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>8:16 a.m. – 9:55 a.m. &amp; 10:15 a.m. – 11:00 a.m.</td>
<td>English Language Arts (this includes time for ELD instruction)</td>
<td>144</td>
<td>144</td>
</tr>
<tr>
<td>11:00 a.m. – 11:40 a.m. &amp; 12:25 p.m. – 1:10 p.m.</td>
<td>Math</td>
<td>85</td>
<td>85</td>
</tr>
<tr>
<td>1:10 p.m. – 2:29 p.m. (1:29 p.m. if Early Dismissal)</td>
<td>Project work, science (including Science Lab and Garden Lab), social studies, the arts (including Theater Arts), and physical education</td>
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<td><strong>Total</strong></td>
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<td><strong>323</strong></td>
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</tr>
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The table below shows a typical schedule for second and third grades on a minimum day.

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
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</tr>
<tr>
<td>8:16 a.m. – 10:00 a.m. &amp; 10:30 a.m. – 11:00 a.m.</td>
<td>English Language Arts (this includes time for ELD instruction)</td>
<td>134</td>
</tr>
<tr>
<td>11:00 a.m. – 12:20 p.m.</td>
<td>Math</td>
<td>80</td>
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<td>Project work, science, social studies, the arts, physical education</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
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</tr>
</tbody>
</table>
**Fourth and Fifth Grade Schedules**

The table below shows a typical schedule for fourth and fifth grades on a regular day and an early dismissal day.

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject Area</th>
<th>Regular day Instructional Minutes</th>
<th>Early Dismissal day Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:01 a.m. – 8:16 a.m.</td>
<td>Breakfast in the classroom</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>8:16 a.m. – 9:00 a.m.</td>
<td>English Language Arts</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>9:00 a.m. – 10:20 a.m.</td>
<td>Math</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>10:40 a.m. – 12:25 a.m.</td>
<td>English Language Arts (this includes time for ELD instruction)</td>
<td>105</td>
<td>105</td>
</tr>
<tr>
<td>1:10 p.m. – 2:29 p.m. (1:29 p.m. if Early Dismissal)</td>
<td>Project work, science (including Science Lab and Garden Lab), social studies, the arts (including Theater Arts), and physical education</td>
<td>79</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>323</strong></td>
<td><strong>263</strong></td>
</tr>
</tbody>
</table>

The table below shows a typical schedule for fourth and fifth grades on a minimum day.

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject Area</th>
<th>Minimum Day Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>8:16 a.m. – 9:00 a.m.</td>
<td>English Language Arts</td>
<td>44</td>
</tr>
<tr>
<td>9:00 a.m. – 10:30 a.m.</td>
<td>Math</td>
<td>90</td>
</tr>
<tr>
<td>11:00 a.m. – 12:20 p.m.</td>
<td>English Language Arts (this includes time for ELD instruction)</td>
<td>80</td>
</tr>
<tr>
<td>12:20 p.m. – 12:44 p.m.</td>
<td>Project work, science, social studies, the arts, physical education</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>253</strong></td>
</tr>
</tbody>
</table>

**Curriculum and Instruction**

Charter School shall comply with and implement all applicable District policies and procedures, as they may change from time to time, related to implementation of curriculum and instruction to meet the California content and performance standards, including the Common Core State Standards, and CAASPP.

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. All subjects will use the District-adopted textbooks where available as specified in each section below.
**Project-based learning**

RDCS will incorporate Project-based learning (PBL) in the teaching of the science curriculum aligned with CCSS and NGSS from Transitional Kindergarten to 5th Grade. PBL is a teaching method that motivates students to learn and sparks their interests, while requiring critical thinking as students gain and synthesize new knowledge in a problem-solving format. The projects will be based on and integrated with the CCSS and NGSS standards, the California Technology Standards, and the California Arts Standards. For the first year of the charter, each class will develop and complete one Project-based learning project. Each project will be presented to families in an open house setting. For the second year of the charter, the classes will develop and present two projects, and for the third, fourth, fifth years, develop and present three projects.

RDCS will use a project-based learning model in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. RDCS’s PBL model will be based on a foundation of “5 Keys to Rigorous Project-Based Learning”\(^\text{18}\):

1. Establishing Real-World Connections in Projects – Students are more engaged when learning relates directly to the world they live in.
2. Building Rigorous Projects That Are Core to Learning – Project-based learning fully incorporates and is aligned to the CCSS and NGSS.
3. Structuring Collaboration for Student Success – Project-based learning provides a unique opportunity to help students practice critical thinking, collaboration, communication, and creativity.
4. Facilitating Learning in a Student-Driven Environment – When students are directly involved in planning and steering projects, they are more invested in their learning.
5. Embedding Assessment Throughout the Project – Assessment will be integrated seamlessly in the project-based learning to measure student understanding from the beginning to the end of the project.

Students will be responsible for preparing a project assignment for each of the 3 project units each year. The project assignments may be prepared by individual students or by groups of students working together. The project assignment will be graded based on a rubric that will be developed by the grade level teachers when designing the project. The grading rubric may include components such as Science Content Standards, Presentation Quality, Organization and Teamwork.

The table below outlines the 5-year plan for PBL at RDCS.

---

\(^{18}\) “5 Keys to Rigorous Project-Based Learning”, *Edutopia.org* (June 25, 2015)
<table>
<thead>
<tr>
<th>School Year</th>
<th>Planned Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>• Develop first Project-Based Learning (PBL) assignment. Project will be focused on a Science Topic related to an NGSS standard and will address Math, ELA and Social Studies standards as appropriate.</td>
</tr>
</tbody>
</table>
| 2017-18     | • Roll out first PBL assignment  
              • Develop second PBL assignment |
| 2018-19     | • Improve first PBL assignment  
              • Roll out second PBL assignment  
              • Develop third PBL assignment |
| 2019-20     | • Roll out third PBL assignment  
              • Make improvements to first and second PBL assignments  
              • Develop additional PBL assignments |
| 2020-21     | • Continue to incorporate PBL into the curriculum |

**Science (Core)**

Our science program must provide opportunities for students to develop the understanding and skills necessary to function productively as problem-solvers in a scientific and technological world.

RDCS will be adopting the NGSS prior to scheduled mandatory adoption by LAUSD because of our conviction that rigorous, engaging and enriching science education of all grades from Transitional Kindergarten to 5th Grade is essential to prepare them for understanding and interacting with the global world. RDCS is fortunate to be able to build upon the strong scientific program and the multidimensional science lab and garden-based research resources established by RDCS during the first five years of operations under charter status and guidelines. We share NGSS’s view of science as a combination of a body of knowledge, an evidence-based model and a theory-building enterprise. It is a view that continually extends, refines, and revises knowledge. In NGSS this view is known as the three dimensions of science: Practices, Core Ideas, and Crosscutting.

RDCS’s project-based learning STArt curriculum utilizes the science lab and gardens so that students will experience behavior that scientists engage in as they investigate and build models and theories about the natural world. It also enables them to learn and use engineering practices as they design and build models and systems. A primary focus of our science curriculum is to better explain and extend what is meant by “inquiry” in science and the range of cognitive, social, and physical practices that it requires.

RDCS’s science curriculum recognizes the importance of engineering design to the NGSS. We recognize the significant differences between engineering design and scientific inquiry. Scientific inquiry involves the formulation of a question that can be answered through investigation, while engineering design involves the formulation of a problem that clarifies for students the relevance of science, technology, engineering and mathematics to everyday life. Our students spend time doing hands-on projects where they investigate and respond to an engaging and complex question, problem,
or challenge, enriched with the creativity and imagination of the Art standards. Through this experience, they gain knowledge and skills about engineering design.

Students will have opportunities to practice scientific inquiry and engineering design in our science lab and student run garden. In the indoor science lab, students have the opportunity to act as real scientists. They conduct hands-on, inquiry-based science experiments that provide them a way to observe, explore, interact, understand and change the world around them. The outdoor garden provides a living context in which to study principles such as interdependence, diversity, cycles, scale and limits, energy and resources, succession and sustainability.

In order for our school to be successful in science education, we recognize that engagement in science practices is “language intensive and requires students to engage in classroom science discourse.”¹⁹ RDCS has linked the CCSS and the NGSS curricula to emphasize the need for our students to be fluent and proficient in scientific reading and writing. RDCS’s strategies weave science and literacy instruction together using core ideas in the strategies listed in the National Research Council’s report on this interconnection. Some examples identified in this report include Seeds of Science/Roots of Reading, Science IDEAS, Investigating and Questioning our World through Science and Technology (IQWST), and Project READi.

Successful implementation of these strategies will:

- Provide students with a rigorous curriculum that meets or exceeds the Next Generation Science Standards (NGSS) by being early adopters of these standards
- Inspire a passion for science by providing opportunities for hands-on experiences
- Offer expanded science expertise, resources and tools through the science and garden labs
- Utilize Science topics as the core subjects for three annual projects per grade level
- 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 math 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
- Regular internal assessments in science prior to fifth grade standardized assessments in order to ensure students are on track to have the science skills they will need in middle and high school
- Develop mastery of engineering components of the Next Generation Science Standards to develop critical thinking and problem solving skills that will serve students in all aspects of life, no matter which career they choose

The table below outlines the 5-year plan for science curriculum at RDCS.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Planned Activities</th>
</tr>
</thead>
</table>
| 2016-17     | • Incorporate regular practice in reading and writing non-fiction text about NGSS topics into the curriculum.  
              • Develop Lesson Plans for Next Generation Science Standards (NGSS)  
              • Pilot NGSS lessons in some classrooms |
| 2017-18     | • Begin roll out of NGSS curriculum in all classrooms  
              • Pilot science interim assessments for grades 3-5  
              • 5th Grade students participate in LAUSD’s field testing of the NGSS Standardized tests |
| 2018-19     | • Refine NGSS curriculum  
              • Refine science interim assessments for grades 3-5  
              • 5th grade students to take the LAUSD NGSS Standardized tests |
| 2019-20     | • Extend the Science interim assessments to earlier grades  
              • Collaborate with the Millikan Science Academy to better prepare our students who are interested in this program |
| 2020-21     | • Identify new ways to improve the science program |

The table below identifies the textbooks and instructional materials that are currently in use by grade for Science education at RDCS. When the District rolls out the Next Generation Science Standards, we will adopt the new instructional materials recommended by the District at that time.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Textbooks and Instructional Materials for Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK</td>
<td>FOSS Kinder Kit, 3 Modules: Animals Two by Two\Trees\Wood &amp; Paper</td>
</tr>
<tr>
<td>K</td>
<td>FOSS Kinder Kit, 3 Modules: Animals Two by Two\Trees\Wood &amp; Paper</td>
</tr>
<tr>
<td>1</td>
<td>FOSS 1st Grade Kit, 3 Modules: Plants &amp; Animals\Air &amp; Weather\Solids &amp; Liquids</td>
</tr>
<tr>
<td>2</td>
<td>FOSS 2nd Grade Kit, 3 Modules: Insects &amp; Plants\Pebbles, Sand &amp; Silt\Balance &amp; Motion</td>
</tr>
<tr>
<td>3</td>
<td>FOSS 3rd Grade Kit, 3 Modules: Structure of Life\Sun, Moon, &amp; Stars\Matter &amp; Energy</td>
</tr>
<tr>
<td>4</td>
<td>FOSS 4th Grade Kit, 3 Modules: Environment\Solid Earth\Magnetism &amp; Electricity</td>
</tr>
<tr>
<td>5</td>
<td>FOSS 5th Grade Kit, 3 Modules: Living Systems\Water Planet\Mixtures &amp; Solutions</td>
</tr>
</tbody>
</table>

**Technology (Core)**  
RDCS’s technology curriculum is adapted from the Fresno County Office of Education Recommended Digital Literacy and Technology Skills to Support the California Common Core
Standards. The skills identified for each grade level align to the CCSS for Mathematics and English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects as well as skills required to take the Smarter Balanced Assessment Consortium’s (SBAC) Computer Adaptive Assessments. Additional skills identified in RDCS’s technology curriculum are from the National Educational Technology Standards 2007: Creativity and Innovation: Digital Citizenship; and Technology Operations and Concepts.

Through RDCS’s technology curriculum, students will:

- Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software, and connectivity and proficiency in basic operations, word processing, spreadsheet, multimedia, and presentation tools.

- Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and in society with emphasis on acceptable use, copyright, and plagiarism.

- Demonstrate the ability to use technology for research, critical thinking, decision-making, communication, and collaboration, creativity and innovation.

- Have 1:1 access to electronic devices in the classroom for more personalized learning. Transitional Kindergarten through 2nd grade students have and will learn to use iPads, while 3rd through 5th grade students have and will learn to use Google Chromebooks.

- Be prepared to use computers for the new standardized testing formats by getting practice using computers, developing typing skills and taking practice tests.
The table below outlines the 5-year plan for technology at RDCS.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Planned Activities</th>
</tr>
</thead>
</table>
| 2016-17     | - Incorporate iPad and Chromebooks into day to day learning  
              - Use Technology to support science learning for first PBL assignment  
              - Word processing training for grades 2-5 to support CAASPP testing in English Language Arts and Math. |
| 2017-18     | - Use iPads and Chromebooks in the grade level projects  
              - Presentation Software Training for grades 3-5 (e.g. PowerPoint or Keynote)  
              - Use Technology to support science learning in the first PBL assignment |
| 2018-19     | - Use iPads and Chromebooks to make learning more individualized to student’s needs  
              - Spreadsheet training for grades 4 and 5 |
| 2019-20     | - Research new ways to use technology in education |
| 2020-21     | - Incorporate Multi-media technology into the curriculum |

**The Arts (Core)**

The Arts section of our STArt curriculum recognizes the importance of the arts in school in the healthy development of elementary students. Art, dance, film, theatre, creative writing and music are key strategies to reverse the evidence that elementary students who score in the bottom third of the distribution of grades on math and reading decide by the third or fourth grade that these are too difficult. The idea we want art to promote is that each student’s drawing or musical performance is acceptable because it reflects the student’s attempt to create something of beauty. Learning only through grading often crimps the desire to be original and different by forcing individuals to copy the style of those who receive the top ranks from authority figures.

We also recognize that the mind uses three distinct forms, or tools, to acquire, store, and communicate knowledge: procedural, schematic, and semantic. The brain sciences confirm the locations of semantic knowledge, schematic knowledge, and procedural knowledge to be in distinct areas of the brain and that all three sources of knowledge contribute to the healthy development of the brain. Therefore, our educational program should cover all three forms of learning in order to help grow the entire brain. Howard Gardner’s book, *Frames of Mind*\(^\text{20}\), points out that I.Q. test scores did not

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measure procedural and schematic knowledge, but mainly semantic knowledge. He also points out that development of procedural and schematic knowledge help in the development of semantic knowledge.  

Semantic knowledge is strongly addressed by the Common Core State Standards in English Language Arts, and by the Next Generation Science Standards (NGSS). NGSS also addresses procedural learning through the Practices dimension and schematic learning through the Crosscutting Concepts dimension. We think it is important to use Art to further develop the schematic and procedural forms of learning in order to further reinforce development of these parts of the brain. Art helps reinforce the schematic form of learning when students use art to represent the ideas and objects in the world around them. Students practice procedural learning in art when they follow a series of steps to create a piece of art. Therefore, our art program is a core part of the learning experience at RDCS.

Another advantage to an arts curriculum is that it allows a number of children to work as a cooperative unit, as when they compose a mural or perform theatre arts or music. Finally, art and music provide opportunities for all children to experience and express feelings and conflicts that are not yet fully conscious and cannot be expressed coherently in words.

RDCS believes that the arts, including dance, music, theatre, creative writing, cinematic arts and visual arts, are a universal basic language. Study in and through the arts employs a form of thinking and a way of knowing based on human judgment, invention, and imagination. We will expand upon our current arts program that offers students the opportunity to envision, set goals, determine a method to reach a goal and try it out, identify alternatives, evaluate, present for evaluation by others, revise, solve problems, imagine, work collaboratively, and apply self-discipline.

Our arts curriculum is academically rigorous as it includes the following:

- Learning through active practice, rehearsal, and creation or performance of works in the arts
- Reading about the arts and artists
- Researching, writing, and communicating about the arts
- Reflecting on the arts in thoughtful essay or journal writing on one’s observations, feelings, and ideas about the arts
- Participating in arts criticism on the basis of observation, knowledge, and criteria
- Making connections between concepts in all of the arts, across subject areas, and careers
- Experiencing the arts from the perspectives of American culture and worldwide ethnic, racial, religious, and cultural groups to enhance cultural appreciation and awareness.
- Including new technologies for the arts, art-related computer applications, and emerging arts-related careers in California’s vast arts and entertainment industry.
- Provides students with a rigorous curriculum that exceeds the State content standards for the arts
- Teaches students that creativity is a crucial part of problem solving
- Incorporates the arts into other curricula to help students access the information in different ways

21 Kagan
• Introduce students to a broad range of arts in order to provide them with alternative means of self-expression and develop creativity
• Utilizes the arts to exercise and develop higher order thinking skills including analysis, synthesis, evaluation, and “problem finding.”
• Use the arts to teach children that problems can have more than one solution and that questions can have more than one answer
• Incorporate the arts across all curricular subjects to develop literacy, creative thinking and expression and as a means to build understanding of core ideas

The table below outlines the 5-year plan for the Arts at RDCS.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Planned Activities</th>
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</thead>
</table>
| 2016-17     | • Develop Arts Integration into science based learning  
              • Develop Cinematic Arts project for the 5th grade  
              • Review and consider changes to the Arts Enrichment programs |
| 2017-18     | • Roll out Cinematic Arts project for the 5th grade  
              • Develop Cinematic Arts project for the 4th grade  
              • Theater Arts teachers work with grade levels to identify ways to incorporate Theater Arts into other subjects |
| 2018-19     | • Roll out Cinematic Arts project for 4th grade  
              • Work with a Music teacher to identify ways to incorporate music into other subjects  
              • Collaborate with Millikan’s Performing Arts Academy and Film Academy to better prepare our students who are interested in this program |
| 2019-20     | • Work with a Dance teacher to identify ways to incorporate dance into other subjects |
| 2020-21     | • Identify new ways to incorporate arts into other subjects |

In the first year of our renewed charter, we plan to review our current arts enrichment programs and develop a more unified plan for the school, including arts themes by grade level.
RDCS’s language arts curriculum focuses on preparing students to be college and career-ready by providing opportunities for students to securely learn and practice the following academic goals in the areas of reading, writing, and listening and speaking. Our curriculum will implement all of the California State Content Standards including the Common Core State Standards for English Language Arts.

Reading:
1) Key ideas and details – Read closely to determine what the text says explicitly and to make logical inferences;
2) Craft and structure – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole;
3) Integration of knowledge and Ideas – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence;
4) Range of Reading and Level of Text Complexity – Read and comprehend complex literary and information texts independently and proficiently.

Writing:
The writing curriculum will include project-based learning that will provide numerous opportunities for our students to develop the following “habits of the mind” essential to effective writing:

- Learning to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events
- Learning to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and to adapt the form and content of their writing to accomplish a particular task and purpose
- Developing the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources
- Devoting significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year

Speaking and Listening:
The speaking and listening curriculum will provide ample opportunities to take part in a variety of rich, structured conversations, as part of the whole class, in small groups, and with a partner. It will explicitly coach important dimensions to being productive members of these conversations:

- Students learn to contribute accurate, relevant information
- Students learn to respond to and develop what others have said
- Students learn to make comparisons and contrasts
- Students learn to analyze and synthesize a multitude of ideas in various domains
- Students learn to be cognizant of the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.
RDCS will continue to develop writing programs incorporating art, technology, and science and dedicate a minimum of two thirty minute blocks to the integration of the ELA for nonfiction and science of the CCSS and the NGSS.

RDCS’s language arts curriculum will:

- Provide students with a rigorous curriculum that implements CCSS for language arts K-5
- Develop students’ reading, writing, listening, and speaking skills to support academics across the discipline.
- Develop critical reading skills
- Support reading using the California Treasures Reading Program
- Enhance reading using leveled readers, and an Online Learning Program such as Accelerated Reader or Explode the Code.
- Critique, justify, and theorize in compositions/writing across disciplines
- 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
- Construct creative writing stories and poetry
- Devote minimum two hours daily to language arts instruction in grades K-5
- Include written or oral presentations as part of every project
- Incorporate Literature into projects to provide additional context for the learning
- Incorporate dedicated writing time into the curriculum each month
- Utilize frequent low stakes testing to identify and support students’ areas of need in reading development

The table below lists the textbooks and instructional materials that are currently used for each grade for English Arts.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Textbook and Instructional Materials</th>
</tr>
</thead>
</table>
| TK    | California Treasures - ELD Student Practice Book, Grade K  
California Treasures - Student Practice Book, Grade K |
| K     | California Treasures - ELD Student Practice Book, Grade K  
California Treasures - Student Practice Book, Grade K |
| 1     | California Treasures - ELD Student Practice Book, Grade 1  
California Treasures - Student Practice Book, Grade 1  
California Treasures, Grade 1, Books 1 through 6 |
| 2     | California Treasures - ELD Student Practice Book, Grade 2  
California Treasures - Student Practice Book, Grade 2  
California Treasures - Wonders Content Readers, Grade 2  
California Treasures, Grade 2, Books 1 and 2 |
<table>
<thead>
<tr>
<th>Grade</th>
<th>Textbook and Instructional Materials</th>
</tr>
</thead>
</table>
| 3     | - California Treasures - ELD Student Practice Book, Grade 3  
       | - California Treasures - Student Practice Book, Grade 3  
       | - California Treasures - Wonders Content Readers, Grade 3  
       | - California Treasures, Grade 3, Books 1 and 2 |
| 4     | - California Treasures - ELD Student Practice Book, Grade 4  
       | - California Treasures - Student Practice Book, Grade 4  
       | - California Treasures - Wonders Content Readers, Grade 4  
       | - California Treasures, Grade 4 |
| 5     | - California Treasures - ELD Student Practice Book, Grade 5  
       | - California Treasures - Student Practice Book, Grade 5  
       | - California Treasures - Wonders Content Readers, Grade 5  
       | - California Treasures, Grade 5 |

**Mathematics (Core)**

RDCS’s math curriculum integrates the Standards for Mathematical Practices such as problem solving, reasoning and proof, communication, and representation. Just as importantly, it emphasizes the importance of teaching mathematical proficiency such as adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition. It further emphasizes a belief in diligence and one’s own efficacy. It fully implements all aspects of CCSS for Math.

Our math curriculum will develop in our students the ability and skills to 1): make sense of problems and persevere in solving them; 2) reason abstractly and quantitatively; 3) construct viable arguments and critique the reasoning of others; 4) model with mathematics; 5) use appropriate tools strategically; 6) attend to precision; 7) look for and make use of structure; 8) look for and express regularity in repeated reasoning.

RDCS’s math curriculum provides strategies and support to:

- Provide students with a rigorous curriculum that implements the CCSS for mathematics K-5, using the District recommended MyMath.
- Develop students’ mathematical proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes.
- 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 real world 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).
• Provide access to online learning systems such as IXL and ALEKS to provide differentiated learning opportunities
• Incorporate math in every project in order to allow students to apply their learning and improve retention
• Utilize frequent low stakes testing to identify and support students’ areas of need in understanding mathematical concepts
• Offer additional support in math through intervention programs
• Utilize regular internal assessments in order to identify deficiencies early for appropriate differentiation and intervention, if necessary

The table below lists the textbooks and instructional materials that are currently used for each grade for Math.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Textbook and Instructional Materials</th>
</tr>
</thead>
</table>
| TK    | • My Math: Grade Pre-K, Student Flipbook  
|       | • IXL.com                           |
| K     | • My Math: Grade K, Volumes 1 and 2  
|       | • IXL.com                           |
| 1     | • My Math: Grade 1, Volumes 1 and 2  
|       | • IXL.com                           |
| 2     | • My Math: Grade 2, Volumes 1 and 2  
|       | • IXL.com                           |
| 3     | • My Math: Grade 3, Volumes 1 and 2  
|       | • IXL.com                           |
| 4     | • My Math: Grade 4, Volumes 1 and 2  
|       | • IXL.com                           |
| 5     | • My Math: Grade 5, Volumes 1 and 2  
|       | • IXL.com                           |

**History and Social Science (Core)**

RDCS will implement the California State Content Standards for History and Social. Students will learn about the importance of Western civilizations as a source of American political institutions, laws, and ideology. Students will learn about the changing political relationships within and among other regions of the world through history and contemporary global interconnections. Students will learn to distinguish between the major and minor events and to understand the connections between the present and the past and to appreciate the universality of historical themes. RDCS’s curriculum will supply students with biographies, original documents, diaries, letters, legends, speeches, and other narrative artifacts to foster students’ understanding of historical events through the ideas, values, fears, and dreams of the actual historical people.

RDCS’s History and Social Science curriculum will:
• Provide students with a rigorous curriculum that implements 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 as care kits for the homeless, and blanket and towel drives for animal shelters.
• 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

The table below lists the textbooks and instructional materials that are currently used for each grade for History and Social Science.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Textbook and Instructional Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK</td>
<td>Social Science for California - Content Readers Library</td>
</tr>
<tr>
<td>K</td>
<td>Social Science for California - Content Readers Library</td>
</tr>
<tr>
<td>1</td>
<td>Social Science for California - Content Readers Library</td>
</tr>
<tr>
<td>2</td>
<td>Social Science for California - Content Readers Library</td>
</tr>
<tr>
<td>3</td>
<td>History/Social Science for California - Student Textbook, Grade 3 (Consumable)</td>
</tr>
<tr>
<td>4</td>
<td>History/Social Science for California - Student Textbook, Grade 4 (Consumable)</td>
</tr>
<tr>
<td>5</td>
<td>History/Social Science for California - Student Textbook, Grade 5 (Consumable)</td>
</tr>
</tbody>
</table>

Health and Physical Education (Core)
RDCS firmly believes that health and physical education significantly contribute to students’ well being. We will provide and develop high-quality health and physical education instruction for good health, fundamental and advanced motor skills, improved self-confidence, and increased levels of physical fitness for high academic achievement. Our health and physical education curriculum is designed for students to become confident, independent, self-controlled, and resilient. The program’s aim is to foster in students the abilities to develop positive social skills, set and strive for personal and group goals, learn to assume leadership, cooperate with others, accept responsibility, and to improve their academic performance.

RDCS’s physical education includes the experiential learning involved in the development of:

• The way in which students move through space and time in their environment.
• The way in which the student and a partner move in space together.
• The continuity and change in movement.
• The manipulation of objects in time and space.
• The manipulation of objects with accuracy and speed.
• Working cooperatively to achieve a common goal.
• Meeting challenges, making decisions, and working as a team to solve problems.

RDCS’s physical education curriculum will include fundamental motor skills development, game play, team play, games involving a net, agility courses, track and field, flag games, competition, long-distance running and running for time. Integrated with these developmentally appropriate activities, students will learn playground games and rules stressing fair play and good sportsmanship, and the importance of teamwork and sportsmanship.

RDCS’s health education curriculum is designed to cultivate students who are health-literate:
• Critical thinkers and problem solvers when confronting health problems and issues
• Self-directed learners who have the competence to use basic health information and services in health-enhancing ways
• Effective communicators who organize and convey beliefs, ideas, and information about health issues
• Responsible and productive citizens who help ensure that their community is kept healthy, safe, and secure

The health curriculum will teach skills that enable students to make healthy choices and avoid high-risk behaviors. It is based on eight overarching standards: Essential Health Concepts; Analyzing Health Influences; Assessing Valid Health Information; Interpersonal Communication; Decision Making; Goal Setting; Practicing Health-Enhancing Behaviors; and Health Promotion. It is organized into six health content areas:
• Nutrition and Physical Activity
• Growth, Development, and Sexual Health
• Injury Prevention and Safety
• Alcohol, Tobacco, and Other Drugs
• Mental, Emotional, and Social Health
• Personal and Community Health

The table below lists the textbooks and instructional materials that are currently used for each grade for Health.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Textbook and Instructional Materials</th>
</tr>
</thead>
</table>
| TK    | • Health & Wellness - Big Ideas Big Book  
        • Health & Wellness - Life Skills Big Book |
| K     | • Health & Wellness - Big Ideas Big Book  
        • Health & Wellness - Life Skills Big Book |
| 1     | Health & Wellness - Little Readers Classroom Library |
| 2     | Health & Wellness - Little Readers Classroom Library |
| 3     | Health & Wellness - Pupil Edition |
| 4     | Health & Wellness - Pupil Edition |
Theatre Arts (non-Core)
RDCS’s Theatre Arts curriculum is an outstanding program that has enchanted and educated students here for many years. It has taught students about the creativity of all students through its quality as a universal language. The theatre arts convey knowledge and meaning not learned through the study of other subjects. Study in and through the theatre arts employs a form of thinking and a way of knowing based on human judgment, invention, and imagination. It offers students the opportunity to envision, set goals, determine a method to reach a goal and try it out, identify alternatives, evaluate, revise, solve problems, imagine, work collaboratively, and apply self-discipline. As students study and create in theatre arts, students use the full potential of the human mind.

RDCS’s Theatre Arts will:

- Development of the vocabulary of theatre, such as sense memory, script, cue, monologue, dialogue, protagonist, and antagonist
- Comprehension and Analysis of the Elements of Theatre such as structural elements of plot in script or theatrical experience.
- Participation in improvisational activities to explore complex ideas and universal themes in literature and life.
- Demonstration of the use of blocking (stage areas, levels, actor’s position, such as full front, quarter, profiles, and full back) in dramatizations
- Collaboration as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performances
- Using theatrical skills to dramatize events and concepts from other curriculum areas, such as reenacting the signing of the Declaration of Independence in history and social science.
- Identification of the roles and responsibilities of performing and technical artists in theatre, film, television, and electronic media.
- Utilize a curriculum that is aligned to LAUSD’s standards for Theater Arts instruction
- Teach students how to utilize their face, body, and voice in theater productions and real world communications
- Develop an understanding of emotions through study of acting techniques
- Grow confidence in public speaking by providing opportunities to perform in small-scale productions
- Develop cross-curriculum, small-scale productions for students
- Provide opportunities outside of the classroom for students to participate in performing arts productions
- Support the use of video production in projects for students in fourth and fifth grades
**English Language Development (Core)**
As a District affiliated charter school, the Riverside Drive Charter School shall implement the provisions of the District’s Master Plan for English Learners and comply with all applicable federal and state laws, District policies and procedures related to the implementation of the English Learner Master Plan. English Learners will be monitored with CELDT, CSTs and classroom assessments which are aligned to the new English Learner Standards.

The RDCS STArt program will help to address the needs of our English Learners. In addition to the daily block of time devoted to English Language Development our ELs will be enriched in their development by the many cross cutting experiences provided by RDCS. The school’s vision to be early adopters of the NGSS will create opportunities for ELL students that are trans-lingual and cultural because science is understood and appreciated by all cultures of the world. In addition, the project-based learning approach provides experiential learning that will supplement and enrich the direct ELD curriculum. This approach permits continued and sustained focus during a major period of time. Our ELD program is more fully discussed below under the heading “Meeting the Needs of All Students”.

The table below outlines the 5-year plan for English Language Development at RDCS.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Planned Activities</th>
</tr>
</thead>
</table>
| 2016-17     | • Apply Constructive Conversation Skills teaching methods to the science curriculum in order to improve science learning for all students.  
• Create a forum for EL Families on the school website with weekly updates from the English Learner Advisory Council  
• Add ELD as a standing topic on the PFRD agenda |
| 2017-18     | • Create an ELAC Suggestion Box in the office with processes to address the suggestions |
| 2018-19     | • Address suggestions from the ELAC suggestion box |
| 2019-20     | • Create an EL monthly newsletter |
| 2020-21     | • Identifies new ways to support English Learners and their families |

**Intervention**
RDCS recognizes that some students need extra help to get through the curriculum. We will utilize the California Department of Education’s Response to Instruction and Intervention (RtI2) program to identify those students who need additional help.

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Teachers will use Response to Instruction and Intervention (RTI2)\textsuperscript{23} strategies and techniques that allow students of varying learning modalities to access the curriculum appropriately based on their assessed needs.

DIBELS and CORE assessment programs will be used to screen and progress monitor students in grades K-3. Tier 2 and 3 students in grades 4 and 5 will also be monitored using above programs. Data will be analyzed and used in the planning and implementation of targeted interventions.

After-school intervention programs will be specifically designed to meet the needs of the nonproficient/underachieving students (Tier 2 and Tier 3) who require additional support to meet academic standards.

Under the guidance and direction of the classroom teacher, parent and community volunteers will provide support to students who are struggling in the classroom, in both small groups and individually as needed.

During the school year, parents and families will have the opportunity to attend both parent education meetings and family learning nights. These activities will increase family involvement and awareness of learning strategies to support student progress toward academic standards.

\textit{Enrichment Programs (non-core)}

RDCS students participate in the following enrichment classes during the school day at Riverside:

- Visual Arts activities lead by classroom teachers
- 12 weeks a year of Theater Arts
- Computer Classes
- Science Lab
- Garden Lab
- Visual or Performing Arts classes held by LAUSD provided traveling teachers (subject varies each year based on availability of LAUSD resources)
- Visits to the school library

After school enrichment programs are offered as well.

\textbf{Transitional Kindergarten}

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

Transitional Kindergarten (TK) bridges the path between preschool and kindergarten and gives students the gift of time that will help them build a strong foundation for future school success. Transitional kindergarten is the first year of a two-year kindergarten program. It blends social and emotional experiences with academic learning, so that students not only learn essential literacy, math, and other cognitive skills, but also develop social and self-regulation skills needed to succeed in school and life.

TK is a win-win for Riverside Drive Charter School’s children, families and schools. Our children will be better prepared to succeed. Our families have an additional option to ensure that their children enter Kindergarten with the maturity, confidence and skills they need to excel in school. Schools benefit because children will be better prepared to succeed academically and less likely to be placed in special education or held back in later grades.

At Riverside Drive Charter School, our TK program is a full-day class and may include peers in Kindergarten depending on enrollment. The first year will expose the children to the Common Core Kindergarten Standards. In the second year students will be expected to master the Common Core Kindergarten Standards. Transitional Kindergarten is a great opportunity for students to mature and grow socially and emotionally and benefit from an extra year of readiness.

Our families volunteer in the classroom daily. This way our children are able to explore with parent and teacher guidance. This helps to create a safe and nurturing environment. Our TK children are actively engaged with fine and gross motor skills, sensory activities, problem solving, music, and exploratory hands-on science, explorative arts and directed art and crafts, dance and movement. Our children will learn through play and social interaction, and with the Common Core Standards our TK’ers will learn through reading, games, interactive discussion, dramatic play, and directed technology. Every child will have the opportunity to create and learn in a caring environment.

**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, and shall thereafter maintain WASC accreditation at all times.

**Professional Development**

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

RDCS has a strong group of teachers who are qualified to deliver the STArt program outlined in this document. We will recruit additional teachers in accordance with LAUSD policy, procedures and collective bargaining agreements. RDCS Governing council oversees a Staff Selection committee that ensures that teachers and parents can participate in the selection process. The committee will interview and select teachers and school-funded support staff from District approved lists of eligible candidates. Available lists will be determined by LAUSD Human Resources and may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on the current hiring situation in each subject area. That committee will endeavor to identify candidates from these lists who have the experience and desire to fulfill this vision.

In order to increase the success of this vision, RDCS teachers and staff will receive professional development in a number of areas. In order to maximize our professional development efforts, we will seek out teachers to be champions in each of the following subject areas:
• Project-based learning
• Next Generation Science Standards
• English Language Development
• Differentiation for gifted students and students performing below grade level

We will seek one teacher from each grade in grades K-3, and one teacher from the combined pool of fourth and fifth grade teachers to become the resident expert for each of these subjects for their grade level. The resident experts will develop deeper expertise in their chosen subject area, will lead the development of curricula for that subject for their grade, and will provide support in these subjects to the other teachers in their grade level as needed.

In order to ensure that teachers are prepared to consistently implement the STArt program outlined in this Charter Petition, RDCS will provide teachers with professional development in the following areas:
• Project-based learning
• Next Generation Science Standards
• English Language Development
• Differentiation for gifted students and students performing below grade level
• Arts integration
• Technology curriculum and use in the classroom
• Meta-cognition
• Reading development
• Math Instruction

RDCS teachers will receive Professional Development related to this plan starting in January of 2016. While some of the planned training will be review for many of the teachers, these sessions will provide teachers with an opportunity to hone skills, align our approach, and share best practices.

The PD sessions will be held during the banked Tuesday faculty meeting time and will begin at the start of the 2016-2017 school year. Training will be held throughout based on a monthly rotating schedule with a different topic scheduled for each week of each month:

- 1st Tuesday of each month: Science
- 2nd Tuesday of each month: Technology
- 3rd Tuesday of each month: Art
- 4th and 5th Tuesday of each month: district mandated content

Within the professional development sessions, emphasis will be placed on how each topic fits into the STArt model and how to incorporate the topic into the project-based learning assignments. This training will also emphasize the ties between NGSS and English Language Arts, and the ties between NGSS and Math.
MEETING THE NEEDS OF ALL STUDENTS

English Learners

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

RDCS’s English Learner (EL) student population has increased from about 60 students or 11% in 2012-13 to about 120 students or 19% in the 2015-16 school year. As a result of this dramatic shift in the demographics of the student population, and numerous recent changes in the English Learner Master Plan, such as new ELD standards, new development levels, RDCS has budgeted an out-of-classroom teacher as a full-time coordinator to supervise the English Language Development Program. The coordinator will work closely with students, teachers, families, and administration to implement the LAUSD English Learner Master Plan to ensure compliance with all accountabilities.

LAUSD’s English Learner Master Plan and policies, describe and address all of the processes, programs, supports, and services for ELs, and by way of this incorporation, RDCS will implement them as set forth therein.

RDCS hereby sets forth a more specific overview of those processes, programs, supports, and services for ELs. ELs are initially identified by the Home Language Survey and by teacher identification. Once identified, they are administered the CELDT test within the first 30 days of the school year, or within 30 days of the students’ enrollment in the school if the student is coming in from another state during the course of the school year.

ELs are placed in Structured English Immersion classrooms. The SEI Program is an instructional program taught in English for students beginning to learn English (ELD 1-3). Students receive 60 minutes of English Language Development instruction daily. Through this program, students acquire English language skills with appropriate support while learning standards-based content to be able to succeed in a mainstream English classroom. ELs with reasonable fluency (ELD 4-5) will be placed in a Mainstream English Program and receive 45 minutes of English language development daily with special attention on academic English. They will receive support as needed in English, including the use of special strategies for English learners.

This subgroup is monitored by the yearly CELDT and their classroom teacher through the maintenance of RDCS’s internal ELD folder created for this school year. In addition to designated ELD, students will receive scaffolded instruction with extensive regalia, visual support, and Thinking Map strategies. The Coordinator will provide teachers with additional support. SEI teachers will participate in professional development provided by LAUSD. SEI teachers have already attended the mandated ELD Smart Start professional development provided by LAUSD. The coordinator has conducted several professional development courses with SEI teachers already in this academic year and will continue to help our teachers transition successfully as LAUSD implements new ELD standards, new grading notations on progress reports, and SBAC testing. A designated ELD block of
time in the classroom will include teaching of ELD standards, ELD components of subject areas, vocabulary development, constructive conversation skills or Smart Start.

RDCS will be committed to advancing our ELs a minimum of one CELDT level per year. In order to reclassify, ELs must test proficient in English on the CELDT, with an overall score of 4 or 5 and scores of 3 or higher in each skill area (Reading, Writing, Listening, and Speaking). Students must demonstrate grade-level skills in English on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next Assessment – achieving Benchmark scores on all measures: a) Grade 2 DIBELS Oral Reading Fluency (DORF); b) Grade 3-5 DIBELS Oral Reading Fluency (DORF) and DAZE assessment. They must also attain report card marks of 3 or 4 in English Language Arts (reading, writing, listening, and speaking). Parents are consulted as part of the process. Students will be monitored throughout the school year, after each marking period, to determine whether or not they meet the criteria for reclassification.

In the event an EL meets the CELDT and Basic Skills Assessment, but does not meet the ELA grade criterion, the student must be referred to the Language Appraisal Team to determine whether to recommend reclassification or instruction/intervention supports based on an analysis of other data that indicate grade level proficiency in English. If, after careful consideration of data measures, the LAT recommends reclassification, the EL Designee will complete the LAT Reclassification Recommendation Form and send it to the Local District EL Coordinator who will forward it to the MMED for final review.

Teachers will use Treasures for English Language Development instruction and to ensure the ELD standards are being taught. Students will be given the opportunity to perform the comprehension of the content in a format that exhibits their understanding of the lesson. We will reclassify all students as they meet District criteria.

In addition to the important role in reclassification, LAT works with teachers and parents to meet the goals for each student. The team and SEI teachers meet to review and analyze the progress/status, reclassification rates, and other questions about the status of their students. The team will help monitor consistency with instruction and documentation.
The EL student population at RDCS is unique in that there are significant subgroups of ELs due to 12 different home languages. The language composition of ELs as of January 2016 is shown in the chart below:

We recognize that parent involvement is a key component for successful implementation of the District’s English Learner Master Plan. Since our EL population is a mixture of numerous languages and cultures, the challenge to cultivate an effective ELAC at our school is greater than most schools. With that in mind, the dedicated parents of the current ELAC are committed to developing a council that represents the needs and interests of all of the various languages and cultures represented by our EL population. As part of that strategy, RDCS has begun developing a parent education component that would address critical issues such as SEI classrooms, identification, and reclassification, as well as the new ELD standards. With better understanding and communication about the ELD program EL parents will have the motivation to actively support ELs to be successful academically. ELAC is planning a monthly newsletter to support EL parents in the ELD program.
The chart below shows the increase we had during the last five years in the ELL population:

![Growth in EL and Total Population Chart]

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

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

Riverside Drive Charter School is in the Schools for Advanced Studies (SAS) Program and offers an intensive academic articulated program in which both innovative and traditional courses are taught. The course content is modified to match the students’ achievement level or capacity for learning. RDCS will implement the District’s process for identifying GATE students including students in the following categories:

- Intellectual
- High achievement
- Specific Academic, creative or leadership ability

RDCS 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 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 as gifted in Visual and/or Performing Arts through the District’s GATE identification process, a RDCS student has access to the District’s Saturday Conservatory of Fine Arts; RDCS 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. Performance of Gifted and Talented Students is monitored as part of the school wide performance monitoring outlined in Elements 2 and 3.

**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. RDCS will utilize standardized summative and formative assessments which include, but are not limited to: Common Core State Standards Assessment/SBAC for Grades 3 – 5 (yearly), 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 a year), District Science Assessments (4-5 grades – 3 times a year) and Science CST (5th grade). 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. RDCS provides these students with several interventions throughout the year, based on teacher recommendation and student performance data.

Rocky’s Club – Weekly intervention classes during banked time on Tuesdays to help students with English language arts and Math.

Learning Center – A resource specialist works with students in small groups to help them master specific skills.

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 RDCS, including those students achieving below grade level.

School Psychologist – Students may be referred to an LAUSD psychologist if the teacher and administrators deem that the student may benefit from counseling.

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.
Socio-Economically Disadvantaged Students

RDCS provides a multitude of enrichment opportunities to broaden the experience of the Socio-Economically Disadvantaged Students through exposure to the arts and sciences.

Socio-Economically Disadvantaged Students are identified using standard LAUSD procedures and are tracked in LAUSD’s MISIS system. The performance of these students is monitored as described in Elements 2 and 3 below.

In the last five years for which we have CST data, RDCS has shown a positive trend in achievement for many students who are socio-economically disadvantaged. The chart below shows significant improvement in both ELA and Math since we became an affiliated charter, and our students consistently achieve at higher than District averages.

<table>
<thead>
<tr>
<th>Year Tested</th>
<th># Tested in ELA</th>
<th>% Proficient &amp; Advanced in ELA</th>
<th># Tested in Math</th>
<th>% Proficient &amp; Advanced in Math</th>
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<tbody>
<tr>
<td>2008-09</td>
<td>113</td>
<td>32.7%</td>
<td>113</td>
<td>40.7%</td>
</tr>
<tr>
<td>2009-10</td>
<td>134</td>
<td>45.5%</td>
<td>133</td>
<td>53.4%</td>
</tr>
<tr>
<td>2010-11</td>
<td>103</td>
<td>50.5%</td>
<td>103</td>
<td>54.4%</td>
</tr>
<tr>
<td>2011-12</td>
<td>105</td>
<td>55.2%</td>
<td>107</td>
<td>64.5%</td>
</tr>
<tr>
<td>2012-13</td>
<td>108</td>
<td>58.3%</td>
<td>109</td>
<td>67.0%</td>
</tr>
</tbody>
</table>

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 (Wellgent) 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 Wellgent 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:

- The Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- CBEDS, which is due at the end of October of Each School Year.
- All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

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**
RDCS will follow LAUSD procedures to identify students in other subgroups, such as Foster Youth and Standard English Learners. The performance of these students will be monitored as described in Elements 2 and 3 below.

“A Typical Day”

As we start our day at Riverside Driver Charter School, we enter campus through the Ethel gate, and take a peek at the primary Garden and the Chicken Coop. There are numerous beds full of plants that have been placed there by students in Kindergarten through second grade. On the yard you will see the bright colors of games, a map of the United States, separate play areas, a Yellow Brick Road track, and large murals on the walls of the handball courts. These were all painted by parents during a Campus Beautification volunteer day. As you pass the kindergarten yard you would also see bright colored games and poles painted as pencils and a fence wrapped in the colorful strips of a fabric mural. As students are excitedly getting ready for another day, you hear the many different languages of our community being spoken. Across the yard is the upper class garden where third, fourth, and fifth graders compost and plant vegetables in a raised bed environment.

In the classroom, the day begins at 8:01 with breakfast. LAUSD provides breakfast for all students in order to ensure that no one begins the school day hungry. After breakfast, the majority of our fourth and fifth grade classes have Physical Education, breaking out dance moves or playing kick ball on the yard. Primary students begin their day with Language Arts. Later in the morning, third, fourth and fifth grade classes team for Math. Teachers give students an ongoing assessment to determine what they know and where they are struggling in Math. Fifth grade students are on their Chromebook laptops, furthering their math skills with online learning systems.

Students in Kindergarten through second grade will team in the afternoon. These classes team for subjects such as Social Studies, Science, Health, and Art. In the afternoon, all students work in groups on Science focused projects. Skills from English Language Arts, Math, Technology and the Arts are incorporated into hands on activities as part of their projects. These cross cutting experiences result in deeper learning. Some classes will conduct Physical Education in the afternoon.

In the afternoon, students work in groups on Science focused projects. Skills from English Language Arts, Social Studies, Math, Technology and the Arts are incorporated into hands on activities as part of their projects. Fourth grade students are on their Chromebooks researching their current Science project. In another fourth grade classroom, they work on their Chromebooks writing chapters for the class book project. A kindergarten classroom is working in the garden making an art project using the plants as natural dyes. A second grade class is in the Science Lab working on their latest experiment. In the Drama room, a first grade class is using theatrical skills to dramatize events and concepts from other curriculum areas, such as reenacting the signing of the Declaration of Independence. In the computer lab, second graders are learning typing skills by practicing typing excerpts from classic fiction. All of these students will better remember their learning because of these crosscutting experiences.

As the school day wraps up, students who need extra help in math head over to Rocky’s Club for free after school support. Some students head out to the yard to participate in Beyond the Bell, a free after
school program offered by LAUSD. Other students head to low-fee Super School classes that provide additional enrichment opportunities in everything from Chess to Hip Hop and from Clothing Design to Basketball. These classes help build our sense of community by giving students opportunities to interact with other students across classrooms and grades who share a common interest. Other students get help with their homework as they attend the low-cost Riverside Enrichment Center afterschool program while their parents finish up their workday. Parents chat in small groups as they wait in the schoolyard for their students. Finally, students wave good-bye to their friends as their parents nudge them towards the car at the end of a day full of learning activities.
ELEMENT 2 – MEASURABLE PUPIL OUTCOMES, AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

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

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data MiSiS and other data systems used or required by the District.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

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

Riverside Drive Charter School’s measurable annual goals for all pupils and for each subgroup of pupils identified pursuant to Education Code 52052 for each of the 8 state priorities identified in Education Code 52060 are stated in Element 1 under subheading Local Control Funding Formula.

MEASURING PUPIL OUTCOMES:
SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Summative Assessments

Riverside Drive Charter School will utilize standardized summative assessments which include, but are not limited to: Common Core State Standards Assessment/SBAC for Grades 3rd - 5th (yearly), CELDT/ELPAC (yearly), and Science CST (5th 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.

Pupil outcome targets for summative assessments over the next 5 years are identified in Element 1 under the subheading Local Control Funding Formula.

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.

Riverside Drive Charter School 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)
○ NGSS Interim Assessments (every 6-8 weeks, when available)
○ District Interim Assessments for ELA and Math (2-3 times in a school year).

In addition, Riverside Drive 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
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.

Riverside Drive 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. Our resource teacher monitors the progress of and works with Special Education Students who are not in Special Day classes. 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**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Skills</th>
<th>Assessments</th>
</tr>
</thead>
</table>
| 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  
                          | - 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  
                          | - Lucy Calkins’ Units of Study in Writing  
<pre><code>                      | - End of unit projects |
</code></pre>
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<thead>
<tr>
<th>Subject</th>
<th>Skills</th>
<th>Assessments</th>
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</thead>
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<tr>
<td><strong>Language Arts: Reading</strong></td>
<td>- Identify, analyze and evaluate thematic cross-curricular literature</td>
<td>- District-mandated tests</td>
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<tr>
<td></td>
<td>- Discern relevant information after careful examination and exploration of text</td>
<td>- Teacher-developed assignments, tests, and activities</td>
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<td></td>
<td>- Distinguish between fact vs. fiction and important supporting details</td>
<td>- CA Treasures Reading series</td>
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<td></td>
<td>- Understand cause &amp; effect and connections in rising action</td>
<td>- DIBELS</td>
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<td>- Select and evaluate books and other “reads for pleasure” while also participating in a leveled individualized reading program</td>
<td>- Close Reading</td>
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<td>- Project-based learning inquiry projects</td>
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<tr>
<td>Math</td>
<td>- Apply and practice acquired skills in daily math problem solving</td>
<td>- Accelerated Reader</td>
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<tr>
<td></td>
<td>- Discern key details and choose appropriate operations necessary to solve word problems</td>
<td>- Teacher-developed assignments, tests, and activities</td>
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<td></td>
<td>- Persevere in solving problems, including multi-step/multiple strategy problems</td>
<td>- Publishers’ classwork, homework, activities, and tests (My Math)</td>
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<td>- Explain / show math strategies and justify solutions in multiple ways</td>
<td>- Online and manipulative-based math activities</td>
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<td>- IXL (Web-based math program)</td>
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<td>- ALEKS (Web-based math program)</td>
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<tr>
<td>Science</td>
<td>- Skills specified by the California NGSS</td>
<td>- Field studies</td>
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<td>- Develop theories and test them in experiments utilizing scientific inquiry process</td>
<td>- Interactive units and simulations</td>
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<td>- Report on findings in oral or written presentation; conduct further inquiry</td>
<td>- Lab-based experiments and STEAM activities (FOSS Kit materials)</td>
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<td></td>
<td>- Persevere in solving problems, including multi-step problems</td>
<td>- Science note-taking and reflective journals</td>
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<td>- Employ language of the discipline</td>
<td>- Exhibits and presentations</td>
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<td>- Use “Think Like a Disciplinarian” ideas to theorize and view other subjects such as music, art, and history as a scientist</td>
<td>- Student-led gardening and recycling programs</td>
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<td>- Understand the need to integrate eco-friendly practices in our everyday lives to better our local and global communities</td>
<td>- Project-based learning presentations integrating the arts</td>
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<td>- Incorporate STEAM curriculum</td>
<td>- NGSS Interim assessments (when available)</td>
</tr>
<tr>
<td><strong>Subject</strong></td>
<td><strong>Skills</strong></td>
<td><strong>Assessments</strong></td>
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| **History and Social Studies** | In addition to the grade level California Content Standards for History and Social Sciences, students will demonstrate the following intellectual, reasoning, reflection, and research skills:  
- Interpret timelines and build an understanding of historical events within a chronological sequence and spatial context.  
- Relate the present to the past; finding similarities, differences, trends and patterns over time.  
- Use map and globe skills to find locations, interpret information, judge the significance of the relative location of a place, and analyze changes over time of these relative locations.  
- Identify, summarize, and interpret key events of history.  
- Identify and explain unique characteristics of figures, events, and places.  
- Conduct cost-benefit analyses of historical and current events.  
- Analyze research of history, pose relevant questions about historical artifacts, and distinguish fact from fiction by comparing many sources of historical characters and events. | - Teacher-developed assignments, tests, and activities  
- Field studies  
- Interactive units and simulations  
- Portfolios of significant achievement  
- Exhibits and oral presentations  
- Integration of the Arts |
| **Technology (Computer Lab/iPads/Google Chromebooks)** | - Use Internet for research and learn to evaluate relevant versus irrelevant information  
- Use word processing applications to create documents  
- Create spreadsheets to analyze data  
- Create slide shows to present their learning  
- Create Video presentations to support their projects  
- Use artistic applications to create original and novel products  
- Use websites to enrich and personalize learning | - Teacher-developed activities  
- Portfolios of significant achievement  
- Presentations and inquiry-based projects |
DATA ANALYSIS AND REPORTING

Riverside Drive Charter School 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 program.

Riverside Drive Charter School has a designated data coordinator who works with the principal to oversee the monitoring of the summative and formative assessments. This data coordinator ensures that the grade level chairs have the summative assessment results for their grade and reviews the school wide trends with all teachers within one month of receiving summative assessment results. The data coordinator and principal lead the teachers to define areas for improvement that are indicated by the summative assessment results. The grade level chairs are then responsible for working with their fellow grade level teachers to develop a plan to address the areas for improvement for their grade. This plan is due back to the principal and data coordinator within two weeks of identifying the areas for improvement. The principal and data coordinator will then report the summative assessment results and the plan for addressing areas for improvement at the next Governing Council meeting.

Grade level chairs are responsible for reviewing formative assessment results on a monthly basis. This includes looking at the data for all students in their grade, as well as breakouts by subgroups. Areas of specific student need are identified during this review and a plan is developed to address them. The data coordinator is available to help extract data from LAUSD systems as requested by the grade level chairs to support these efforts. The principal is responsible for overseeing this process.

Progress Reporting 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 Reports, and regular conferences with students’ teachers.

Progress is reported to the parents three times annually using the LAUSD Progress Report and the Report of Progress Toward the Achievement of IEP Goals, as applicable. Additionally, parent conferences are conducted at the end of the first reporting period and 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.
ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its local governing 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 and procedures, as they may change from time to time.

LOCAL GOVERNANCE STRUCTURE, PROCEDURES, AND OPERATIONS

Riverside Drive Charter School Governance Structure
Riverside Drive Charter School shall maintain a Governing Council (LSLC) that will be the chief site based decision-making body for the school under the authority of the Local District Superintendent and under the ultimate authority of the Los Angeles Unified School District Board of Education.
Governing Council shall meet at least monthly during the school year, at least nine times per school year to discuss policy and make decisions on the direction for the school. Meetings shall be held on the RDCS campus in a room that can accommodate all board members and interested stakeholders. Teachers, parents or guardians, and community members are encouraged to attend Council meetings.

Subject to LAUSD policies and procedures, the Council shall have authority for aspects of its operation including, but not limited to the development and implementation of policies related to curriculum, personnel (consistent with District policies and procedures and collective bargaining agreements), professional development, categorical block grant budget and finance, site-level scheduling, community relations, classroom usage and use of the school site (within District policy), safety, discipline, charter revision (subject to District approval), and dispute resolution (within District policy). We will abide by LAUSD policies and procedures concerning school governance, and will operate effectively in shared decision-making. The Governing Council will fulfill its fiduciary responsibility to effectively lead and manage Riverside Drive Charter School.

Members of the Governing Council shall adhere to the District’s Ethics policy. Members of the Governing Council shall excuse themselves from participating in decisions 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 Governing Council. Council members shall either excuse themselves voluntarily or be excused by a majority of voting representatives if the Governing Council determines that there is an actual or potential conflict of interest, which may be brought to the attention of the Governing Council by any person.

Governance Board Composition and Member Selection

Governing Council membership is designed in such a way as to maximize involvement by school staff, family members, and other stakeholders. A productive collaboration between families and educators will enable our school to provide the best, most enriched education possible. At least one elected parent or guardian representative will serve on each of the school’s Governing and Executive Committees, including but not limited to budget, curriculum, ELAC, school safety, selection of senior staff, and technology. Likewise, teacher and staff membership in all aspects of governance will encourage collaboration between school staff and family members of the school community. Direct parent and teacher involvement in the process of reviewing and revising the school’s educational programs will enable us to continue to meet the unique and changing needs of all students. The ratio of representation of parents, teachers and staff on the Governing Council is in accordance with District policy for the Leadership Council and the School Site Council. The voting members of the Governing Council shall include representatives from the school’s various constituencies as follows:

Staff members, including:
- Principal
- Teachers
- Classified

Parent Members which shall include:
• Parents or guardians

Members of the Governing Council shall serve two-year terms, up to a maximum of two terms. Elections will be held in the spring, with new members attending the May meeting, and taking office effective July 1. One half of the teacher members and one half of the parent/guardian members will be elected each year to allow for continuity. All vacant seats shall be filled within one month by a special election called by the Chair. One community representative and one alternate community representative may be part of the Advisory Support Partnership, and may be selected by the majority vote of the Governing Council from volunteers who express an interest in the Riverside Drive Charter School. The District reserves the right to appoint a single representative to the charter school Governing Council pursuant to Education Code section 47604(b).

Committees shall be formed to research issues and obtain input from all affected and 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 staff selection. Committees may include, but are not limited to: Curriculum Development and Review, Budget and Finance, Communication, Community Involvement, Strategic Planning, School Safety, Staff Selection, Grant Writing, Science, Arts and Technology. Committees are advisory and will have at least one parent and one staff member as members. The Committee chairperson must establish a meeting agenda and submit minutes from each meeting to the Council Chair or the Council Secretary before the next Governance Council meeting. Standing Committee chairs or a representative of that committee must be available to report at each Governance Council Meeting. Ad hoc committees will turn in meeting minutes and report to the council as needed. Committees may elect a chairperson at their first meeting. In the event that no one accepts the chairperson position, the Governing Council Chair will appoint a chairperson. Committee meeting dates and times will be determined by the Council as needed.

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 implementation of 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 binder, 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**
The Governing Council will have an Executive Committee comprised of the Principal, one teacher elected yearly by the teachers who are voting members of the Governing Council, and one parent elected yearly by parents who are voting members of the Governing Council. The Governing Council chairperson will be one of the representatives on the executive committee. Vacancies on the Executive Committee shall be filled immediately. The Executive Committee shall:

- Prepare and distribute the agenda for Governing Council meetings;
- Collaborate with individuals requesting time on the Governing Council agenda regarding which issues do and do not need to be brought to the Governing Council and the timeline required to get items on the agenda.

The Executive Committee may not exercise the authority of the Governing Council with respect to material issues concerning the school’s operation nor the terms and conditions of the Charter. The Executive committee may not make decisions on subject areas that are subject to LAUSD policy. The Executive Committee will normally meet monthly but may convene more or less frequently as necessary to conduct its business.

**Brown Act Compliance**
Riverside Drive Charter School will comply with the Brown Act. All Governing Council and standing 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 of the scheduled meeting. All meetings will be held in accordance with the posted agenda and any items raised during any “public comments” period will be added to a later
agenda for official discussion. The Governing 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. The Brown Act training will be presented at the first Governance meeting of each school year.

**Decision-Making Process and Organizational Chart**

The School Governing Council will be a consensus and site-based oriented, decision-making body for Riverside Drive Charter School. It will have 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 Governing 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 Governing Council by bringing the matter to the attention of the principal, a member of the Governing Council or the relevant committee. All standing committees will have representation from both the parent body and teaching staff and are the foundation of policy decision-making at Riverside Drive Charter School.

The representatives of Standing Committees or Ad Hoc Committees will present the majority of decisions brought before Governing Council. We recognize that our community can develop better solutions when we work together and involve all impacted stakeholders in the decision making process. Therefore, committees are responsible for informing and consulting with impacted stakeholders about proposals before bringing the matter to the board for a decision. For example, when parents are impacted, the Parents for Riverside Drive board should be consulted prior to presenting to the Governing Council in order to ensure parent perspective has been considered for this matter. When teachers or classrooms are impacted, the grade level leads and ELAC board will be consulted.

Ultimately, all decisions made by the Governing Council must be in compliance with LAUSD policies. The Northeast District Superintendent will serve as a reference regarding District policies.

The chart below shows how these organizations work together to address and resolve matters brought to the Governing Council.
Additional Parent Involvement Opportunities

Parent and guardian involvement is one of the keys to the success of the school, with opportunities for those who stay at home and those who work full-time. These opportunities include events to meet the teachers to check on student progress such as Back-to-School Night, Open House, Parent/Teacher Conferences; parent participation in the classrooms; campus beautification; “fun-raisers” like Bingo Night, Fall Festival, Book Fair, and Variety Show; opportunities to attend Parent Education seminars; and monthly PFRD meetings. Riverside Drive Charter School will also announce opportunities in its weekly e-mail blasts, via its website, and by automated phone calls (ConnectEd). Teachers communicate with each other via weekly collaboration meetings, professional development meetings, and regular faculty meetings. Parents and guardians have funded enrichment programs such as Computer Lab, Outdoor Garden Lab and Drama. Families are essential to making the school a vital part of the community, and in fostering the diversity and excellence of Riverside’s enriched educational program, however a parent’s inability to participate in no way impacts admission or enrollment.
Process for Amendments to Charter
Riverside Drive Charter School reserves the right to amend its charter at any time with LAUSD Board of Education approval. All amendments will require a 2/3 vote of representatives to the Riverside Drive Charter School Governing Council. Any material revisions to the charter must be considered by the LAUSD Board of Education under the standards and criteria found in EC 47605. Riverside Drive Charter School 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.

STAKEHOLDER INVOLVEMENT

The RDCS Governing Council encourages all stakeholders to participate in the governance of the school. Teachers, Parents and Community members are welcome to attend all Governing Council meetings. Stakeholders are kept informed about the meetings and their outcomes by posting the agendas and meeting minutes on the school website and on a bulletin board in the school office. The ratio of representation of parents, teachers and staff on the Governing Council is in accordance with District policy regarding Local School Leadership Council and School Site Council.

All stakeholders are also invited to participate in the committees that are the primary drivers of change at the school. All teachers, staff, parents and community members are invited to volunteer for committees that match their interest and desired contribution level. All committees are welcome to present proposals to the governing board by requesting to be on the agenda at least two weeks in advance of the meeting in order to allow compliance with Brown Act requirements.

At RDCS we recognize that all of our stakeholders deserve to have a voice at Governance. Therefore, all Governance meetings include time for public comment.

At RDCS, we have a very active group of parents and teachers who are collaborating to make our school the best it can be. We encourage more stakeholders to participate in order to ensure that all students’ needs and interests are addressed.

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

**NOTIFICATION OF THE DISTRICT**

Charter School shall provide the appropriate Local District 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 Local District 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 Local District in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Local District immediately of any dire emergency or serious threat to the health and safety of students or staff.

**STUDENT RECORDS**

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

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

**PARENT ENGAGEMENT**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.
ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

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

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

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the current merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. 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 in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)
ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

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 District request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all staff, contractors (vendors), 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

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)().) 

COURT-ORDERED INTEGRATION

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

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. 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, at the sole discretion of the District.

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 Every Student Succeeds Act (i.e., the reauthorized Elementary and Secondary Education Act), as it may be amended from time to time.
ELEMENT 8 – ADMISSION REQUIREMENTS

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

GENERAL PROVISIONS

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

Students who participate in the lottery but are not selected for admission during the lottery shall 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 the total enrollment of Charter School approaches the school’s operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance boundary of the school, Charter School shall immediately consult and coordinate with its Local District administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within the school’s former attendance boundary who wish to attend.

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School’s lottery and enrollment process, the student may be withdrawn and referred back to his/her school of residence in accordance with District policy. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.
RDCS Admissions Process
RDCS will offer equal enrollment opportunities to all students. We will first fill spots from the students who live in the school’s boundaries as defined by LAUSD. A lottery process will be used to fill any remaining spots. Siblings: Prospective students who (a) are siblings of students enrolled in grades K-4 at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have second admission preference. The table below outlines the general timeline for the enrollment process.

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third week of January</td>
<td>Lottery Applications available and accepted in office</td>
</tr>
<tr>
<td>Third week of January</td>
<td>Enrollment packets available for students in the District identified boundaries for RDCS</td>
</tr>
<tr>
<td>First week of March</td>
<td>Lottery Applications due.</td>
</tr>
<tr>
<td>Second week of March</td>
<td>If space available, students will be pulled from the lottery.</td>
</tr>
</tbody>
</table>

SAS status will not be used to prioritize lottery applications, in accordance with LAUSD policy.

The Governing Council and the principal will set the dates for the admissions process each school year when creating the school calendar the prior spring.

Schools for Advanced Studies (SAS) Program

If Charter School offers an SAS Program, it shall not consider any student’s eligibility or interest in the program in determining admission to Charter School. Once a student has been admitted/enrolled in Charter School, Charter School may accept and process an application from the student per SAS Program participation guidelines.

Magnet Program

If Charter School offers a District Magnet Program, Charter School shall comply with the admissions rules and procedures established by the District’s Court-ordered Integration Program consistent with the Crawford court order.

Homeless and Foster Youth

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. Charter School shall provide specific information, in its outreach materials, websites,
at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

**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.

**DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.
ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

GENERAL PROVISIONS

The fiscal operations of Charter School, a District affiliated charter school, will be supervised by LAUSD. Charter School will not have a separate audit but will be included in the annual audit for LAUSD. Charter School shall adhere to all District financial policies and procedures, including but not limited to, policies and procedures related to procurement, student body funds, student store, payroll, imprest funds, payment approval for goods and services.
ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to student discipline and behavior.

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

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

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

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

STUDENTS WITH DISABILITIES

Charter School shall implement District policies and procedures ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, 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 appropriate 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). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

**OUTCOME DATA**

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

**READMISSION**

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

**GUN FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun Free Schools Act.
ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

District employees at 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

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

A student residing within the territorial boundaries of the District who opts not to attend Charter School may contact the appropriate Local District 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

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

As a District affiliated charter school, all administrators, faculty and staff of Charter School are LAUSD employees. All such 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 Local District 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: Riverside Drive Charter School  
c/o School Principal  
13061 Riverside Drive  
Sherman Oaks, CA 91423

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 5:00p.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

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” (Ed. Code § 47605(b)(5)(O).)

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

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

CLOSURE ACTION

In order to close Charter School, the LAUSD Board of Education must take a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School’s request to revert to a 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 Education 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 shall adhere to all applicable district, state, and federal laws, regulations, and policies regarding facilities.
ASSURANCES AND AFFIRMATIONS

Riverside Drive Charter School (also referred to herein as “RDCS”, “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 charge tuition.  (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 Education 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).)

- Admit all pupils who wish to attend Charter School.  (Ed. Code § 47605(d)(2)(A).)

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

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

Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

- The contact person for Charter School is: Kesia Doucette
- The address of Charter School is: 13061 Riverside Drive
  Sherman Oaks, CA 91423
- The phone number for Charter School is: 818-990-4525
- Charter School is located in LAUSD Board District: 3
- Charter School is located in LAUSD Local District: Northeast
- The grade configuration of Charter School is: TK-5
- The number of students in the first year of this Charter will be: Up to 694
- The grade levels of the students in the first year will be: TK-5
- Charter School’s scheduled first day of instruction in 2016-2017 is: Aug. 16, 2016
- The current operational enrollment capacity of Charter School is: 697
- The type of instructional calendar (e.g. traditional/year-round, single-track/multi-track, extended day/year) will be: Traditional Single Track
- The bell schedule (start and end of day) for Charter School will be: 8:01am – 2:29pm
- The term of this Charter shall be from: July 1, 2016 to June 30, 2021
Local Control Funding Formula (LCFF) Requirements

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), in accordance with District policies and procedures, as they may be amended from time to time.

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, related to work year, academic calendars, and schedules.

Curriculum and Instruction

Charter School shall comply with and implement all applicable District policies and procedures, as they may change from time to time, related to implementation of curriculum and instruction to meet the California content and performance standards, including the Common Core State Standards, and CAASPP.

Transitional Kindergarten

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, and shall thereafter maintain WASC accreditation at all times.

Professional Development

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to staff professional development.
MEETING THE NEEDS OF ALL STUDENTS

English Learners

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

Gifted and Talented Students and Students Achieving Above Grade Level

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

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

2. District Affiliated Charter School’s Special Education Responsibilities

   e. 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.

f. 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.

g. 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.

h. 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.

f. 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.
h. **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.

i. **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:

1. The Charter School Suspension/Expulsion Report, due monthly throughout the school year.
2. Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
3. CBEDS, which is due at the end of October of Each School Year.
4. All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
5. Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

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

“*The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

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

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data MiSiS and other data systems used or required by the District.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

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

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

As a District affiliated charter school, Charter School shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, periodic and/or benchmark assessments. Charter School shall be responsible to pay all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.
**GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION**

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

**ELEMENT 4 – GOVERNANCE**

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

**GENERAL PROVISIONS**

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

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

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its local governing 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 and procedures, as they may change from time to time.

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

NOTIFICATION OF THE DISTRICT

Charter School shall provide the appropriate Local District 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 Local District 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 Local District in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Local District immediately of any dire emergency or serious threat to the health and safety of students or staff.
**STUDENT RECORDS**

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

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

**PARENT ENGAGEMENT**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.
ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

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

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

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the current merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. 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 in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

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 District request.
**Family Educational Rights and Privacy Act (FERPA)**

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

**Criminal Background Clearances and Fingerprinting**

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

**Immunization and Health Screening Requirements**

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School shall ensure that all staff, contractors (vendors), 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

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

COURT-ORDERED INTEGRATION

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

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. 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, at the sole discretion of the District.

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 Every Student Succeeds Act (i.e., the reauthorized Elementary and Secondary Education Act), as it may be amended from time to time.
ELEMENT 8 – ADMISSION REQUIREMENTS

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

GENERAL PROVISIONS

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

Students who participate in the lottery but are not selected for admission during the lottery shall 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 the total enrollment of Charter School approaches the school’s operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance boundary of the school, Charter School shall immediately consult and coordinate with its Local District administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within the school’s former attendance boundary who wish to attend.

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

If Charter School offers an SAS Program, it shall not consider any student’s eligibility or interest in the program in determining admission to Charter School. Once a student has been admitted/enrolled in Charter School, Charter School may accept and process an application from the student per SAS Program participation guidelines.

**MAGNET PROGRAM**

If Charter School offers a District Magnet Program, Charter School shall comply with the admissions rules and procedures established by the District’s Court-ordered Integration Program consistent with the Crawford court order.

**HOMELESS AND FOSTER YOUTH**

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. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

**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.
DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

GENERAL PROVISIONS

The fiscal operations of Charter School, a District affiliated charter school, will be supervised by LAUSD. Charter School will not have a separate audit but will be included in the annual audit for LAUSD. Charter School shall adhere to all District financial policies and procedures, including but not limited to, policies and procedures related to procurement, student body funds, student store, payroll, imprest funds, payment approval for goods and services.
ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to student discipline and behavior.

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

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

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

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

STUDENTS WITH DISABILITIES

Charter School shall implement District policies and procedures ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, 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 appropriate 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:

C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
D. 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). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

**Outcome Data**

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

**Readmission**

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

**Gun Free Schools Act**

Charter School shall comply with the federal Gun Free Schools Act.
ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

District employees at 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

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

A student residing within the territorial boundaries of the District who opts not to attend Charter School may contact the appropriate Local District 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

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

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

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

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

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

4) 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: [Enter name of school here.] c/o School Principal [Enter street address of school here.] [Enter city, state, and zip code here.]

To District: LAUSD Attn: Director, Charter Schools Division Los Angeles Unified School District 333 South Beaudry Avenue, 20th Floor Los Angeles, California 90017
5) 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.

6) 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

"A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code." (Ed. Code § 47605(b)(5)(O).)

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

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

CLOSURE ACTION

In order to close Charter School, the LAUSD Board of Education must take a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School's request to revert to a 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 Education 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 shall adhere to all applicable district, state, and federal laws, regulations, and policies regarding facilities.