LOS ANGELES UNIFIED SCHOOL DISTRICT

Sylmar Charter High School
A DISTRICT AFFILIATED CHARTER SCHOOL
13050 Borden Ave, Sylmar CA 91342

New Petition

Submitted
March 29, 2016

TERM OF PROPOSED CHARTER

JULY 1, 2016 TO JUNE 30, 2021
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ASSURANCES AND AFFIRMATIONS

Sylmar Charter High School (also referred to herein as “SCHS”, “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).)

Sylmar High School has been a community based school serving its residential population for over 50 years. In 2012 we were identified as a PSC 3.0 school and then subsequently became part of the PSC 4.0 process. In analyzing our school data, we identified several areas for growth. These included improving the proficiency rates of our overall school population in ELA and Math, the reclassification rate for English Learners, and the overall proficiency and graduation rate of our Special Education population. We also found that we needed to increase enrichment opportunities and improve college placement (SAT and AP) results for our high performing students, as well as our ability to meet with social emotional needs of our students in addressing Positive Behavior Support. We determined that we needed to enhance our instructional program to meet the needs of these diverse subgroups of our overall student population.

History of Public School Choice

Areas of Strength

The PSC 4.0 Design Team recognized that Sylmar High School had some key elements in place that demonstrated potential. For the previous four years, Sylmar High School had operated under Small Learning Communities. SLCs provided the structure in which professional collaboration and personalization for students occurred. However, the process of sustaining pure SLCs had severe limitations. As a result, staff acknowledged that the existing SLCs were functioning in name only.

In contrast, our Magnet School had consistently operated as a true SLC. With greater classroom student purity, greater autonomy over its own Master Schedule, and effective and meaningful collaboration amongst teachers, the students outperformed students in the residential school even though, at this time, the Magnet had a larger percentage of Title I and English Learners.

Sylmar High School also operated several Career Technical Education (CTE) programs. Based on the Classroom Walkthrough observations, greater student engagement was evident in these classes when
compared to the majority of the core content classes. This was evident in our observations of the more traditional elective classes in the visual and performing arts as well.

Given this data, it was critical that we reformulate our SLCs to provide more autonomy and establish safeguards to ensure purity. In essence, each SLC needed to operate more as a “small school.” Concurrently, our CTE and elective classes needed to be fully aligned to a particular SLC. The teachers of these classes needed to collaborate with all core content area teachers within the SLC. This collaboration occurred under the umbrella of the Project Based Learning and Humanitas models.

Finally, another area of strength was the implementation of Common Assessments within content departments. Starting in 2011-12, all teachers agreed to develop and administer department wide “Essential Learnings” assessments (ELs) to measure student performance on a consistent basis. Unfortunately, the use of EL Assessments did not achieve the desired results, as CST data from the ensuing school year indicated that student performance levels were lower than expected. The Design Team recognized the fundamental need to change the types of Common Assessments utilized as well as how the results were analyzed.

**Areas of Concern**

Based on classroom observations using the Walkthrough Protocol, it was evident that a majority of Sylmar teachers were not utilizing instructional strategies that addressed the needs of many of our students. Specifically, a very small percentage of teachers practiced Access to Core strategies on a consistent basis. These strategies were developed for use with English Learners, it was evident from classroom observations that these strategies could also benefit Standard English Language Learners (SELS) and Students with Disabilities.

At this time Long Term English Learners (LTELEs) comprised the bulk of our English Learner population at Sylmar High School. Approximately 83% of our ELs were LTELEs. We determined it was crucial for these students to reclassify to Fluent English Proficient (RFEP) before graduation in order to assure that they were truly college and career ready. To improve reclassification rates, the English Learner Master Plan provided an instructional program to support student success. Progress monitoring within their instructional programs was in place to assure that students successful reclassification, matriculation and timely graduation.

Additionally, the Walkthrough Protocol revealed minimal evidence of differentiation to address the needs of our diverse student population, including high performing students and those with special needs.

Finally, classroom observations indicated that teachers in ELA and Math were not utilizing the additional period (under the block schedule) allotted for intervention in an effective manner. In most cases, there was no structured plan to provide intervention services. Rather, the additional period was used as an extension of the core class. This was particularly evident in the ELA and Math classes, many of which were double blocked. Consequently, despite the additional time provided these students for Math and ELA instruction, the number of students scoring FBB/BB in Math was still well above district average while the number of students scoring Proficient and Advanced and ELA was relatively low.
Additional Informal Data
Information collected from Parent Focus groups also revealed a “disconnect” in communication between the school and home. In particular, the parents felt that many teachers did not communicate with them consistently regarding the academic progress of their children. Many noted that the only indication that they received regarding their children’s progress came from the report cards.

Students who served on the PSC 4.0 writing team also felt that a “majority” of their teachers did not send positive messages home. According to them, many parents began to “tune out” school messages because the majority tended to be negative.

Additionally, responses from the School Report Card provided revealing information regarding parent perspectives. While 89% of parents “felt welcome to participate” at the school, only 39% communicated regularly with their teachers about their children’s homework.

Parents felt that the support staff; including counselors, coordinators and administrators, were “not welcoming” and “indifferent” to the needs of their children. They often cited support staff as focusing on a select group of students rather than the majority. One focus group commented that the administrators in particular needed to be “more humane.” Finally, many parents expressed that their students were not learning the skills necessary for success in college and career. One focus group noted that teachers needed to “teach at a higher level.”

Central Issues/Challenges
To address the issues listed above, the staff at Sylmar High School committed to a comprehensive plan with specific strategies in order to produce a successful turnaround:

- An innovative curricular program that is engaging and relevant for students, and focuses on both college preparedness and career readiness
- Instructional practices that focus on improved “first instruction” in which both Access To Core strategies and differentiation occurs in ALL classes
- A strategically designed math program, led by knowledgeable experts, to serve as support for teachers in the improvement of instructional practices
- A school climate in which all support staff, including counselors, coordinators and administrators, provide a welcoming and nurturing environment for students and parents, and teachers who communicate with parents on the progress of their children on a consistent basis

In analyzing the data at the time, the PSC 4.0 Design Team recognized the urgency in addressing instructional and behavioral issues. It was clear that Sylmar High School, operating under the status quo, did not adequately serve the needs of the majority of our students and families. Therefore, the Design Team felt it was critical for all staff to implement innovative and data-based instructional programs. The Project-Based Learning and the Humanitas models provided a curriculum that was engaging and relevant for students, and focused on both college readiness and career preparedness. To effectively implement these innovative instructional models, Sylmar High School determined to operate under the structure of Small Learning Communities (SLCs).
**GENERAL INFORMATION**

- The contact person for Charter School is: James Lee, Principal
- The address of Charter School is: 13050 Borden Ave, Sylmar, CA 91342
- The phone number for Charter School is: 818-833-3700
- Charter School is located in LAUSD Board District: Board District 6
- Charter School is located in LAUSD Local District: Northeast
- The grade configuration of Charter School is: 9-12
- The number of students in the first year of this Charter will be: Up to 2150
- The grade levels of the students in the first year will be: 9-12
- Charter School’s scheduled first day of instruction in 2016-2017 is: August 18, 2016
- The current operational enrollment capacity of Charter School is: 2150
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: Traditional
- The bell schedule (start and end of day) for Charter School will be: 8:00 am-2:52 pm
- The term of this Charter shall be from: July 1, 2016 to June 30, 2021

**COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL**

The target population for Sylmar Charter High School includes students currently attending Sylmar High School in grades 9-12, students in our attendance area, as well as all others who wish to attend the school, subject to capacity. Enrollment typically comes from the feeder schools within the traditional attendance areas.

We also seek to attract families from outside of Sylmar Charter High School’s attendance area who are seeking a safe, more academically rigorous educational program for their children. Sylmar Charter High School offers a full comprehensive public high school program.

Our goal is also to reclaim neighborhood students who have elected to send their children elsewhere, including other independent charters, private schools, and Magnet schools. In order to attract this diverse group of potential students, we offer, support and enrichment opportunities to meet the needs of all students. We offer enrichments to meet the needs of all students, including English Learners, High Performing and Gifted students, as well as Students with Disabilities and other at risk students.

Our academic program includes:
- Sylmar 10 Collaboration of the Sylmar High School Complex Schools – El Dorado ES, Gridley ES, Sylmar ES, Herrick ES, Dyer ES, Harding ES, Hubbard ES, Olive Vista MS, Sylmar Leadership Academy (Instructional Initiative to share teaching practices to connect K-12 instruction as well as foster the alignment of the common core principals across content areas)
- Summer enrichment for math advancement
- Advanced Mathematic Pathway Program (AMPP)-LA Mission college STEM concurrent enrollment
- A-G Science specialty courses
- AP Courses
- Elective career pathways HAVE WE ALREADY PUT THIS INTO NARRATIVE?

**Student Population To Be Served**

Sylmar Charter High School will target students living in the community surrounding 13050 Borden Ave, Sylmar, CA 91342, focusing on incoming 9th graders through students in grade 12. We want to target students who are looking for a School for Advanced Studies programs, STEM, and/or programs offering greater academic rigor. At the same time, we will continue to offer and improve our already robust and innovative programs for students at risk, including English Learners and Students with Disabilities, to assure that these students are college and career ready.
SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA

Address: 13050 Borden Ave, Sylmar, CA 91342

| LAUSD Schools          | # of Students [YEAR] | % Students Eligible for Free/Reduced Lunch | % of Special Ed. Students | % of English Learners | % Major Ethnicity #1 | % Major Ethnicity #2 | % Major Ethnicity #3 | 2013 Growth API | Met Schoolwide Growth Target? | Met Subgroup Growth Targets? | 2011-2013 API 3 Year Average | 2013 API Statewide Rank | 2013 API Similar Schools Rank | 2013-2014 School Performance Framework Classification (SPF) |
|------------------------|----------------------|--------------------------------------------|---------------------------|----------------------|----------------------|----------------------|----------------------|-----------------|-------------------------------|-----------------------------|-----------------------------|-----------------------------|----------------------------------|
| Chavez-ArTES          | 516                  | 71                                         | 8                         | 26                   | 90 (HI)              | 7 (AA)              | 2 (WH)              | 619             | NO                           | NO                         | N/A                         | 1                           | 1                               | Watch                           |
| Chavez-ASE-            | 506                  | 66                                         | 9                         | 33                   | 95 (HI)              | 2 (WH)              | 1 (AA)              | 691             | NO                           | NO                         | N/A                         | 2                           | 3                               | Watch                           |
| Chavez-Humanitas       | 515                  | 79                                         | 7                         | 28                   | 95 (HI)              | 3 (AA)              | 1 (WH)              | 708             | NO                           | NO                         | N/A                         | 3                           | 5                               | Service & Support               |
| Chavez-TPA            | 591                  | 63                                         | 11                        | 37                   | 93 (HI)              | 3 (AA)              | 3 (WH)              | 618             | NO                           | NO                         | N/A                         | 1                           | 2                               | Watch                           |
| San Fernando HS        | 2489                 | 81                                         | 7                         | 28                   | 96 (HI)              | 2 (WH)              | 1 (AA)              | 671             | No                           | No                         | 668                         | 2                           | 4                               | Focus                           |
| Sylmar Biotech Health Academy | 297                  | 71                                         | 8                         | 21                   | 92 (HI)              | 4 (AA)              | 2 (WH)              | N/A             | N/A                           | N/A                         | N/A                         | N/A                         | N/A                             | ---                             |
| Charter Schools        |                      |                                            |                           |                      |                      |                     |                     |                 |                               |                             |                             |                             |                                  |                                  |
| PUC – Lakeview Charter | 299                  | 80                                         | 14                        | 8                    | 96 (HI)              | 2 (AA)              | 1 (WH)              | 777             | NO                           | NO                         | 794                         | 6                           | 10                             |                                  |

GOALS AND PHILOSOPHY

Mission and Vision

Sylmar Charter High School will provide each student the opportunity to reach her or his maximum potential in a clean, safe, respectful and nurturing environment. Our fundamental goals at Sylmar Charter High School are three-fold: 1) to ensure students develop mastery in all core content areas as they prepare for college, 2) to ensure students participate in elective courses of choice, for the purposes of becoming career ready, 3) to guide students to become self-aware and recognize the importance of his or her role in the community and the world at large.

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

Sylmar students, Spartans, will be able to successfully navigate the college process and be ready to join a global workforce, while practicing tolerance and self-reflection. To achieve our overarching goals, Sylmar Charter High School staff strives to ensure that all
of our students develop the ability to work collaboratively, communicate effectively, think critically and creatively, and become problem solvers. In addition, we want to assure that our students are able to use technology effectively, present work in a public forum, and develop skills in a particular career pathway (e.g. medical, STEM, humanities) while applying their knowledge and skills from the Core academic areas of math, science, social studies, and English Language Arts, as well as various electives and world languages.

How Learning Best Occurs

Students learn best in a safe and nurturing environment that is rigorous and fosters their interests. To accomplish this, SCHS offers three distinct Small Learning Communities with unique college and career pathways, as well as a Magnet School, a School for Advanced Studies, and a 9th Grade Academy. The Leadership, Arts and Media Academy (LAMA) develops student leaders within the framework of the Visual and Performing Arts. This group incorporates thematic teaching utilizing the Humanitas model. The school of Business Technology and Design (BTD) focuses on students acquiring technological skills as it relates to the world of Business utilizing Project-Based Learning. Our SAS program focuses on Challenge-Based Learning to help students master content as they develop solutions to real life problems. The 9th Grade Academy will provide the foundation that our 9th graders need to assimilate successfully into our high school program. These three SLCs and new SAS program complement our existing Math and Science Magnet School, which serves as another school of choice. Our Magnet, in existence since 1994, reaches full capacity enrollment annually and has been recognized by the District as an “Achieving Magnet school.” Teachers in the Magnet use the Toulmin method to help students master the art of argumentation in all of the content classes.

Although we offer five distinct programs for our diverse student population, innovative and data-based programs and instructional strategies are used school wide. In our math and science classes, teachers use Brooner’s Discovery Learning. The strategies embedded in Discovery Learning align particularly well with our new math text, College Preparatory Math, which is used for Algebra 1, Geometry, and Algebra II, Pre-Calculus, Advanced Math, and Calculus.

Our 9th, 10th, and 11th grade ELA classes use SpringBoard, a Common Core aligned text series which provides a wide variety of culturally-relevant fiction and expository text while incorporating various technology based resources into the curriculum.

In Social Studies, teachers are utilizing curriculum from Stanford’s Reading Like a Historian program as well as USC’s CALIS Four Worlds framework.

We also incorporate writing across the curriculum. All teachers, including electives teachers, incorporate the Common Core Anchor Standards for Reading and Writing into their courses. Activities involving reading of rigorous texts and writing assignments that require students to use evidence to support claims are evident in all classes.
This year, Academic Conversations (Zwiers, 2011) have been incorporated into our ELD/LTEL, SDP (see section on CORE Waiver COP), LAMA Academy, and the Electives and Physical Education classes. We are in the process of expanding implementation to include all teachers in all content areas. In addition, we plan to develop our use of Constructive Conversations further by incorporating SOAR Literacy (Strategic Observation and Reflection) practices across the curriculum in 2016-17.

To achieve our vision and to ensure all students are learning, SCHS teachers commit to meeting on a frequent and consistent basis to plan and develop curriculum, share best practices, analyze student data and improve instruction for our diverse population of learners. Our faculty recently voted to continue to have 36 PD days rather than the District mandated 14, because we recognize the need to meet frequently in order to continue our collaboration to promote continued instructional growth.

SCHS staff also partners with parents and community organizations. We make a conscious effort to reach out to parents and provide a welcoming environment in which they can actively participate in their child’s education. Similarly, we open our doors to community organizations so they can share their expertise and provide resources for our students and their families. We also make a sustained effort to recruit and attract businesses and non-profit groups from various fields and disciplines.

Our partnerships include:
- Math/Science – MSAerospace, a local, Sylmar-based manufacturing company specializing in the production of precision aerospace fasteners, medical fasteners and military specialty fasteners and on-the-job experience. The company has asked us to provide referrals from our graduating students and they would be willing to consider them for work-experience and guide them on advancing their careers in the manufacturing industry.
- Horticulture, Agriculture and Floriculture (CTE Strand) - We furnish the plants for the gardens at all of our local elementary schools. We work with the California Association of Nurseries and Gardening Centers and the Future Farmers of America (FFA).
- College and Career Readiness – UCLA EAOP, Upward Bound, EOP, College Summit, Project Grad. Returning Sylmar Alumni assist our current students with personal statements for college applications. The Sylmar Women’s Club also provides academic scholarships for our students. Science – Discovery Cube Museum – Discovery Cube Los Angeles is a children’s science museum that strives to increase the skills of children in science, technology, engineering and math. Their exhibits and programs help students improve their science proficiency in the classroom and better understand the Next Generation Science Standards. As a non-profit organization, Discovery Cube relies on volunteer support to inspire future scientists and engineers. The Sylmar High Magnet developed a partnership with the Discovery Cube Science Museum which opened in November of 2014.
- EduCare – Tutoring, CyberPatriots computer lab, Dance Team, ACE (Achievement and Commitment to Excellence) Training Fieldtrip for all 9th graders
- Sylmar Neighborhood Council – In 2011 Sylmar High School invited SNC to have a consistent monthly meeting place. So every 4th Thursday of the month at 6:30pm the Neighborhood councils meets at Sylmar High School. This brings the community to Sylmar High. At monthly meetings you could see parents, students, The Mayor, City Council Members, State Assembly Members, State Senators, LAUSD Board Members, County Commissioners and so on.
- Student Body Clubs – Adding Hispanic Society, Professional Engineering Careers Club
- Sylmar 10 – Sylmar Instructional Complex – This group was created to allow all elementary and middle school feeder schools to work with Sylmar High School staff to share instructional practices with the goal of assuring that students are prepared to meet the rigorous demands of the Common Core Standards at the high school level.
- CORE Waiver Community of Practice – Sylmar High School has formed a partnership with Van Nuys HS, Arleta HS, and Sun Valley Magnet, to engaged in professional development work around “Academic Conversations” (Zwiers, 2011) The Community of Practice is focus on engaging students in classroom academic conversations to foster the use of academic content vocabulary to deepen their critical thinking skills and understanding of content.

**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.

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**LCFF STATE PRIORITIES**

### TEACHER ASSIGNMENTS AND CREDENTIALING

#### STATE Priority #1: Basic Services

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<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
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<td>(Identify schoolwide and subgroup goals as applicable)</td>
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<td>Method for Measuring:</td>
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<tr>
<td>Reach 100% for all teachers credentialed in courses they teach</td>
<td>Select only teachers that are fully credentialed in subject areas</td>
<td>95.6%</td>
<td>97%</td>
<td>98%</td>
<td>99%</td>
<td>100%</td>
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### ACCESS TO INSTRUCTIONAL MATERIALS

#### STATE Priority #1: Basic Services

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<th>Annual Goals</th>
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<td>Maintain 100% quality, currency and availability of textbooks in all courses</td>
<td>Regularly purchase current textbooks as adoption years approach.</td>
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### Facilities Maintenance

**State Priority #1: Basic Services**

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<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
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<td>Exemplary Overall Rating</td>
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### Implementation of State Content and Performance Standards

**State Priority #2**

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<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
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<td><strong>Increase percentage of students meeting standards in Sciences</strong></td>
<td>Develop and implement frequent common formative assessments in Sciences</td>
<td>Baseline</td>
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### Parent Involvement

**State Priority #3**

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<td><strong>Increase percentage of child’s teachers letting parents know about child’s progress.</strong></td>
<td>Develop ongoing teacher to parent communication via online portals</td>
<td>Baseline</td>
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### Statewide Assessments

**State Priority #4: Student Achievement**

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<th>Measurable Outcomes</th>
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<td>Method for Measuring: SBAC</td>
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<td>Annual Goals</td>
<td>Specific Annual Actions</td>
<td>Measurable Outcomes Method for Measuring: SQII</td>
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<td>Increase percentage of students meeting or exceeding standards in Math SBAC</td>
<td>Realign common assessments to SBAC format; PD on designing lessons to align to SBAC assessments</td>
<td>Baseline 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021 12% 18% 23% 28% 33% 38%</td>
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**ACADEMIC PERFORMANCE INDEX (API)**

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

**ANNUAL GOALS**

(Identify schoolwide and subgroup goals as applicable)

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<tr>
<td>Increase graduation rate of Students With Disabilities</td>
<td>Specilized counselor tracking and monitoring academic progress of SWDs</td>
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**A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only]**

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

**ANNUAL GOALS**

(Identify schoolwide and subgroup goals as applicable)

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<tbody>
<tr>
<td>Offer a higher number of A-G courses</td>
<td>Convert more elective courses in the Master schedule to A-G elective classes</td>
</tr>
<tr>
<td>Place more students in CTE pathway courses</td>
<td>Counselors program students in greater number of CTE courses to obtain CTE pathway completion</td>
</tr>
</tbody>
</table>

**ENGLISH LEARNER ADEQUATE PROGRESS RATE**

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

**ANNUAL GOALS**

(Identify schoolwide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Increase percentage of EL students meeting standards in ELA</td>
<td>PD on utilizing SDAIE strategies and developing language objectives for all lessons</td>
</tr>
<tr>
<td>Increase percentage of EL students meeting standards in Math</td>
<td>PD on utilizing SDAIE strategies and developing language objectives for all lessons</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>ENGLISH LEARNER RECLASSIFICATION RATE</strong></td>
<td><strong>STATE Priority #4: Student Achievement</strong></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AP EXAMINATION PASSAGE RATE</strong></td>
<td><strong>STATE Priority #4: Student Achievement</strong></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EAP COLLEGE PREPAREDNESS RATE</strong></td>
<td><strong>STATE Priority #4: Student Achievement</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SCHOOL ATTENDANCE RATE

**State Priority #5: Student Engagement**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: MyData</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase in-seat attendance rate by 0.2% per annum</td>
<td>Attendance incentives and awards</td>
<td>97.2% 97.4 97.6 97.8 98 98.2</td>
</tr>
</tbody>
</table>

### CHRONIC ABSENTEEISM RATE

**State Priority #5: Student Engagement**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: SQII</th>
</tr>
</thead>
</table>
| Decrease number of students chronically absent by 2% over 5 years | - Weekly monitoring  
  - Daily intervention  
  - PSA interventions via home visits and SARB | 6% 6% 5% 5% 4% 4% |

### DROPOUT RATE [Middle and High Schools Only]

**State Priority #5: Student Engagement**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: CDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decrease percentage of students dropping out of school</td>
<td>A-G Counselor focuses on tracking and monitoring students who are not on track to graduate</td>
<td>11% 9% 8% 8% 7% 6%</td>
</tr>
</tbody>
</table>

### GRADUATION RATE [High Schools Only]

**State Priority #5: Student Engagement**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: SQII</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase percentage of students graduating</td>
<td>A-G Counselor in collaboration with academic counselors monitor at-risk students to ensure graduation</td>
<td>83% 84% 84% 85% 85% 86%</td>
</tr>
</tbody>
</table>
### STUDENT SUSPENSION RATE

**State Priority #6: School Climate**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: SQII</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0% 0% 0% 0% 0% 0%</td>
<td></td>
</tr>
</tbody>
</table>

### STUDENT EXPULSION RATE

**State Priority #6: School Climate**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: SQII</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0% 0% 0% 0% 0% 0%</td>
<td></td>
</tr>
</tbody>
</table>

### [Other Local Measure(s) of School Climate]

**State Priority #6: School Climate**

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Increase percentage of students who like being at school</td>
<td>Provide students opportunity to give feedback on ways to make school experience more positive</td>
<td>Baseline 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021</td>
</tr>
<tr>
<td></td>
<td>61% 65 70 73 76 79</td>
<td></td>
</tr>
</tbody>
</table>

### Broad Course of Study

**State Priority #7**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: LAUSD MiSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer a full 6 period schedule of classes to all students</td>
<td>Counselors program all students in courses that meets or exceeds graduation requirements</td>
<td>Baseline 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021</td>
</tr>
<tr>
<td></td>
<td>98% 99% 100 100 100 100</td>
<td></td>
</tr>
</tbody>
</table>
### Annual Goals (Identify schoolwide and subgroup goals as applicable)

**Specific Annual Actions**

### Measurable Outcomes

<table>
<thead>
<tr>
<th>Method for Measuring: College Board AP data</th>
</tr>
</thead>
<tbody>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Increase percentage of students obtaining a score of 1500 or above on the SAT</td>
</tr>
</tbody>
</table>

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

At Sylmar Charter High School, students are given opportunities to become independent learners. Examples include:

- **Student Led Conferences**, hosted twice yearly, are organized by SLC. Students utilize their academic portfolio to demonstrate progress and learning with their parents. The objective is to use tangible evidence for the student to self-advocate and articulate what they have learned and identify academic goals in each of the different courses. The ultimate goal is to promote student ownership of their education.

- **Student Portfolios**, begun in 9th grade and continued through graduation promote college and career readiness by documenting growth in the areas of critical and creative thinking, collaboration with peers, problem solving, and communication in the form of essays, projects, presentations, assessments, graphic organizers and other student work samples.

- Internships hosted during non-school hours with community and business organizations where students must learn to navigate the real world to complement school-based learning. Interns will be monitored by the College and Career Office and the number of hours will be negotiated by the individual organization, up to 20 hours per week. The efficacy of the program will be measured by student reviews by the host agency and student self-reflection.

- Our Automotive Program serves the Sylmar Community by servicing cars of Sylmar staff and other community members. Community members are able to bring their cars to be evaluated and repaired by our Automotive Repair Shop.

- Agriculture and Culinary Arts have partnerships with Mission College, various local professional growers, and articulation to post-secondary education. One of their joint community service projects is feeding the homeless within the community as well as firefighters at our local fire station.

SCHS students become effective communicators, critical thinkers, collaborative workers and self-aware members of the community. All of these skills not only lead to increased student achievement but help students become college and career ready.
INSTRUCTIONAL DESIGN

Sylmar Charter High School’s instructional focus is rooted in the work of Small Learning Communities. Each SLC has its own Master Schedule. Elective courses that meet A-G college entrance requirements are offered in all three learning communities. As reflected in our school Master Schedule, our instructional philosophy hinges on preparing students for college while linking academic learning to a career pathway. SCHS teachers implement thematic units and engage in interdisciplinary teaching.

Academically, students will be required to demonstrate mastery of standards in six core academic areas: English/Language Arts, Mathematics, History/Social Sciences, Biological and Physical Sciences, Visual and Performing Arts and World Languages. Students may also enroll in online learning (before school, embedded in the school day, after school), community college or high school courses from other accredited schools, which are transferable as credit to SCHS. The individual student progress is monitored both by the online course teacher and student’s counselor who access the program weekly. Approval to take a community college course must be obtained by the Principal or designee prior to taking the course to receive high school credit.

<table>
<thead>
<tr>
<th>Science - Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students take courses in the Sciences with the Next Generation Science Standards as the guide. This requires the study of disciplinary core ideas (content), scientific and engineering practices, and cross-cutting concepts. The integration of rigorous content and application reflects how science and engineering is practiced in the real world. Scientific inquiry, development of laboratory skills, and statistical analysis will be emphasized. Students will explore issues related to biology and biological ethics. Ultimately, students will use their understanding of science to be informed consumers, voters, and global environmental stewards. Science courses are taught with an interdisciplinary approach that focuses on working in research teams, using both schoolwide and community resources. The emphasis for each year are as follows:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students take courses in the Biological Sciences, introducing the Scientific Method, development of laboratory skills and statistical analysis. Emphasis will be placed on biochemistry, microbiology, current technology, and the interrelationships of organisms to each other and the environment. Additional focus on bioenergetics as a major force on all areas, including but not limited to, our study of DNA, genetics, evolution, and ecology.&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10th</th>
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</thead>
<tbody>
<tr>
<td>Students take courses in Chemistry, which involves the study of the composition, structure, properties, and behavior of matter. The class will emphasize the fundamental concepts and methods of chemistry that will be explored through group work, online animations, and laboratory activities. In order to incorporate common core strategies, students will read a chemistry related article once a month and analyze its content using guided questioning that utilizes critical thinking and reasoning based on textual evidence. Students will also learn how to apply scientific data to real world applications through a nuclear power project done in the Spring semester.</td>
</tr>
<tr>
<td>Grade</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>11th</td>
</tr>
<tr>
<td>12th</td>
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</tbody>
</table>
| 9th   | Student take Algebra 1 that will emphasize on:  
|       | • the use of real-world problems to motivate and apply theory  
|       | • the use of computer utilities to develop conceptual understanding  
|       | • the structure of number systems  
|       | • matrices and their applications |
| 10th  | The emphasis in geometry will be on:  
|       | • coordinates and transformation approaches in two and three dimensions  
|       | • deductive arguments expressed orally and in sentence or paragraph form  
|       | • properties of Euclidean transformations and vectors  
|       | • deduction of properties of figures using vectors and transformations  
|       | • computer-based explorations of 2-D and 3-D figures  
|       | • real-world applications and modeling |
| 11th  | The emphasis in Algebra 2 is trigonometry, the focus will be on:  
|       | • the use of scientific calculators in the study of circular functions  
|       | • realistic applications and modeling of the phenomena of periodic data  
|       | • the use of graphing utilities for solving equations and inequalities  
|       | • the use of graphing utilities to investigate nonsinusoidal periodic functions  
|       | • the investigation of parametric equations, polar equations and curves, and their important connection with the center orientation of forces in physics |
In statistics and analysis, the emphasis will be on:
• constructing and drawing inferences from charts, tables, and graphs that summarize real-world data sets
• using curve fitting to predict from data
• understanding and applying measures of central tendency, variability, and correlation
• transforming data to aid in data interpretation and prediction
• matrices and their applications

English - Core
Students in English classes will integrate reading, writing, speaking, and listening skills as they read and respond to various informational texts and great works of literature. They will look at ideas, values, and issues that are correlated with the other disciplines. English classes will bring to students
• the understanding and use of writing as a process;
• the use of writing for questioning, problem solving, exploring ideas, and reaching conclusions;
• meaningful interaction through collaborative learning and peer response to writing;
• the application of ideas found in literature to the students’ own lives and the world around them;
• connections between common themes in a variety of works of literature;
• an understanding of the components of excellent writing and those techniques which improve student writing;
• an understanding of how to analyze and synthesize important writings and informational texts.

9th
The major objective of 9th Grade English is to promote literacy and verbal communication skills as students become more proficient in the use of the conventions of the English language. A wide variety of informational and literary texts and websites are used to help students gain proficiency. Scaffolded teaching strategies, direct and guided instruction, and thematic, interdisciplinary team teaching are employed to reach learners of all types. The ninth grade English curriculum covers such themes as coming of age, personal responsibility, growth and change; the Holocaust; the Renaissance; and the nature of love and conflict. Students will use various pieces of literature, such as Elie Wiesel’s autobiography Night and William Shakespeare’s play Romeo and Juliet, as the basis for individual and cooperative group activities and discussions. The literature and informational texts will also serve as the basis for analytical essays and original compositions. Additionally, students will acquire and use new vocabulary by utilizing a variety of vocabulary building techniques.

10th
In 10th grade English, students read, discuss, reflect on, and respond to a variety of literary genres: the novel, short story, poetry, stage plays, historical speeches, and non-fiction essays. Students develop their writing as a means to effectively explore, analyze and understand literary genres in context to their societal underpinnings. In addition to reading and writing, students explore the tenth grade curriculum through cooperative-learning experiences such as group discussions, critical analysis, and oral presentations.
### 11th American Literature/Contemporary Composition

The 11th American Literature/Contemporary Composition course is designed to allow students to explore American literary works, historical documents, and political essays to determine the perceptions and experiences of American authors. Students will explore the extended definitions of the words: freedom, patriotism and the American Dream, as well as, explore the impact that science, government, and economy has on American literary works. Students will synthesize the information learned from literary sources, as well as personal experiences, to evaluate and cite strong textural evidence while engaging in academic discussions, creating a multimedia presentation or producing a coherent well developed essay.

### 12th English Literature and Advanced Composition

English Literature and Advanced Composition classes will use the textbook, Elements of Literature, as a basis for exploring themes which have been the value of knowledge and self-examination, inherent in British literature: themes such as the quest of the hero, the individual and the society, and the nature of good and evil. Students will connect these themes to issues in their government class. They will also gain an historical perspective of literature and language development as they read works that span the centuries. They will be working both individually and in groups as they present their ideas and conclusions about issues explored during the year.

### Social Science - Core

Social Science courses are taught to transmit the knowledge necessary to make students competent in History, Geography, Government, Politics and Economics. As the courses are project based, they also teach and provide practice in all communication skills. Students will practice research skills, essay writing, oral presentation, and multimedia production. They will deal with facts, concepts and ideas that relate history to the present day. Students will work in cooperative learning groups and individually.

### 10th World History

World History traces the development of the expansion of Western civilization in the modern era. Students will improve their reading, writing, speaking and critical thinking skills as they learn about the histories of people and places around the world. Students work individually, and in groups, on written projects, simulations, debates and oral presentations. Finally, as part of the sophomore interdisciplinary team, students will learn how to become critical consumers of information, especially regarding scientific and technological issues.

### 11th U.S. History

U.S. History is a survey course on our nations origins, formative years and its emergence as a world power. Major historical units will be examined with an overarching question in mind (e.g.; “Did the Industrial Revolutions cause more harm than good?”) which the students must ultimately address in a well-reasoned written argument. Reasoning skills are emphasized, and the student’s participate in a number of debates, seminars, and mock trials to sharpen those skills.

### 12th Principles of American Democracy

Principles of American Democracy is designed to address the California State Standards, this course combines a study of the institutions and principles of our political system with projects which apply those institutions to real world activities. Students are required to perform ten hours of volunteer political activity; in cooperative groups, create, conduct, analyze and present a public opinion poll; and/or perform and present a case study in public policy formation.
The latter project also serves to prepare the students for their culminating project in the next semester.

Economics is designed to address the California State Standards, this course includes the study of basic microeconomic concepts with their application to the business world and to consumer activity. Among activities performed, the students engage in a simulation of stock market trading through a role playing simulation. The second half of the course is a study of macroeconomics applied to current economic issues and to the problem of global scarcity. The skills and knowledge gained in these two semesters are applied to the thematic culminating project performed in conjunction with the student's senior English class. Ultimately, the students, working cooperatively, will identify an issue, study it, and put forward a policy recommendation to solve the imbedded problem.

<table>
<thead>
<tr>
<th>World Languages - Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students need to increase their knowledge of world language. Sylmar Charter High School offers courses in Spanish as well as American Sign Language. Students may continue with one language for four years or combine the study of two world languages during their high school program. Two years of a single world language are required and three are highly recommended. Advanced Placement courses in both Spanish Language and Literature are available to advanced students. These courses focus on preparing the students for the Advanced Placement exam that is offered in May. The four components of language learning—listening, speaking, reading, and writing—will be promoted with specific emphasis on developing oral communication skills for the non-native, speaker.</td>
</tr>
<tr>
<td>To enrich the curriculum in the world language classes, the following will be provided:</td>
</tr>
<tr>
<td>• Development of vocabulary appropriate to the course level.</td>
</tr>
<tr>
<td>• Use as much of the target language in the classroom as possible to develop listening skills.</td>
</tr>
<tr>
<td>• Presentation of literature in the target language to improve reading skills.</td>
</tr>
<tr>
<td>• Refinement in writing skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>World Lang. Level 1</th>
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</thead>
<tbody>
<tr>
<td>This course is designed to attain an acceptable level of proficiency in four basic skills: listening, speaking, reading, and writing. For the speaking domain, students will be able to hold short informal social conversations about a variety of topics in Spanish and give short descriptions of people and places. For the listening domain, students will be able to grasp information presented in the world language such as school classes, descriptions of people and places, hobbies and preferences. For the reading domain, students will have a passive understanding of many Spanish verb forms and linking words, a solid understanding of many nouns, adjectives, and key words to be able to read at least 85% of easy texts. For the writing domain, students will have command of the most common and basic Spanish verbs, and a solid vocabulary in writing about themselves, their life, family, house and preferences. Students are also introduced to a variety of aspects of the Hispanic culture: history, traditional customs, celebrations, festivals, food, music, dance, art, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>World Lang.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students review vocabulary, structure and verbs learned in level 1. Students will also further develop their ability to interact with other classmates in the Spanish</td>
</tr>
</tbody>
</table>
Level 2
language either in pairs or in groups. Students will also become acquainted with the culture in areas such as art, science, films, literature, sports, politics, etc. The class is designed to attain an acceptable level of proficiency in four basic skills: listening, speaking, reading, and writing. Students must cooperate by completing homework and class work assignments, participating in oral reviews and games, and studying the text and notes. The course is aligned to the State Foreign Language Standards.

World Lang. Level 3
Students will be introduced to different aspects of the culture. The class is designed to attain an acceptable level of proficiency on four basic skills: listening, speaking, reading and writing. Students participate in cooperative groups to complete homework and class work assignments, they participate in oral reviews, games and study the text and notes.

Beyond the good first teaching that SCHS offers, we also provide multiple forms of intervention. These include:
- Credit Recovery for math, English, social studies, and Spanish, utilizing the online format (Edgenuity). For science we offer locally designed intervention for 60 hours of in seat attendance.
- After school tutoring is offered by various teachers in all content areas, as well as by EduCare. EduCare uses a website called Shmoop to personalize learning for each individual student. Each SLC offers tutoring for their student populations.
- The LAMA, BTD, and 9th Grade Academy teachers provide tutoring with their specific teachers, as do Magnet and SAS teachers. For our Diverse Learners Academy Students (SDP Students) SDP teachers offer after school intervention which is differentiated to meet specific needs.
- ELD/LTEL teachers offer tutoring as well as specific SRI and CELDT support both in class and after school.
- To support the whole student we have protocols in place that includes COST and SST.
- Mission City Mobile Clinic visits the campus four days a week to give health and dental services to the students as well as the community.
- City of Angels, a District Independent Study program hosted on the Sylmar High campus, allows students to fulfill credits in a more personalized learning environment and then return to Sylmar Charter High School, if they choose to do so.
- Adult school, Independent Instruction Lab, is hosted on our campus for concurrent enrollment as another means for credit recovery.

To meet the needs of all students, SCHS offers a variety of enrichment opportunities:
- SAT Prep offered by our partners EduCare and Project Grad and which is open to all students. The classes are offered afterschool.
- AP Readiness offers a series of 10 Saturdays, where the students travel to UCLA to get specialized targeted curriculum in support of passage of the May administration of AP exam.
- UCLA EAOP partner offers a one-time specialty conference including mini sessions targeting UC Eligible juniors in preparation for their senior year.
- Get Lit program utilizes the medium of poetic expression to build communication skills in students with a culminating event called Poetry Slam.
- CyberPatriots is hosted by EduCare - A National Youth Cyber Education program focusing on developing skills as IT professions culminating in a competition.
- Theatrical production is offered as a class or afterschool to our students culminating in a fall and a spring production.
- Academic Decathlon - A competition team is embedded in our school day and competes in March
- Music Program which includes choir, jazz band, marching band
- Dance team offered by EduCare gives students an opportunity to develop their sense of presentation to participate in dance events
- School for Advanced Studies is a criteria based program designed to meet the needs of our gifted and talented students to provide a series of rigorous course offerings
- AP Classes/ Honors Classes rigorous course offerings open to all students - Calculus, Biology, Chemistry, Physics, English Language, English Literature, World History, US History, Macroeconomics, Spanish Language, and Spanish Literature. Passage of these classes and a score of “3” or above on the College Board administered exams qualifies students to receive college credits.
- Advanced Math Pathway Program is a partnership with the Mission College STEM program including specialty math courses such as Advanced Math, AP Calculus AB, AP Calculus BC, and Statistics
- Humanitas is an interdisciplinary approach to curriculum used by our LAMA SLC
- Project Based Learning – an interdisciplinary approach to curriculum used by our BTD SLC
- Summer School Enrichment classes for math and extending to other disciplines
- Summer Bridge targeting incoming 9th graders to facilitate their transition into high school focusing on school academic expectations and establishing a culture of achievement
- Link Crew is an expanded support program for our incoming 9th graders being mentored by upper classmen from August to June with social and academic activities

Sylmar Charter High School provides a comprehensive array of course offerings for all grades to meet the A-G and graduation requirements for Los Angeles Unified School District.

Graduation will be based on LAUSD criteria.

### Graduation Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirements</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. History/Social Science</td>
<td>1 year World History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 year U.S. History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No Validation</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Years</td>
<td>Validation</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>B. English</td>
<td>4</td>
<td>No</td>
</tr>
<tr>
<td>C. Math</td>
<td>3</td>
<td>Validation*</td>
</tr>
<tr>
<td>D. Laboratory Science</td>
<td>2</td>
<td>Validation*</td>
</tr>
<tr>
<td>E. Language Other Than English</td>
<td>2</td>
<td>Validation*</td>
</tr>
<tr>
<td>F. Visual &amp; Performing Arts</td>
<td>1</td>
<td>No</td>
</tr>
<tr>
<td>G. College Preparatory Elective</td>
<td>1</td>
<td>No</td>
</tr>
</tbody>
</table>

**Additional Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of American Democracy</td>
<td>1 semester</td>
</tr>
<tr>
<td>Economics</td>
<td>1 semester</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2 years</td>
</tr>
<tr>
<td>Health</td>
<td>1 semester</td>
</tr>
</tbody>
</table>

Total Numerical Credits 210

**Non-Course Requirements**

- Service Learning
- Career Pathway

**Students graduating in the classes of 2016 - 2019 must pass "A-G" courses with a grade of D or better.**

Semester courses earn 5 credits. Yearlong courses earn 10 credits. Exams do not earn any credits.

*Validation occurs when a student has successfully completed advanced work (earning a grade of C or better) in an area of sequential knowledge.*

Sylmar Charter High School will provide and support student development of technology-related skills and students use of technology. Our instructional program ensures that our students will be prepared to take computer-based locally designed and state standardized assessments. Currently, all Sylmar High classrooms have at least one computer, a document reader, and an Epson projector. Some teachers have printers, and additional desktops or laptops for student use. Teachers utilize technology to support instruction by displaying teacher-created documents, online documents and showing video clips and documentaries, etc. In addition, most classrooms have interactive white boards. Many teachers require standards-based projects that focus on students’ use of technology such as PowerPoint or multi-media presentations, word-processed essays, and completing research gathering sources and photos from various websites.

- School wide LCDs
- 3 iPad carts
- CyberPatriot Lab
- Chrome Book carts
- Technology in the library
Upon completion of the SCHS’s graduation requirements, students will have exceeded the University of California’s A-G requirements. Students and parents will be informed through the Individual Graduation Plan (IGP) process of how each course taken meets both graduation and university entrance requirements. Transferability of courses will be explained via the LAUSD Student and Parent Handbook, which will be provided at the beginning of each school year for each student and to any student who enters SCHS after the first day of school. SCHS A-G monitoring process will be via SLC counselors having face to face meetings, IGP meetings, reviewing 5, 10, 15, and 20 week report cards. Counselors will ensure that the students are in the correct A-G courses needed for graduation.

To complement the SLCs and academic departments, Sylmar Charter High School imbeds college awareness within the instructional program. Our goal at SCHS is to have 100% of our students qualified to attend a four-year college by the time they graduate. The College Career & Transition Center (CCTC) strives to make post-secondary options available to all students. Rooted in a firm belief that planning and preparing for college begins early, the CCTC provides workshops and presentations to all student classes, beginning in the 9th grade by the full-time college and career advisor. The path to college takes teamwork: students, families and the school team.

SCHS has a comprehensive college team. This team is comprised of some of the nation’s leading college mentorship programs, including College Summit, CSUN’S Educational Talent Search, CSUN’s Upward Bound, Project GRAD LA, & UCLA’s Early Academic Outreach Program. The mentorship programs focus on serving historically under-represented students.

The full-time Department of Transitions advisor is strategically part of the CCTC to broaden the reach of students interacting with college focused resources along with alternate post-secondary options. The goal of a combined center is to purposefully provide students of all academic, socio-economic, and language abilities background access to college knowledge. The CCTC is a single-stop center for scholarships, summer bridge programs, college opportunities available to students in high school, and employment information.

**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.
Sylmar Charter High School intends to follow the academic calendar set forth by the LAUSD Board of Education. SCHS will offer 180 days of school with a minimal total of 65,300 minutes of instruction.

### Regular Day Schedule (excludes Professional Development Tuesdays)

<table>
<thead>
<tr>
<th>Period</th>
<th>Start Time</th>
<th>End Time</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8:00 a.m.</td>
<td>9:07 a.m.</td>
<td>67 min</td>
</tr>
<tr>
<td>2</td>
<td>9:14 a.m.</td>
<td>10:10 a.m.</td>
<td>56 min</td>
</tr>
<tr>
<td>3</td>
<td>10:17 a.m.</td>
<td>11:13 a.m.</td>
<td>56 min</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:13 a.m.</td>
<td>11:43 a.m.</td>
<td>30 min</td>
</tr>
<tr>
<td>4</td>
<td>11:50 a.m.</td>
<td>12:46 p.m.</td>
<td>56 min</td>
</tr>
<tr>
<td>5</td>
<td>12:53 p.m.</td>
<td>1:49 p.m.</td>
<td>56 min</td>
</tr>
<tr>
<td>6</td>
<td>1:56 p.m.</td>
<td>2:52 p.m.</td>
<td>56 min</td>
</tr>
</tbody>
</table>

### Professional Development (PD) Tuesdays and Shortened Day Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Start Time</th>
<th>End Time</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8:00 a.m.</td>
<td>8:57 a.m.</td>
<td>57 min</td>
</tr>
<tr>
<td>2</td>
<td>9:04 a.m.</td>
<td>9:49 a.m.</td>
<td>45 min</td>
</tr>
<tr>
<td>3</td>
<td>9:56 a.m.</td>
<td>10:41 a.m.</td>
<td>45 min</td>
</tr>
<tr>
<td>Lunch</td>
<td>10:41 a.m.</td>
<td>11:11 a.m.</td>
<td>30 min</td>
</tr>
<tr>
<td>4</td>
<td>11:18 a.m.</td>
<td>12:03 p.m.</td>
<td>45 min</td>
</tr>
<tr>
<td>5</td>
<td>12:10 p.m.</td>
<td>12:55 p.m.</td>
<td>45 min</td>
</tr>
<tr>
<td>6</td>
<td>1:02 p.m.</td>
<td>1:47 p.m.</td>
<td>45 min</td>
</tr>
</tbody>
</table>

### Minimum Day Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Start Time</th>
<th>End Time</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8:00 a.m.</td>
<td>8:46 a.m.</td>
<td>46 min</td>
</tr>
<tr>
<td>2</td>
<td>8:53 a.m.</td>
<td>9:27 a.m.</td>
<td>34 min</td>
</tr>
<tr>
<td>3</td>
<td>9:34 a.m.</td>
<td>10:08 a.m.</td>
<td>34 min</td>
</tr>
<tr>
<td>Lunch</td>
<td>10:08 a.m.</td>
<td>10:38 a.m.</td>
<td>30 min</td>
</tr>
<tr>
<td>4</td>
<td>10:45 a.m.</td>
<td>11:19 p.m.</td>
<td>34 min</td>
</tr>
<tr>
<td>5</td>
<td>11:26 p.m.</td>
<td>12:00 p.m.</td>
<td>34 min</td>
</tr>
<tr>
<td>6</td>
<td>12:07 p.m.</td>
<td>12:41 p.m.</td>
<td>34 min</td>
</tr>
</tbody>
</table>

### Final Examination Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Start Time</th>
<th>End Time</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Period X</td>
<td>8:00 a.m.</td>
<td>10:07 a.m.</td>
<td>127 min</td>
</tr>
<tr>
<td>Lunch</td>
<td>10:07 a.m.</td>
<td>10:37 a.m.</td>
<td>30 min</td>
</tr>
<tr>
<td>Final Period Y</td>
<td>10:44 a.m.</td>
<td>12:41 p.m.</td>
<td>117 min</td>
</tr>
</tbody>
</table>

| 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|----------------------|----------|----------|----------|----------|----------|----------|----------|----------|
| **English Language Arts** | CC ELA 9A | CC ELA 9B | CC ELA 10A | CC ELA 10B | CC Am. Lit | CC Cont. Comp | CC Mod. Lit | CC Adv. Comp |
| Mathematics          | CC Alg 1 | CC Alg 1 | CC Geometry A | CC Geometry B | CC Alg 2A | CC Alg 2B | Statistics A (Elective) | Statistics B (Elective) |
| History-Social Science | N/A | N/A | CC WHG A | CC WHG B | CC US Hist A | CC US Hist B | Prin. of Dem. | Economics |
| Science              | Biology A | Biology B | Chemistry A | Chemistry B | Physics A | Physics B | Physiology A (Elective) | Physiology B (Elective) |
| World Language       | Spanish 1A | Spanish 1B | Spanish 2A | Spanish 2B | Spanish 3A | Spanish 3B | AP Spanish Language (Elective) | AP Spanish Language (Elective) |
| Physical Education   | Adv PE 1A | Adv PE 1B | Adv PE 2A | Adv PE 2B | N/A | N/A | N/A | N/A |
| Elective             | Computer | N/A | N/A | N/A | Auto 1A | Auto 1B | Auto 2A | Auto 2B |
| Health               | N/A | Health | N/A | N/A | N/A | N/A | N/A | N/A |

**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.

Small Learning Communities at Sylmar Charter High School have a role in creating their own Master Schedule. Each community has input in designing their schedule, classes, and curriculum around the needs of students. Teachers within each SLC calendar common planning time across subject areas and grade levels.

In order to ensure effective implantation and student mastery of the Common Core State Standards, Next Generation Science Standards and CA ELD Standards teachers in all classes within all of our programs utilize CCSS Aligned textbooks and/or instructional materials and a host of instructional strategies. These strategies include cooperative strategies (Kagan) such as Elbow Partner, Think-
Write-Pair-Share, and Jigsaw, and Round Robin to ensure that students have opportunities to collaborate with peers in order to develop deeper understanding of subject matter, and improve their communication skills and use of academic language.

Student-led learning and discovery learning strategies are utilized in many classes. We are also implementing Constructive Conversations (Zwiers, O’Hara, & Pritchard, 2014) school wide for 2016-17. This is a framework for teaching students the skills to have rich academic conversations utilizing the skills of Create, Clarify, Fortify, and Negotiate. We will build further on this framework by incorporating the Strategic Observation and Reflection (SOAR) Literacy (UC Davis) practices into our instructional program. This program provides specific strategies for designing instruction that support students in meeting the disciplinary language demands of rigorous text, building disciplinary discussion skills and disciplinary language, teaching metacognitive processes, monitoring learning, and providing descriptive feedback to students.

The implementation of innovative curricular practices remains paramount at Sylmar Charter High School. There are many other areas of instructional expansion to affect positive first instruction, intervention, and Common Core practices. Each of our academies will be establishing their own identity while being an integral part of Sylmar Charter High School.

The 9th Grade College and Career Readiness Academy
The newly redesigned 9th grade academy will be implemented starting the 2016-2017 school year. The 9th grade academy faculty were specifically selected to be the group of instructors working to collectively transition students from middle school to high school. Working collaboratively, the academy teachers will meet during the summer for PD to develop common instructional practices and behavioral norms for our 9th grade students. Embedded in this academy will be Summer Bridge Program, Link Crew activities (both academic and social), assemblies, and ACE training fieldtrips. With a dedicated counselor and coordinator, our 9th graders will receive targeted guidance on A-G completion, programing opportunities, and graduation requirements.

Business Technology Design
Teachers in BTD incorporate project based learning, an instructional approach built upon “authentic learning activities” that encourage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom. Project Based Learning is synonymous with learning in depth. A well-designed project provokes students to encounter (and struggle with) the central concepts and principles of a discipline. Project Based Learning teaches students’ 21st century skills as well as content. These skills include communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, and group participation and leadership skills.

Diverse Learning Academy
Teachers in all subject areas utilize Specially Designed Academic Instruction in English (SDAIE) strategies such as visuals, manipulatives, Realia, accessible vocabulary, word-walls, graphic organizers, and multi-modal presentation of information to address the needs of English Learners (ELs). Many teachers also plan lessons that are already differentiated with both EL and SWD in mind. This type of lesson planning is congruent with Universal Design for Learning (UDL), which
is an approach to lesson design that allows teachers to design instructional goals, methods, materials, and assessments that are appropriate for all types of learners and offers flexible approaches that can be customized and adjusted for individual needs. Many teachers use backwards planning in order to assure that all unit and daily lesson plans move students towards achievement of specific learning goals and objectives.

**Leadership, Arts Media Academy**
Teachers in LAMA embed the arts within their curriculum. The Humanitas Program is organized around a thematic interdisciplinary curriculum whose two goals are professional growth for teachers and enriched humanities education for students. Students raise questions that emphasize active listening, critical thinking, and helping students make connections among the five core subjects. Through in-depth discussions and asking questions that focus on the “Why,” students develop a habit of thinking about words, phrases and their explicit and implicit meanings. The Humanitas Program also uses the arts to teach students about the interdependence of knowledge and creation. This approach allows learners the opportunity to develop life-long skills. According to the UCLA Center for the Study of Evaluation, students in interdisciplinary Humanitas classes “read better, write better, think more critically, attend school more often, drop out less, and go on to post-secondary education more frequently than their counterparts in traditional classes.” (Aschbacher 1991, as cited in Educational Leadership).

**Math Science Technology Magnet**
Sylmar's Math Science Technology Magnet provides students with a strong core curriculum in the ninth and tenth grades. A more specialized, higher level curriculum is incorporated in the eleventh and twelfth grades and focuses on math and science. This allows for increasing specialization and application of knowledge guiding students to post-secondary education opportunities and the world of work. Technology is the tool by which students integrate the curricula and demonstrate their mastery and application of knowledge.

Core courses are thematically integrated, cross-curricular, and interdisciplinary whenever possible. The curriculum is driven by solving real problems through inquiry. Students work together and individually in gathering data to support their hypotheses and to formulate conclusions. Students effectively communicate their ideas to a real audience and participate in the evaluation of their own work as well as that of others. All courses are rigorous in content and meet university entrance requirements. Technology will be an integrating medium in all classes through which students may realize and express mastery. We offer honors and Advanced Placement classes in every subject area as well a stimulating variety of electives designed to enrich the core curriculum.

The Sylmar High Magnet employs Toulmin Method of Argumentation writing strategy for written work in all disciplines. The goal of this method is to ensure that our students graduate with college-level writing skills. Students are introduced to the foundations of the Toulmin Method in the ninth grade and refine their techniques as they progress through our program. In addition to providing a comprehensive writing strategy, the Toulmin Method helps our students to develop their critical thinking and decision making skills.
In addition to the curricular framework established by SLCs, content area departments analyze content specific curriculum. Progress or success is measured by examining the results of common formative assessments, which are administered approximately every two-three weeks. Teachers spend time analyzing the results, making adjustments and/or corrections, and re-teaching if necessary. All assessments in ELA align to the claims and targets of the CCSS English/Language Arts Standards. Math assessments align to the eight Math practices established by the Common Core Math standards. All other courses in the Sciences, Social Sciences, elective and World Languages incorporate the CCSS Career and College Readiness standards.

As an affiliated charter Sylmar Charter High School will implement further innovative practices:
- More flexibility in funding practices to allow more specialty enrichment courses in master schedule
- Fostering more community partnerships will allow greater investment of students with curriculum
- Increase instructional autonomy of curriculum
- Targeted increase of technology to ensure access and support computer based instruction and assessment
- Establish effective professional protocols for academic conversations in all forums SLCs, PLCs to entire faculty
- Expand Link Crew to all 9th graders
- To address social-emotional needs of students out of class personnel will run groups
- Critical writing and speaking practices being implemented in math courses (with the adoption of the CPM textbook)

To support our instructional program Sylmar Charter High School complies with the William Decree and offers a full contingent of authorized text as a full complement of supplemental materials.

**Transitional Kindergarten**

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

Sylmar Charter High School is a secondary school that does not offer a TK program.

**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.

Sylmar Charter High School obtained a 6 year accreditation in March of 2015. Accreditation is valid through March of 2021.

**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.

Sylmar Charter High School has governance model of Local School Leadership Council (LSLC). A subcommittee of this council is our Professional Development committee which takes LSLC members to determine how the PD budget will be spent and implemented based on an established protocol.

Each summer, teachers plan and develop curriculum, share best practices, and examine student data in preparation for the school year. They establish norms for the year in regard to teacher expectations and group accountability. Teachers are also given the opportunities to align their curriculum. In an effort to further engage students, teachers develop thematic units and project-based assignments. Teachers are also required to vertically and thematically collaborate in creating specific SMART goals to assess progress.

The PD calendar that is established at the beginning of the year is followed to the fullest extent possible. Teachers are expected to meet during their common planning periods, at least once a week, and all banked PD Tuesdays are reserved for the SLCs and Departments to conduct professional development.

Small Learning Community (SLC) professional development time is devoted to designing interdisciplinary units. Each SLC is required to develop one thematic unit per semester and one culminating project. This project is on-going throughout the semester and is graded in phases.

During departmental planning time, teachers within each department develop and implement one concept lesson per unit (approximately 2-3 lessons per semester). Teachers set aside time to examine student work. Schedules are set up where teachers conduct peer observations for these lessons and debrief to provide actionable feedback.

Department Chairs, SLC Leads and administrators all serve on the Instructional Leadership Team (ILT), which meets monthly to share what is occurring instructionally within each department and SLC. Following the Aspen Institute’s framework of distributive leadership, each ILT meeting is facilitated by a different team member on a rotating basis. The agendas for upcoming meetings are set at the previous meeting. During ILT time, teachers not only learn how other departments are tackling instructional issues, but have an opportunity to share best practices. SLC Leads also have the opportunity to learn what is occurring within the departments and to support the work they are doing.

In 2013-2014, LAUSD implemented classes for Long Term English Learners (LTELs) who are defined as students who have been in the ELD program for five or more years and have not yet met criteria for reclassification to Fluent English Proficient (RFEP). To become better able to address the needs of this population, teachers of (LTELs), which include both General Education English teachers and Special Education teachers (SDP and RSP), attended numerous trainings to support them with the new LTEL curriculum. Much of this training was focused on differentiation of instruction.
The Title III Coach has also introduced Constructive Conversations (Zwiers, O’Hara, & Pritchard, 2014) via Smart Start Lessons provided by the Multilingual Multicultural Education Department (MMED) to the ELD/LTEL teachers and CORE Waiver SDP teachers, and provided introductory training for the entire faculty. We plan to implement Constructive Conversations school wide for 2016-17. This is a framework for teaching students the skills to have rich academic conversations utilizing the skills of Create, Clarify, Fortify, and Negotiate. We will build further on this framework by incorporating the Strategic Observation and Reflection (SOAR) Literacy (UC Davis) practices into our instructional program. This program provides specific strategies for designing instruction that support students in meeting the disciplinary language demands of rigorous text, building disciplinary discussion skills and disciplinary language, teaching metacognitive processes, monitoring learning, and providing descriptive feedback to students.

Sylmar Charter High School, as part of their CORE Waiver Community of Practice work with Van Nuys HS, Arleta HS, and Sun Valley ET Magnet, has been engaging in professional development around Jeff Zwiers “Academic Conversations” (2011). The Community of Practice is focused on engaging students in classroom academic conversations to foster the use of academic content vocabulary to deepen their critical thinking skills and understanding of content.

We determined to implement this plan because, based on school data, we determined that our SDP/LTEL students had been significantly underperforming in all core content classes over the previous three years and had significantly lower rates of reclassification than other ELs. Data sets include cumulative credits earned, cumulative GPA and # of Fails and number of years not meeting reclassification criteria (CELDT, SRI, C or higher in ELA/ELD class).

Additionally, we found through classroom observations that this population had a low participation rate in academic conversations and very limited knowledge and use of academic vocabulary and structures in their speaking and writing.

We determined that our goal was to build SDP/LTEL students’ ability to utilize academic vocabulary, participate in rich academic conversations related to rigorous text in which they effectively build on each other’s ideas in structured and meaningful ways, and to write about these texts in a clear, coherent, and organized manner. We decided to accomplish this by providing purposeful and structured opportunities within the classroom to contribute, collaborate, and interact with peers. Based on our peer and external observations, we have seen growth in the following areas:

- Increased student engagement and on-task behavior
- Increase student learning based on comments to peers during paired discussion, to the teacher, or the class as a whole
- Increased use of Disciplinary Language by students
- Increased use of teacher provided modeling of conversation skills and providing descriptive feedback to groups so all the class could hear, such as, “Great, you’re paraphrasing your partner’s answer!”, “Remember, you need to provide evidence”
• Students in several classes were having high level discussions with their partners or small group members
• Increased willingness of students to participate in pair, small group, and class discussions
• Decreased teacher talk

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.

Sylmar Charter High School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Sylmar Charter High School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Sylmar Charter High School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

• How English Learners’ needs will be identified
• What services will be offered
• How, where, and by whom the services will be provided
• How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Sylmar Charter High School shall provide to the LAUSD CSD a report on its annual EL program assessment. Upon request, Sylmar Charter High School shall provide a copy of its current EL Master Plan to the LAUSD CSD. Sylmar Charter High School shall:

• Administer the CELDT/ELPAC annually in accordance with federal and state requirements. Reclassify English Learners in accordance with federal and state requirements.
• Ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.
The Title III Coach and the EL Designee provide the following supports for our English Learner's and teachers of EL's:

- Monitor academic and language progress of EL student and RFEPs
- Provide CELDT and SRI intervention courses for students that are not making adequate progress in the areas of listening, speaking, reading and writing.
- Classroom visits are conducted, twice a year, by the Title III Coach and ELD Coordinator in which students are asked to fill out a Goal sheets to identify their plan to meet ELA standards and reclassification criteria
- The ELD Department collaborates with Educare to provide English Language support through LAP (Language in action Program) courses after school. In addition, we provided and EL support class twice a week for two hours
- ELD Coordinator and Title III coach facilitate training for the entire faculty on ELD standards, ELD standards objectives and Constructive conversational skills
- The Title III Coach provides instructional support through model lessons, co-planning, observations, and professional development for ELD/LTEL teachers and SDP teachers in CORE Waiver
- LTEL classes for students in the SDP and some in the RSP program are taught by RSP teachers who are trained to support EL students with disabilities
- School wide implementation of constructive conversational skills
- Core Waiver-two full day training for SDP teachers two days of lesson study with Title III Coach, two days of peer internal observations and one-day peer external observations with Van Nuys and Arleta using Instructional Rounds
- LAT (Language Appraisal Team) meetings for students not meeting reclassification criteria or not making academic progress Meet with ELD teachers for lesson study
- Model lessons – Smart start for integrating constructive conversations in LTEL classes
- Analyze CELDT and SRI scores
- Recommend placement based on CELDT and SRI data – support classes
- RSP teachers will be focusing on the lower skilled students and working on foundational literacy skills – have separate classes, this is in addition to what we have done in the past
- Core waiver – training on constructive conversations
- Peer observations with lesson debrief

Our Title III Coach provides instructional support to ELD/LTEL teachers through coaching, consulting, training, modeling, lesson planning, and conducts bi-weekly lesson study meeting for teachers of ELD and LTEL classes. In addition, the Title III Coach conducts PD with all content area teachers. Best practices and cooperative learning strategies are the focus of these meetings. English Learners (EL) are monitored throughout the year to ensure their success in the classroom and to make sure they are meeting reclassification criteria.

Students who have reclassified to Fluent English Proficient (RFEP) are also monitored for two years after reclassification to make sure they are continuing to make satisfactory academic progress. The Language Appraisal Team (LAT) develops intervention plans for ELs and RFEPs who are not demonstrating adequate academic progress. In addition, Special Education teachers (RSP) teaching the LTEL classes meet twice monthly with the Title III Coach and ELD/LTEL teachers, in addition
to many informal meetings to plan instruction, create concept lessons, practice instructional strategies, and compare results of instruction using common lessons.

- Special Education teachers also attended after-school trainings in the use of cooperative instructional strategies to enhance access to curriculum for English Learners with disabilities.
- The Title III Coach and the EL Coordinator conduct presentations in the ELD and LTEL courses explaining the criteria for reclassification. The LTEL designee also meets with EL students and their parents twice a year to review reclassification status and develop student goals for reclassification.
- The LTEL curriculum consists for two levels of Instruction: Language and Literacy (L&L) and Advanced English Language Development (Advanced ELD). The L&L class is designed for students who need greater support and are at a lower level in their language development.
- The Advanced ELD class was designed for higher performing students who still have not met criteria for reclassification to RFEP. GE and SE students are enrolled in both levels, but SE students receive instruction from SE (SDP and RSP) teachers who are also highly qualified to teach ELA.

**Gifted and Talented Students and Students Achieving Above Grade Level (Non-SAS)**

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 identified as gifted are placed in Honors and AP courses. Students who choose not to enroll in these courses are placed in regular classes. Their names are given to teachers, who provide differentiated instruction that provides enrichment or is accelerated.

Additionally, all gifted students are highly encouraged to apply for our SAS program using the LAUSD SAS application and submitting it to our GATE coordinator. The new SAS program, approved to begin in the fall of 2016, provides students with the opportunity to access a highly rigorous curriculum geared toward gifted and high achieving students, blending the core courses with media arts. SAS’s mission is to shape students into effective leaders who are creative, innovative, resourceful, and passionate learners.

Beginning in 9th grade, SAS students are placed in honors and Advanced Placement courses by a dedicated SAS counselor and SAS lead teacher. The SAS instructional team collectively supports student progress and collaborates regularly to create cross-curricular projects. Using the specifically designed and sequenced curriculum, students intellectually labor to become problem solvers who explore technology to achieve success in analysis of data, synthesis of ideas and purposes, communication techniques, all revolving around relevant local and global issues of the 21st Century.

SAS students are molded into strong leaders by having numerous opportunities to lead, from inception to completion, complex projects. Such projects include presentations using a variety of media to a variety of audiences.
Imbedded is the development of personal responsibility and receptivity by receiving critical, yet beneficial critiques in the areas of purpose, clarity, depth, technique, effectiveness. The students develop a working digital portfolio/website to demonstrate their leadership and creativity to a global audience. Students work both individually and in teams to challenge their skills to the next level. Projects include filmmaking, photography and web design.

**Accelerated Math Pathways Program (AMPP)**

The Sylmar Charter High School Math Department is a cohesive group of educators striving to achieve success for our students working closely with the Math Coach. The math curriculum meets both the state standards and national guidelines with strong foundation in fundamentals, practice in sophisticated math concepts, and embedded differentiated instruction. Working diligently, the department has designed curriculum and assessments to ensure proper academic rigor and relevancy to meet the needs of our students.

The Sylmar Charter High School Accelerated Math Pathways Program (AMPP) offers a customized curricular pathway intended to be more challenging than the standard, providing multiple opportunities for students to take greater responsibility for their learning. AMPP focuses on students who demonstrate exceptional skills in math beginning in 9th grade and advancing to the upper division specialty courses such as Advanced Math or AP Calculus or AP by their junior or senior year. Students are carefully monitored and guided in cohorts through a group of teachers who will be continuously planning the vertical articulation of the courses.

**Students Achieving Below Grade Level**

Sylmar Charter High School’s Single Plan for Student Achievement (SPSA) addresses the needs of our students achieving below grade level. Our students are identified as at risk using our data systems MiSiS, MyData, SQII, CDE, SCAR, IEP, standardized assessments: CELDT, SRI, CAASP, AP, and our anecdotal on-site data collection: local design common assessments, projects, presentations, tools. Sylmar Charter High School’s intervention and monitoring programs includes the following:

- Before, during and after school targeted intervention sessions in all core classes based on data collection from grading periods
- Before, during and after school credit recovery courses in all core subjects based on data collection from A-G course completion
  - Edgenuity for ELA, Math, Social Science, Health, and Spanish
  - School based credit recovery for Science
- Tutoring for English and Math provided by EduCare after school program open to all students
- Tutoring for all core classes by individual teachers in SLCs and PLCs open to all students
- Targeted student pullout by SLC coordinator/ counselor based on academic achievement of a D or less criteria
- Peer Mentoring conducted through trained Link Crew students for 9th graders utilizing upper classmen as mentors
Additional counselors funded by the school to reduce counselor to student ratio (380:1) to personalize IGP consultations as well as focusing on social emotional needs of the students

Additional specialized A-G counselor to support students that are not on target for graduation based on IGP and transcript

School funded PSA Attendance Counselor (one day a week) focuses on the students with chronic absenteeism

Full time Restorative Justice Advisor stationed on campus will host group and individual interactions. Furthermore RJ advisor models RJ circle implementation and will transition from modeling to teacher driven implementation to continue the academic conversation within the safe environment of the Restorative Justice circle

School funded TSP Coordinator will provide direct services to all EL students as well as 9th grade students. The coordinator use SRI and CELDT scores to identify students that are below grade in support of reclassification. The coordinator will orchestrate the transition of our 9th graders, monitor academic progress, and communicate with parents.

School funded Bridge Coordinator will provide direct services to the SWD populations in order to manage IEPs, compliance, host group sessions, and implementation of services

Learning lab for RSP and general education students embedded in the master schedule throughout the school day. Lab provides the services of a certificated teacher, study skills review, content area support, secure least restrictive environment and small group setting for tests.

Structured PD plan with cyclical meetings: PLC, SLC and whole faculty

Full time librarian teacher offers access to the library to all students to research materials, before school, during lunch, and after school

Full time college advisor for students that require motivation to apply for post-secondary institution

Access to return for graduation after completing courses at City of Angels

Independent Instructional Lab funded by LAUSD and hosted on our campus for credit recovery

**Socio-Economically Disadvantaged Students**

Services listed above applies to socio-economically disadvantaged students. Additionally, the Categorical Programs Adviser serves as an intervention coordinator to identify struggling at-risk students, assign appropriate interventions, monitor progress and work directly with parents. Socio-Economically disadvantaged students have a variety of needs. We work to provide services that support appropriate and healthy interactions on campus dealing with normal to extreme stressors. Our services help to support students with issues of confrontation, mediation, coping/self-soothing strategies, de-escalation techniques. We offer and facilitate access to school mental health, association and referrals to outside medical and dental services. We work to provide access, information and multiple opportunities on post-secondary institutions. As a qualifying School Wide Title 1 Program all of our students have access to our services equally. The following support services are offered school wide:

- College Career Center
  - Full time advisor
  - College Summit
Students with Disabilities

Special Education

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

Conversion Affiliated Charter

1. District Affiliated Charter School’s Special Education Responsibilities

a. General Requirements

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

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

The District Affiliated Charter School will adhere to the requirements of the Chanda Smith Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District’s request.
The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEPs”) in the format required by the District and will enter accurate assessment and IEP data into the District’s designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review. The District Affiliated Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

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

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

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

b. Transferring Students

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

c. Assessments

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

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

d. Alternative Placements

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

e. Least Restrictive Environment

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

f. Staffing Requirements

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

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

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

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

**2. Procedural Safeguards/Due Process Hearings**

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

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

**3. Complaints**

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

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

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

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

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

*Modified Consent Decree Requirements*

All District affiliated charter schools chartered by the Los Angeles Unified School District (“LAUSD or the District”) Governing Board are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight.

All District affiliated charter schools are required to use the current version of the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

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

- 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.
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**

**Foster Youth**  
Foster youth identification is provided by local social service agencies at time of enrollment. This is a very personal matter and requires professional behavior and decorum along with confidentiality. Sylmar Charter High School serves its foster youth by offering access to all services available to any enrolled student further supports our offered through:  
- Foster Youth PSA available once a week  
  - Assist with integration into school and any attendance issues  
- Foster Care counselor  
  - Assists with any academic, socio-emotion, or attendance issues  
- Regularly working in conjunction assigned social worker

**Homeless Youth**  
Sylmar Charter High School enrollment packet includes a Student Residency Questionnaire. The legal guardian is responsible for self-declaration of homeless status. This is a very personal matter and requires professional behavior and decorum along with confidentiality. Sylmar Charter High School serves its homeless youth by offering access to all services available to any enrolled student further supports our offered through:  
- Homeless Youth Liaison  
  - Submits proper paperwork to district  
  - Provision of school supplies  
  - Connects the student with resources based on their individual needs and coordinates efforts with their families

**“A Typical Day”**

Esmerelda is a 9th grader who attended the SAS program at Olive Vista Middle School. She is currently in the SAS program at SHS, where she takes Honors classes to prepare her to take Advanced Placement courses in Grades 10-12. As a member of our 9th Grade Academy, she will be met on the first day of school by her 12th Grade Link Crew mentor, Tiffany who will support her transition to high school throughout her first year. She is enrolled in a Media and Technology class in which she completes all of her projects for her core academic classes. While a student at Olive
Vista, she was identified to participate in Project Grad’s early college readiness program. She has been a member of this cohort since Grade 7, and is currently guided by one of four full time on-site college guidance counselors. She takes after school sessions with Project Grad twice a week and is learning to take on a leadership role in which she will eventually serve as a mentor to next year’s 9th graders. She has also taken two college tour field trips, funded by Project Grad.

Marcos is a 10th grader enrolled in the Leadership, Arts and Media Academy. He is an actor and loves performing whenever possible. Marcos is a charismatic student with leadership qualities and demonstrates keen intelligence. However, he had difficulty in passing all of his classes in Grade 9 and during the first semester of Grade 10. His counselor worked with him consistently to monitor his progress academically. Marcos was enrolled in various credit recovery and summer school classes and is back on track to graduate with his classmates. Under the guidance of his counselor and the teachers in LAMA, Marcos has recognized the importance of keeping on his school work while enjoying the pleasures of performing in the school’s plays. Recently, Marcos met with his counselor to update his Individual Graduation Plan (IGP), and select classes based on his Career Pathway plan. Marcos looks forward to taking American Literature and US History next year because these teachers partner together to present their curriculum through Humanitas themed units based on America through the Arts. In addition, Marcos will take Theater/Drama class where he will be able to hone his acting skills every day. Marcos recently discovered a second love, playing guitar. He plans to incorporate songs into as many of his skits as he can. In addition, he will be able to perfect his guitar playing in Advanced Guitar which he has written into his Career Pathway plan for Grade 12. Marcos now believes going to college or attending a trade school for the arts are viable and exciting options after high school.

Eduardo is a member of the School of Business, Technology and Design where he has been taught to learn via project-based learning. He is a student-athlete who plays for the Varsity team and was a member of last year’s City Championship team. Despite his after school commitment to intense, long practices, Eduardo has completed all of his A-G coursework thus far and has had room in his schedule to take both advanced courses and additional electives. He has become familiar with what is required in Kagan-learning classes as well since he is now in his third year Spanish class and the world languages department has engrained such practices in his daily routines. His Honors Advanced Math course is applying new, more complex concepts and techniques previously established in earlier foundational courses to look at a problem of when it is safe for a boat to dock at the bay given the patterns of waves in the ocean. In his Spartan Mentor elective course, Eduardo provides tutoring services to struggling 5th graders at Sylmar Elementary School. Eduardo found this experience extremely rewarding and is considering going into the teaching profession after college.

*  
Angie is a student in the Magnet school. Angie arrived at 7:15 so she could do some research on her senior project. Angie’s project will discuss the merits of increasing the funding to NASA. Mr. Winkes, her first period AP Economics teacher is discussing the expectations for the senior project’s annotated bibliography. He reminds the students to make sure they include the economic impacts anticipated by their policy proposal. In second period Calculus, Mr. Cuerquez explained how calculus is used by astronomers to derive the planetary orbits. She works with a
partner to figure out the orbit of planets given the masses and distances of stars and planets. Although the problems are multi-step, they are much easier to solve using calculus than they were using her math analysis skills! Angie’s third period class is Leadership class, where she is helping to plan Banda Night. At lunch time, Angie meets with her Link Crew Partner to plan a meeting with her freshmen for Friday. They want to have a fun activity before the start talking about study strategies with the kids. Fourth period, Angie has AP English Literature. She and her partner peer edit their essays on the major themes of Wuthering Heights. Later, the class shares some of the insights they have gained by reading their peers papers. Fifth period is Angie’s favorite class, Astronomy. At least once a week, Ms. Lindsay has a laboratory exercise where Angie gets to DO science. Today, they are examining red shift data to derive the expansion rate of the universe. Angie finds it very interesting that scientists can figure out where to look to discover new celestial bodies using mathematical equations. Sixth period, Angie has ceramics. Mr. Rohal is an amazing artist himself and she finds that inspiring. The class is making teapots but Mr. Rohal encourages the students to make their teapot reflect their own interest and to show some whimsy. Of course, Angie takes her inspiration from the stars. Angie has enrolled in after-school college classes in Psychology and Chicano Studies offered by LA Mission College on the SHS campus. She has earned a weighted GPA of over 4.0 and has been spending her remaining free time studying to prepare for her college entrance exams.
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.

PUBLIC SCHOOL CHOICE PERFORMANCE

Charter School will track the same information presented in the LAUSD School Report Cards.

To ensure sharing of best practices, Charter School agrees to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations. This participation may involve survey or interviews with teachers and parents to understand factors associated with student performance.

Charter School’s performance will be evaluated in accordance with any and all requirements and procedures of the Public School Choice program.

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.

Sylmar Charter High School shall align with LAUSD’s goal of 100% graduation, 100% attendance, school safety, parent engagement and proficiency for all. Sylmar Charter High School has established the following short term goals with the expectation of improvement every year thereafter, following the model of the Cycle of Continuous Improvement. Goals are specified in Element 1 in the 8 state priorities chart.

- Attendance: Increase 96% proficiency rate from 85.5% to 88%.
- Graduation: Increase from 81% to 84%, and 2% each year thereafter.
- Reclassification: Increase from 19.9% to 22%
- Suspensions: Maintain rate of under 1%
- Parent Engagement: Increase parent survey submission from 46% to 50%
- Proficiency: Increase “Meets Standard” in ELA from 46% to 51%; Increase in Math from 12% to 20%.

As a result of receiving Title 1 funds Sylmar Charter High School writes an annual Single Plan for Student Achievement (SPSA) that outlines how the above goals will be met.

**Measuring Pupil Outcomes:**

**Summative Assessment Performance Targets**

- SBAC exams in ELA and Math – in spring 11th grade
- California Language Spanish tests – annual spring
- California Modified Assessment – annual spring 10th grade students that have in IEP
- California Alternate Performance Assessment – annual spring for 10th grade based on IEP
- California English Language Development Test / in the future ELCAP – taken annual in the fall, for new arrivals within 30 days of arriving
- Scholastic Reading Inventory – Once in the fall and once in the spring
- Fitness Gram – 9th grade spring semester
- End of Course exams – end of the fall and end of the spring
- School Experience Survey – in the spring
- AP Exams – relative classes in May

The State of California provides the School Quality Improvement Index (SQII) This indicator includes data on student achievement such as graduation rates and performance on standardized exams.

<table>
<thead>
<tr>
<th>The School Quality Improvement Index</th>
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<tbody>
<tr>
<td>The School Quality Improvement Index (“the Index”) is a new set of metrics intended to capture a more holistic view of school performance, and support continuous improvement at schools. It will serve as the new federal school accountability model for</td>
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Title I schools and it is aligned to our District Goals of Graduation, Proficiency for All, Attendance, Parent & Community Engagement, and Safety.

The purpose is to offer a new tool to look at the many aspects of schools, and give schools and communities the information they need to continuously improve. It also offers a more-robust accountability model to assess school quality. Schools will receive a report that includes detailed information about Academic, Social-Emotional and Culture/Climate factors, and a final score out of 100 possible points.

It is important to note that this new accountability system has a **greater focus on all students**. For each metric, All Students and Subgroups will count equally. And, while our previous federal accountability system had a much higher threshold, only 20 students are needed in any subgroup in order to be included.

<table>
<thead>
<tr>
<th>ACADEMIC DOMAIN (60%)</th>
<th>SOCIAL--EMOTIONAL AND CULTURE CLIMATE FACTORS (40%)</th>
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<tbody>
<tr>
<td>Academic Performance (20% for Middle and High School)</td>
<td>Chronic Absenteeism</td>
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<tr>
<td>Academic Growth (20% for Middle and High School)</td>
<td>Suspensions</td>
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<tr>
<td>4, 5 and 6-year Cohort Graduation Rate (20% for High Schools only)</td>
<td>Social-Emotional Skills</td>
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<td>Culture and Climate Surveys</td>
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<td>Redesignation (LTEL Prevention) Rate</td>
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**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.

Teachers use a wide range of strategies developed by departments and small learning communities. Throughout the course of the year, teachers evaluate student mastery of the standards and student learning outcomes. Teachers gather data through traditional assessments such as quizzes, exams and essays. They also use alternative assessments such as culminating unit projects and portfolios and class presentations.

Classroom teachers also use daily, informal assessments to monitor student progress. Warm up activities and other similar strategies activate and assess prior knowledge. Other strategies are such as classroom discussions, short oral quizzes, laboratory experiments, scientific investigations, and group assignments are all utilized by classroom teachers to monitor whether or not students are learning and are ready to move on.

- Interim assessments
- SAT exams in the fall
- Add common assessments – the ones we made
  - Science
- History – assessment and rubric
  - LAMA senior project during the spring
  - BTD the projects as a result to the project based learning will be a formative assessment
  - Magnet – has individual projects for each grade
  - Bio has individual assessments for each unit such as:
    - Cell analogy
    - Childrens books of DNA
    - Effects of fertilizer on tomato growth

**DATA ANALYSIS AND REPORTING**

Data is collected frequently by departments and SLCs. When the data shows that students are struggling, teachers come together to determine which strategies are working and identify those strategies that are not. Modifications are made and re-teaching then occurs. The results are once again analyzed to determine student mastery.

- Reviewed by the department and then reported to the ILT
- MiSiS for attendance and grades – coordinators
- Line item analysis for Math – teachers – to spiral back on the following week or the common assessment will spiral back – to reteach any needed content
- Jupiter Ed or other online grading programs for some teachers – monitored by teachers, students, and parents – identify student weaknesses and strength
- Kahoot – interactive quiz provides teacher with data that can be analyzed and monitoring the top 5 students. Instant analysis
- Google doc – for collection and analyzing data

Each department has developed Common Formative Assessments. On occasion, a department will decide to use the district’s benchmark assessment depending on timing and relevancy to the department’s pacing plan. This data is shared amongst teachers within the department and is then shared with the Instructional Leadership Team (ILT) which meets monthly. Once a semester, the ILT presents their findings to the entire faculty. The principal also shares this data with the parents during Coffee with the Principal.

**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).)

Sylmar Charter High School has implemented the governance model of the Local School Leadership Council. The membership of the council is made of all state holder: administrator, certificated, classified, parent, and students.

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.

The LSLC is the chief site based decision-making body for the school under the authority of the LAUSD’s Local District Northeast Superintendent and under the ultimate authority of the Los Angeles Unified School District Board of Education. The LSLC meets on a monthly basis in compliance with the Brown Act. The announcement for the meetings the minutes of the meetings are posted on the School Website (www.SylmarHS.org). The LSLC consists of the following committee: positive behavior, professional development budget, instructional materials budget, professional development calendar and content, equipment, and bell schedule. Decisions are made by consensus or majority rule vote.
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. Any material revisions to the charter may be made only with the approval of the LAUSD Board of Education. Sylmar Charter High 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.

LOCAL GOVERNANCE STRUCTURE, PROCEDURES, AND OPERATIONS

Sylmar Charter High School has adopted the Local School Leadership Council model (LSLC), which is the current governance structure outlined in Article XXVII of the LAUSD-UTLA Collective Bargaining Agreement. The membership of the council is made of all state holder: administrator, certificated, classified, parent, and students. The LSLC shall have determination in the following matters: Staff development, student discipline guidelines and code of conduct, schedule of school activities and special schedules, guidelines for use of school equipment and the following budgetary matters: instructional materials account.

STAKEHOLDER INVOLVEMENT

Sylmar Charter High School promotes stakeholder participation on multiple levels. To facilitate parental and community involvement in the decision-making process, five of the 16 elected positions on the School Leadership Council are reserved for parent and community representatives. Additionally, school is required to find five parents and/or community representatives to serve on the School Site Council, which has budgetary authority over the Title I budget and approval of the Single Plan for Student Achievement (SPSA).

Various parent associations also meet regularly to discuss student academic and personal success. The English Learner Advisory Committee (ELAC), Principals Parent Advisory Committee, Local School Leadership Council, Parent Center, and the Booster Club each have an administrative designee in attendance to ensure parents are key partners in providing input in the process of developing education initiative. Parents are able to provide input through attendance and participation to any one of these committees, to include the LCAP Committee.

Each month, SCHS hosts the well-attended “Coffee with the Principal,” an opportunity for parents to dialogue directly with the Principal. This event is also a forum for the Principal to disseminate information about school programs, policies and procedures.

Bimonthly, SCHS’s Resource Coordinating Council meets to share information on services that are offered to students and families. Additionally, the Council ensures that services are not being duplicated. The council consists of community based organizations that partner with SCHS. They include Hathaway Mental Health Services, UMMA Mobile Health Clinic, EduCare and Project Grad as well as members from the Sylmar Neighborhood Council.
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.

Candidates for Principal shall be interviewed by a committee designated by the School Leadership Council that is composed of all stakeholder groups. This committee will make its recommendation to the Superintendent who has the ultimate authority to make the decision.

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).

All certificated staff will be selected by a committee composed of the appropriate administrator and staff from the respective departments and/or SLCs. All selected teachers and school-funded support
staff will come from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division

**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.)

All classified staff will be selected by a committee composed of the appropriate administrator and staff from the respective departments and/or SLCs. All selected personnel will come from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division.
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 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 which is the North Valley Zone of Choice. (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”) (North Valley Zone of Choice) shall have first priority admission preference and are thus deemed exempt from the charter 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 (North Valley Zone of Choice). (Ed. Code § 47605(d)(2)(B)).

Students who participate in the charter lottery but are not selected for admission during the charter 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 (North Valley Zones of Choice), Charter School shall immediately consult and coordinate with its Local District administration as well as the Zones of Choice Office, 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.

Sylmar Charter High School will put great effort out to recruit for its first implementation year and the following years. Efforts will be inclusive of counselors presenting at feeder Middle School and beyond. Hosting an articulation day for future Spartans to visit the campus and receive information
about the campus and tours. Sylmar Charter High School will send a team to recruit during middle school integration recruitment nights. Sylmar Charter High School will distribute promotional flyers and mailers as well as updating enrollment information on the marquee. Our Back to School, Open House and Informational Nights will be open to the community to showcase our academic and extracurricular programs along with extra supports and services.

A. General Admission Policies

Sylmar Charter High School admits all students who wish to attend the school. (Education Code § 47605(d)(2)(A)). As an existing District school that has converted to a District-affiliated charter school, Sylmar Charter High School’s first priority is to admit students who reside in the former attendance boundary of the school, which is the North Valley Zone of Choice.1 (See Education Code § 47605(d)(1)).

North Valley Zone of Choice
The Zone of Choice Office (ZOCO) will process zone of choice enrollment applications for incoming 9th grade students (matriculating 8th grade students), new enrollments for 9th-12th grades who live within the North Valley Zone for the following school year.

- Sylmar Charter High School will adhere to the ZOC Reference Guide.
- Sylmar Charter High School will have access to the feeder middle schools in accordance with District policy.
- The ZOCO will distribute a ZOC list to Sylmar Charter High School based on student choice on or before March of each school year.
- The ZOCO may change the distribution of the ZOC list and will notify SCHS should any change in the distribution be foreseen.
- The ZOCO will manage and review all cases where a student wants to transfer from Sylmar Charter HS to another high school within the zone, and from another high school in the zone to Sylmar Charter HS, consistent with the procedures set forth in the ZOC Reference Guide.
- SCHS will have resident students complete a ZOC application and submit to the ZOC office for all grades 9-12.
- SCHS will use the ZOC list generated through the zones selection process as the list of names for the resident lottery.
- SCHS will no longer require parents within the zone to provide the charter lottery application form.
- If the number of ZOC applications to SCHS does not exceed space capacity by the end of March, then SCHS will fulfill the remaining space through their charter enrollment process.
- If the number of students from the ZOC list exceeds SCHS’ grade level capacity (grade level to be determined by credits earned), SCHS will hold a resident lottery after the ZOC selection process (on or about two weeks after receiving the ZOC list).

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1 Sylmar Charter High School belongs to the North Valley Zone of Choice which is a geographic area comprised of multiple high school options. The North Valley Zone of Choice is open to all resident students and represent the demographics of the local area.
- SCHS will conduct outreach to families on the ZOC list between the students’ selection date and the residential lottery date to ensure that families understand that there could be a residential lottery to determine whether the student is admitted to SCHS.
- SCHS will maintain a resident waitlist for the 9th grade for any student who is not chosen in the residential lottery.
- Students not chosen during the residential lottery for a spot in the 9th grade will go on a waitlist in the order in which they were chosen. Parents will be notified via mail and by phone within 3 days after the residential lottery that they have a spot at SCHS and will have 2 weeks to decline or confirm that they plan to enroll in SCHS with a written acknowledgement from parent or guardian.
- Families who do not confirm their plans to attend SCHS within the 2 week window will be informed that their spot will be given to the next student on the waitlist. This information will be shared with the ZOC office so they can contact the student to enroll in another high school in the North Valley ZOC.
- **SCHS will pull off the residential waitlist until the end of July and then will not pull off the list for the rest of the school year.** Families will be informed by the Zone of Choice office that they are assigned to another high school in the Zone which will be their school of attendance. If additional capacity becomes available at SCHS, those spots will not be offered to students enrolled at other North Valley Zone schools: they will only be available to students who are new to the North Valley ZOC or those outside the zone through the charter lottery process below.
- SCHS will continue to communicate with the ZOCO on all enrollment updates and issues. SCHS commits to sending weekly updates on its resident waitlist (if any) from April through July. SCHS also commits to sending daily enrollment updates to the ZOCO through the first two weeks of school and weekly updates thereafter.

After SCHS completes the Zone of Choice process it will conduct its own charter lottery as delineated below:

### B. Enrollment Period

Starting with the 2017-2018 school year, Sylmar Charter High School will provide an “enrollment period” for students who do not live in the North Valley Zone that extends from the first Monday in February through the last Wednesday in March. During this period, any prospective student who is interested in attending Sylmar Charter High School the following school year must indicate his/her intention to enroll in accordance with the following procedures:

- Please note that this charter school enrollment process should not be confused with the District’s state-mandated Open Enrollment Process. Once a District school converts to a charter school, it no longer participates in the District’s Open Enrollment Process. Additionally, most of the District permits no longer apply.
• Parents of students who do not reside within the North Valley Zone must submit a completed “Lottery Application” form to the school’s main office before 4:00 pm on the last Wednesday in March. The school will provide each applicant with a time-stamped receipt.

• “Lottery Application” forms submitted by parents of students who do not reside within the North Valley Zone after the applicable deadline will be accepted for waitlist purposes only. The school will provide each late applicant with a time-stamped receipt.

• At the beginning of the enrollment period each year, the school will post its lottery rules and procedures in the school’s main office and on the school website.

C. Public Random Drawing (Lottery)

At the end of the school’s enrollment period, Sylmar Charter High School will tally the number of students who intend to enroll in the school. If the total number of students who want to attend the school in the following year does not exceed the school’s capacity, as determined by the District, the school will admit all such students and proceed with its enrollment process.

If the number of students who want to attend the school exceeds the school’s capacity, Sylmar Charter High School will conduct a public random drawing (i.e., lottery), after the ZOC process. Sylmar Charter High School will conduct the lottery in accordance with the following procedures:

• As stated above, currently enrolled students (regardless of residence or any other factor) and prospective students who reside within the North Valley Zone are exempt from the charter lottery. Sylmar Charter High School will determine, in consultation with the appropriate Local District, Zone of Choice office, School Management Services, and Student Integration Services, the number of seats available in the lottery.

• The school will provide an admission preference for prospective students residing within LAUSD boundaries, but not residing within the North Valley Zone of Choice attendance area of Sylmar Charter High School. (Education Code § 47605(d)(2)(B)).

• Sylmar Charter High School will conduct its lottery in the Library at Sylmar Charter High School. The lottery will occur the first Saturday in March.

• At least one month prior to the scheduled date for the lottery, Sylmar Charter High School will communicate the school’s rules and procedures for conducting the lottery process to all interested parties and the public through informational flyers, brochures, phone messages, and the school’s street marquee. The school also will continue to post the rules and procedures in the school’s main office and on the school website.

• The lottery will be open to the public and any interested parties. Attendance at the lottery is not required to participate in the lottery, to be offered a seat, and/or to be placed on the waitlist through the lottery process.
• At the designated time and place of the lottery, a member of the Sylmar Charter High School staff or other person chosen by the Sylmar Charter High School local governing council to ensure a fair and neutral lottery process, will publicly and randomly draw student names, in accordance with the admission preferences, if any, provided in the school’s charter. A member of the Sylmar Charter High School staff will record the names in the order drawn.

• Once a sufficient number of names have been drawn to fill the available seats, the school will continue to draw names to establish a waitlist in the same order that student names are drawn.

The school will fill seats after the Zone of Choice process, and as they become available from the waitlist until the end of the programmatic year to which it pertains. Any prospective student who resides within the North Valley Zone, however, has first priority for admission. The school will work with the appropriate Local District office, Zone of Choice office, as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that the school remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, the school is able to enroll every student who resides within the North Valley Zone who wishes to attend.

D. Other Procedures

Upon being admitted to Sylmar Charter High School, any student who is eligible to participate in the Sylmar Charter High School for Advanced Studies (SAS) Program may apply to the SAS program per program admission guidelines. Admission to Sylmar Charter High School does not guarantee admission to the SAS program.

If it is discovered that a parent or guardian presented Sylmar Charter High School with fraudulent residence or other information in order to gain admission to the school, the student shall be transferred to the appropriate school of residence.

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.

Once students are accepted into Sylmar Charter High School, they may apply to the School for Advanced Studies (SAS) Program per program admission 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.
The Magnet program of Sylmar Charter High School relies completely on LAUSD’s Office of Student Integration Services for the students who enter our Magnet program. The Choices Brochure application guidelines, application timelines, and acceptances are through the Office of Integration Services. Sylmar Charter HS will follow the guidelines and accept the students in the order that is provided.

**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

“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:

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: Sylmar Charter High School
  c/o School Principal
  13050 Borden Ave
  Sylmar, CA 91342

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

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

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.
ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER

“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

Sylmar Charter High School (also referred to herein as “SCHS”, “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

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact person for Charter School is:</td>
<td>James Lee, Principal</td>
</tr>
<tr>
<td>The address of Charter School is:</td>
<td>13050 Borden Ave, Sylmar, CA 91342</td>
</tr>
<tr>
<td>The phone number for Charter School is:</td>
<td>818-833-3700</td>
</tr>
<tr>
<td>Charter School is located in LAUSD Board District:</td>
<td>Board District 6</td>
</tr>
<tr>
<td>Charter School is located in LAUSD Local District:</td>
<td>Northeast</td>
</tr>
<tr>
<td>The grade configuration of Charter School is:</td>
<td>9-12</td>
</tr>
<tr>
<td>The number of students in the first year of this Charter will be:</td>
<td>Up to 2150</td>
</tr>
<tr>
<td>The grade levels of the students in the first year will be:</td>
<td>9-12</td>
</tr>
<tr>
<td>Charter School’s scheduled first day of instruction in 2016-2017 is:</td>
<td>August 18, 2016</td>
</tr>
<tr>
<td>The current operational enrollment capacity of Charter School is:</td>
<td>2150</td>
</tr>
</tbody>
</table>
NOTE: For all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors).

- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: \textit{Traditional}

- The bell schedule (start and end of day) for Charter School will be: \textit{8:00 am-2:52 pm}

- The term of this Charter shall be from: \textit{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.

INSTRUCTIONAL DESIGN

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**

1. **District Affiliated Charter School’s Special Education Responsibilities**
   
a. **General Requirements**

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

   The District Affiliated Charter School will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.
The District Affiliated Charter School will adhere to the requirements of the Chanda Smith Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District’s request.

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

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

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

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

b. Transferring Students

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

c. Assessments

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

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

d. Alternative Placements

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

e. Least Restrictive Environment

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

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

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

g. Student Discipline/Inclusion

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

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

2. Procedural Safeguards/Due Process Hearings

The District may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the District Affiliated Charter School if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.
In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, both the District Affiliated Charter School and the District will be named as respondents. Whenever possible, the District and the District Affiliated Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

3. Complaints

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

4. Funding of Special Education

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

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

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

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

*Modified Consent Decree Requirements

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

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

- 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.

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 which is the North Valley Zone of Choice. (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”) (North Valley Zone of Choice) shall have first priority admission preference and are thus deemed exempt from the charter 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 (North Valley Zone of Choice). (Ed. Code § 47605(d)(2)(B)).
Students who participate in the charter lottery but are not selected for admission during the charter 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 (North Valley Zones of Choice), Charter School shall immediately consult and coordinate with its Local District administration as well as the Zones of Choice Office, 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:

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

“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:
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: Sylmar Charter High School
c/o School Principal
13050 Borden Ave, Sylmar CA 91342

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.