Dearborn Elementary Charter Academy
Charter Petition Submitted to the
Board of Education
of the Los Angeles Unified School District

Spring 2012

Submitted: March 2012
# Dearborn Elementary Charter Academy: Affiliated Charter Petition

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GUN FREE SCHOOLS ACT
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LAUSD EMPLOYEE RIGHTS

ELEMENT 14: DISPUTE RESOLUTION

ELEMENT 15: EMPLOYER STATUS AND COLLECTIVE BARGAINING

ELEMENT 16: PROCEDURES TO BE USED IF THE CHARTER SCHOOL CLOSES
REVOCATION
*CLOSURE PROCEDURES
*FACILITIES
DISTRICT-OWNED FACILITIES
Dearborn Elementary Charter Academy shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations.
- Not charge tuition.
- Not discriminate against any student 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.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend Dearborn Elementary Charter Academy and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend Dearborn Elementary Charter Academy nor any employee to work at Dearborn Elementary Charter Academy.
- In accordance with Education Code Section 48200, if a pupil is expelled or leaves Dearborn Elementary Charter Academy without graduation or completing the school year for any reason, Dearborn Elementary Charter Academy 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.
Overview

Dearborn Elementary Charter Academy is a suburban elementary school in Northridge in the heart of the San Fernando Valley. It is located one mile east of California State University, Northridge and adjacent to both Dearborn Park and Holmes Middle School. Dearborn offers a variety of quality programs that attract families to the school, including a School for Advanced Studies program and various special education classes. Dearborn is a place where students are inspired to achieve their potential. Dearborn offers a well-rounded instructional program that focuses on academic achievement, and also includes arts education, technology, character education, and healthy lifestyles.

The majority of Dearborn students matriculate to Holmes Middle School. Dearborn is the high school attendance areas for Monroe HS, Northridge Academy HS, Cleveland HS, Valley Academy of Arts and Sciences, and Granada Hills Charter HS.

The Dearborn campus has 25 classrooms, a Wonder of Reading Library, a new computer lab, a Parent Center, auditorium, staff lounge and a Homework Club. The Literacy Garden is a popular location on campus, and there are many beautiful murals throughout the facility.

The American Community Survey (ACS), part of the U.S. Census Bureau, collects information such as age, race, income, commute time to work, home value, veteran status, and other important data every year. The Dearborn neighborhood lies within the ACS zip code area ZCTA5 91325. This region of the city of Los Angeles is also considered to be in the west portion of the San Fernando Valley. ACS data indicate that, for people reporting one race alone, 58% of the population is White; 6% is Black or African American; 0.6% is American Indian and Alaska Native; 17% is Asian; 0.3% is Native Hawaiian and Other Pacific Islander, and 14% is Some Other Race. Thirty-two percent of the population identified as Hispanic. For survey purposes, people of Hispanic origin may be of any race. Families make up 63% of the households. The average household income in Northridge is just above $61,000.

Of the 87% of parents at Dearborn who provided information about their personal education levels, 7% are not high school graduates, 15% are high school graduates, 30% have some college experience, 31% are college graduates, and 17% have completed graduate school.

The Dearborn attendance area lies within LAUSD Local District 1. The table below provides summative performance data for elementary school students in this district.
Table 1: LAUSD School Report Card Data for Elementary Schools in District 1

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Local District 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>% proficient or advanced in English Language Arts (CST)</td>
<td>61%</td>
</tr>
<tr>
<td>% proficient or advanced in Mathematics (CST)</td>
<td>71%</td>
</tr>
<tr>
<td>3rd graders scoring proficient or advance in English Language Arts (predictive of success in middle and high school)</td>
<td>49%</td>
</tr>
</tbody>
</table>

There are 6 elementary schools within the Northridge community. All six of the schools are LAUSD schools, one of which is a gifted/high ability magnet school. There are currently no charter schools located near Dearborn. These schools serve a predominantly minority (61%-91%) student population. Hispanic students represent the largest (39%-72%) minority group at all but one school, followed by Asian students (5%-33%) and African American, Non Hispanic students (3%-11%). At all but the gifted/high ability magnet school, 50%-72% of students served are eligible for free or reduced lunch through the National School Lunch Program. Additionally, all of the schools were Title I schools during the 2011-2012 school year except the gifted/high ability magnet. Overall, all of the schools in this area outperform the LAUSD district average on virtually all academic performance measures. Table 3, on the following page, provides an overview of the demographic and performance data for these schools.

A review of the demographic and performance data of schools in the Dearborn area indicates that most schools have met the statewide API target of 800, and the majority of students are testing at the proficient or advanced levels on the California Standards Tests in both English Language Arts and Mathematics. Of the four schools that are in Program Improvement, all have schoolwide APIs over 800. Program Improvement status is linked to AYP performance indicators for specific subgroups.

Dearborn Elementary Charter Academy will be prepared to engage and challenge all students and to provide appropriate supplemental academic interventions to help all students perform at grade level. Dearborn programs will be designed with diverse students in mind and will include culturally and linguistically responsive curricula that develop students’ intercultural awareness and cooperation.

Nearly 50% of the Dearborn student population meets the eligibility criteria for free or reduced lunch under the National School Lunch Program. When students are personally affected by poverty, underemployment, and challenging community circumstances, focusing on learning often becomes much more difficult. Dearborn will design its curriculum, academic interventions, and non-academic student supports to prevent and mitigate the effects of such challenges. These include connecting students and families with resources such as counseling and other interventions for students at risk. While high student mobility is a challenge for many low-SES students, Dearborn’s engaging curriculum and close, supportive relationships with students may give parents greater incentives to keep their children enrolled in the school, even in the event of relocation.
Table 2: Surrounding Schools Performance Data

<table>
<thead>
<tr>
<th></th>
<th>Andasol Avenue Elementary</th>
<th>Balboa Gifted/High Ability Magnet Elementary</th>
<th>Calahan Street Elementary</th>
<th>Dearborn Elementary Charter Academy</th>
<th>Gledhill Street Elementary</th>
<th>Lorne Street Elementary</th>
<th>Mayall Street Elementary</th>
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<tr>
<td>Charter?</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Grade Span</td>
<td>K-5</td>
<td>1-5</td>
<td>K-5</td>
<td>K-5</td>
<td>K-5</td>
<td>K-5</td>
<td>K-5</td>
</tr>
<tr>
<td>Enrollment</td>
<td>422</td>
<td>746</td>
<td>568</td>
<td>500</td>
<td>626</td>
<td>671</td>
<td>439</td>
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<td>Track</td>
<td>Single Track</td>
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<td>Single Track</td>
<td>Single Track</td>
<td>Single Track</td>
<td>Single Track</td>
<td>Single Track</td>
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<tr>
<td>Title I?</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>PI?</td>
<td>No</td>
<td>No</td>
<td>Yes (Year 1)</td>
<td>No</td>
<td>Yes (Year 2)</td>
<td>Yes (Year 1)</td>
<td>Yes (Year 4)</td>
</tr>
<tr>
<td>Met Growth Target?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Met Subgroup Growth Targets?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Academic Performance Index (API)</td>
<td>852</td>
<td>979</td>
<td>826</td>
<td>832</td>
<td>802</td>
<td>826</td>
<td>819</td>
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<td>API State Ranking</td>
<td>8</td>
<td>10</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>6</td>
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<tr>
<td>Similar Schools Ranking</td>
<td>6</td>
<td>10</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>2</td>
<td>9</td>
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<tr>
<td>AYP Lang. Arts % Prof.</td>
<td>68%</td>
<td>94%</td>
<td>58%</td>
<td>60%</td>
<td>54%</td>
<td>59%</td>
<td>65%</td>
</tr>
<tr>
<td>AYP Math % Prof.</td>
<td>70%</td>
<td>97%</td>
<td>74%</td>
<td>67%</td>
<td>72%</td>
<td>74%</td>
<td>75%</td>
</tr>
<tr>
<td>% Eligible for Free or Reduced Lunch</td>
<td>50%</td>
<td>18%</td>
<td>53%</td>
<td>42%</td>
<td>72%</td>
<td>59%</td>
<td>68%</td>
</tr>
<tr>
<td>% Sp Ed</td>
<td>12%</td>
<td>2%</td>
<td>10%</td>
<td>13%</td>
<td>13%</td>
<td>12%</td>
<td>14%</td>
</tr>
<tr>
<td>% EL</td>
<td>15%</td>
<td>2%</td>
<td>15%</td>
<td>12%</td>
<td>31%</td>
<td>13%</td>
<td>27%</td>
</tr>
<tr>
<td>% African American, Non Hispanic</td>
<td>10%</td>
<td>3%</td>
<td>11%</td>
<td>7%</td>
<td>3%</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>% Asian</td>
<td>15%</td>
<td>33%</td>
<td>10%</td>
<td>10%</td>
<td>6%</td>
<td>9%</td>
<td>5%</td>
</tr>
<tr>
<td>% Hispanic</td>
<td>39%</td>
<td>19%</td>
<td>46%</td>
<td>46%</td>
<td>72%</td>
<td>56%</td>
<td>60%</td>
</tr>
<tr>
<td>% Filipino</td>
<td>7%</td>
<td>5%</td>
<td>7%</td>
<td>3%</td>
<td>9%</td>
<td>5%</td>
<td>9%</td>
</tr>
<tr>
<td>% Minority</td>
<td>72%</td>
<td>61%</td>
<td>75%</td>
<td>67%</td>
<td>91%</td>
<td>78%</td>
<td>82%</td>
</tr>
</tbody>
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The Students The School Proposes To Serve

Dearborn currently serves approximately 505 students in grades K-5. In the current (2011-2012) school year, 67% (337 students) of students enrolled at Dearborn live within the school’s attendance boundaries as defined by the Los Angeles Unified School District (LAUSD), and 33% of students are enrolled via permits through Open Enrollment (23%), Advanced Studies Program (14%), Continuing Enrollment (11%), or other permits (2%). Dearborn currently offers a School for Advanced Studies (SAS) program, which supports the development of gifted and talented youth. Twenty-seven percent of the student enrollment (135 students) is enrolled in the SAS program in grades one through five.

Dearborn will continue to function as a neighborhood school and adhere to LAUSD enrollment procedures in serving the students within its attendance boundaries. Given current facilities, Dearborn
intends to increase its enrollment to a capacity of 550 students by the end of the 2016-2017 school year. Enrollment seats not filled by neighborhood students will be filled through SAS permits and Charter Enrollment via lottery. Lottery procedures are outlined in Element 8.

Table 3: Projected Student Enrollment in Years 1-5

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<td>Grade K</td>
<td>80</td>
<td>80</td>
<td>85</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>Grade 1</td>
<td>80</td>
<td>80</td>
<td>85</td>
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<td>510</td>
<td>520</td>
<td>530</td>
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Student Demographic Data

Dearborn serves a diverse student population (Table 2). Its student body is 46% Latino, 33% White, 10% Asian, 7% African American, 3% Filipino, and 1% American Indian or Alaska Native. There are over twenty different home languages represented at Dearborn.

Chart 1: Enrollment by Ethnicity
Chart 2 provides an overview of student enrollment in various educational programs. Approximately 12% of students are English Learners, 13% receive special education services, over 45% qualify for free or reduced lunch, and approximately 10% of the students are identified gifted.

### Chart 2: Enrollment in Special Programs

Dearborn Elementary Charter Academy is a high-performing school and was recognized as a California Distinguished School in 2008. Over the last five school years, Dearborn has maintained an overall API over 800, and the majority of its students are scoring Proficient or Advanced on the California Standards Test. In its most recent Adequate Yearly Progress (AYP) Report, Dearborn met 14 of 19 criteria. Chart Group 3 and Chart Group 4 summarize Dearborn’s school accountability and student achievement data over the most recent five years.

### Academic Achievement Data

#### Chart Group 3: Schoolwide and API/AYP Accountability Data
Chart Group 4: CST Achievement Data

<table>
<thead>
<tr>
<th>Subject</th>
<th>School</th>
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<tr>
<td>English-Language Arts</td>
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<tr>
<td>Mathematics</td>
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<td>43%</td>
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<tr>
<td>Science</td>
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### California Standards Tests (CST) (2010-11)

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<tr>
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<th>%ADV</th>
<th>%PROF</th>
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<th>%BB</th>
<th>%FBB</th>
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<th>2010-11</th>
<th>Chg</th>
<th>2009-10</th>
<th>2010-11</th>
<th>Chg</th>
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<tbody>
<tr>
<td>ELA Gr 2</td>
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<td>34.7%</td>
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<td>4.1%</td>
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### Change in Proficiency

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<td>ELA Gr 3</td>
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<td>ELA Gr 5</td>
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<td>Math Gr 3</td>
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<td>Math Gr 4</td>
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<td>Math Gr 5</td>
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<tr>
<td>Science Gr 5</td>
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</table>

### Change in Basic/Proficiency

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<th>Chg</th>
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<td>Math Gr 5</td>
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<tr>
<td>Science Gr 5</td>
<td>65.6%</td>
<td>68.5%</td>
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</tbody>
</table>

Submitted: March 2012
Mission

Dearborn Elementary Charter Academy provides a rigorous academic curriculum and social foundation to meet the needs of our diverse learning community in a safe, supportive environment. Our goal is to have students achieve their greatest potential and become caring, responsible, contributing, well-educated citizens. We accomplish these goals through the excellence of teachers and staff, the collaboration of parents, and the commitment of the community.

Vision

Our vision is to become a recognized school of excellence where students, parents, and teachers work collaboratively to prepare for the future. Our goal is to have students achieve their greatest potential and become caring, responsible, contributing, well-educated citizens through our interdisciplinary curriculum.

Educational Philosophy

The administration, teachers, staff, and parents at Dearborn share a common goal: to provide students the most enriching and challenging elementary school experience possible.

At Dearborn Elementary Charter Academy, all stakeholders believe that every student has the potential to meet or exceed the state and national academic standards. High API scores - exceeding 800 for the last five years - have become an expectation at Dearborn. Students in the School for Advanced Studies (SAS) program consistently work above and beyond grade level standards. As a result, 60% of students in grades 2-5 are performing at proficient or advanced in the areas of English/Language Arts, and 67% are performing at those levels in Mathematics.

21st Century Learners

21st century learners must be prepared to think critically, make informed decisions, collaborate effectively with others, and strive to continue growing as learners. To be successful in their rapidly changing environment, students must add to the basics of fundamental academic skills the need to:

- Evaluate and use information rather than simply memorizing facts. They must develop critical thinking, collaborative work habits, and problem solving and technology skills. This is essential in a world where information is currently estimated to double every 3-5 years. Flexibility and the ability to adapt will be essential in the outlook of students stepping into their future.

- Build a deeper understanding of the logic and processes of science and engineering that will enhance students’ ability to make informed decisions about the environmental, medical, and ethical issues they will face as responsible citizens.

- Appreciate and participate in the arts, discovering the joy and personal power in artistic expression. Such practice is recognized to help develop and sustain curiosity, wonder, and creativity—all essential to developing the mental agility and willingness to adapt in the face of rapidly changing situations. Understanding the arts also leads to increased knowledge about the world and its people, enabling them to appreciate the richness and vibrancy of other countries and cultures.
• Experience civics-oriented projects that develop the personal values and practices associated with more vibrant democratic participation. It is essential that students develop and experience a sense of agency and responsibility for making their world a better place through personal action in their own communities and beyond.

• Learn and practice better exercise and eating habits and build a deeper understanding about personal and public health issues and how they affect their lives. This is vital in light of the fact that for the first time ever in this country, average life expectancy is declining.

• Develop positive social-emotional skills that are paramount to building and maintaining healthy, satisfying personal relationships and successful workplace relationships.

• Learn and work autonomously in order to independently advance themselves by continuing their education and developing new skills on a lifelong basis.

“The aim of education should be to teach us rather how to think, than what to think—rather to improve our minds, so as to enable us to think for ourselves…” ~John Dewey

How Learning Best Occurs

Dearborn Elementary Charter Academy incorporates a “Three Way Compact” signed by teachers, students, and parents to foster learning in a safe, mutually respectful classroom environment where teachers will:

• Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state’s student academic achievement standards.

• Respect cultural and linguistic differences among students.

• Make learning relevant to students’ lives.

• Make efficient use of learning time.

• Provide assistance to students and parents, when it is needed, and hold parent conferences at least once a year, during which the compact will be discussed.

• Assign homework that supports classroom instruction.

• Regularly provide information about student progress.

• Contact parents as soon as possible when there are problems.

• Provide a safe, positive, and nurturing environment for students.

Students will:

• Attend school regularly and be on time.

• Complete school assignments and homework to the best of his or her ability.

• Spend time at home daily studying and reading.

• Come to class prepared to work.
Dearborn Elementary Charter Academy: Affiliated Charter Petition

- Limit television viewing and video games.
- Follow school and classroom rules.
- Show respect for all teachers and staff.
- Show respect for people and property by not using profanity, stealing, bullying or vandalizing.
- Respect the rights of others to learn without distraction and disruption.
- Take pride in the school.
- Tell their teacher or an adult at school if he or she is having a problem (classwork, bullying, teasing, etc.).

Parents will:

- Make sure my child attends school regularly and is on time.
- Encourage positive attitudes about school.
- Attend parent-teacher conferences and school events.
- Provide the school with current contact information to be reached in case of an emergency.
- Support the school by reading newsletters and notes, volunteering at school, and by attending meetings whenever possible.
- Provide a quiet, well-lit place for my child to study and supervise completion of homework.
- Help child meet his or her school responsibilities.
- Provide nutritious food and a consistent bedtime so the child is ready to learn (Children need 10-12 hours sleep per night).
- Provide a library card and read regularly to the child.
- Limit child’s television viewing.
- Monitor television viewing and video games so that the child is not exposed to violence or programs with inappropriate maturity levels.
- Encourage an active lifestyle and participation in physical activities.
- Communicate concerns, special circumstances or information about his/her child to the teacher/school that may impact the child’s performance.

In addition to the compact, support from administration will include:

- A principal that has high expectations concerning student behavior, and academic achievement
- A principal that supports the efforts of the students and teachers to cultivate academic excellence and scholarly behavior
- A principal that empowers school community members to identify, articulate, and address a shared vision for the school’s educational program
- A principal that ensures that quality learning is taking place in addressing the State Standards and National Standards through a rigorous program using formative data, teacher input, current best practices and sound educational research

Submitted: March 2012
Developing Lifelong Learners

Dearborn Elementary Charter Academy will provide an instructional program that engages all students to reach their potential through an emphasis on:

- State standards
- Integrating the arts
- Enriched learning experiences through engagement in experimentation, exploration, and discovery
- Technology
- Teachers and administrators who continue to grow through professional development and remain lifelong learners

A Typical Day at Dearborn Elementary Charter Academy

Parents and students begin to arrive each morning around 7:20am. Some parents take advantage the valet service to allow for easy drop-off of their children as they continue on to work or other responsibilities. Other parents walk on campus in the morning to escort their children to the assembly area on the yard.

Beginning at 7:30am, students gather and play in the yard area. When the warning bell rings at 7:48am, the students assemble in their designated line area on the yard and are greeted by their teachers to be escorted to their classrooms. On Mondays, students and parents gather outside around the grassy quad area for a Monday Morning Assembly. They are greeted by the principal, who helps to usher in a fresh week with announcements of upcoming events and activities that will be available to all students and their families. Each week a different class leads the assembly in the flag salute and does a song, poem, or other presentation for the school community.

Once in the classrooms, students begin the day with warm-up activities in different content areas designed to challenge students’ thinking and help them begin to focus on the instructional day. The students’ instructional day is divided into three main instructional blocks. The first block is approximately 120 minutes and is followed by a 20-minute schoolwide recess. The second instructional block is approximately 120 minutes between recess and lunch. Following a 35-minute lunch, the last instructional block is approximately 75 minutes. In most classrooms, English Language Arts and mathematics instruction occurs before lunch. After lunch, students focus on History, Science, Physical Education, Health, and/or Arts for the remainder of the school day. Teachers have discretionary authority to plan their instructional day in the best interests of their students.

Classroom visitors see students eagerly engaged in learning. In every classroom students learn through a variety of differentiated instructional methodologies. Students are engaged in rigorous, standards-based instruction with teachers who explicitly define and articulate the state standards that students are expected to meet and exceed. Descriptive criteria, rubrics, and models of work that illustrate these standards are displayed in classrooms. Students participate in evaluating their own work and in setting learning goals for themselves. The curriculum encourages students to gain a deep conceptual understanding of topics or concepts and maintain a high level of engagement through the learning process. Teacher assistants, under the direction of the classroom teacher, can be seen assisting with instruction and promoting student learning on a daily basis.
The regular classroom routines are enhanced throughout the week with psychomotor instruction (Fridays), visual and performing arts instruction, and grade level team teaching for differentiation to meet students’ diverse instructional needs. Arts instruction is provided by a District Music Teacher, Theater Arts Teacher, a ballroom dance instructor for fifth grade, and an art disciplinarian for third and fourth graders participating in the Great Master's Art Program. The lessons include artist background, art history, and a project based on the work of an artist.

Dearborn provides several after school programs for students. Dearborn offers Homework Club Monday through Thursday for an hour after school. In Homework Club, a paraprofessional and parent and community volunteers supervise and assist students in completing homework assignments. Youth Services, operated by Beyond the Bell, provides supervision and organized activities for students on the yard from dismissal until 6pm. A variety of fee-based afternoon enrichment programs are offered each fall, winter, and spring. These programs extend and enhance learning by providing additional experiences such as sports teams, chess club, cooking, dance, science academy, anatomy academy, KidsArt, performing arts, and Lego Robotics. In addition, there are two licensed childcare programs (YMCA and Creative Kids) available to parents for a fee that provide after school care from dismissal until 6:30pm.

A Virtual Tour of the Dearborn Campus

In 1964, Dearborn Elementary opened its doors to the community as a neighborhood school. Today it continues to serve as a neighborhood school, as well as a School for Advanced Studies (added in 2004-2005) for gifted and talented children from all over the San Fernando Valley. Visitors enter the campus via the main gate, located next to the main office. Every visitor is met by a friendly greeting from an office staff member who will assist with any school needs. Located within the main office building is the Parent Center. PTA Board meetings are convened in this room monthly. This is a hub for our school community. It is in this Center that family folders are prepared, teacher projects are assembled, and social networking occurs.
Just past the beautiful literacy garden is the Wonder of Reading library where community volunteers are regularly found reading with students through our “Read to Succeed” program. The library is stocked with a variety of books, research materials, and videos available to be checked out by students and staff. Students use reference materials and computer access to complete assignments and research projects.

Next to the Wonder of Reading library is our newly updated, state-of-the-art computer lab. It is fully equipped with thirty-six Macintosh computers, Smart Board, laptop, projector, printer, and teacher’s assistant. These permit students and teachers full access to a variety of educational programs and web sites to extend and develop knowledge. In this magnificent lab, the classroom teacher and assistant work together to help the students understand the use of current technology and its real world applications.

Next to the quad area is the pavilion for lunch. The overhang covers all the tables used at breakfast, recess, and lunch. Beside the pavilion is the huge auditorium, which is constantly in use! Banners line the auditorium walls, which reflect the Six Pillars of Character. Teachers use this performance space for a wide variety of arts, including theater, dance, and music. Lucky visitors may see a real treat: fifth graders learning how to ballroom dance! In addition, all teachers utilize the auditorium to practice the many performances given for parents and the school community.

Next to the lunch pavilion is a fully-equipped yard with two apparatus areas made possible through the Kirk Douglass Foundation. Across from the apparatus is a large grass area where students regularly play soccer, softball, and after school sports. Every Friday, our playground is filled with students and YMCA coaches participating in physical education activities via a psychomotor program. This enrichment activity is an important component to providing students with healthy minds and bodies while teachers meet by grade level to plan and collaborate on instruction.
Around the school walls are murals promoting school spirit as well as Coach John Wooden's Pyramid of Success. The gated kindergarten area displays Target Community Volunteer murals of scholarly behavior.

Parents and community members are invited to enroll in English as a Second Language classes available at Dearborn and held in the mornings.

Dearborn teachers are always available to be Master Teachers, in conjunction with California State University, Northridge, to assist and help train student teachers under the direction and guidance of University Supervisors. Dearborn is also a Demonstration Site for the School for Advanced Studies program, and visitors from near and far come to see exemplary instruction in our classrooms.

The RSP teacher and special day class teachers offer further support to students with special needs. In the Learning Center, the intervention team supports all students who require additional assistance in meeting grade level standards. In addition, Dearborn offers a variety of extended learning day opportunities to assist all students who are performing below grade level. These extended learning days are utilized throughout the school year focusing on language arts, mathematics, and English Language Development.

The teachers’ workroom provides teachers with the resources and materials needed to enhance learning. These resources include a die-cut machine, electronic die-cut machine, copier machines, poster maker, and laminating machine.

**Instructional Program and Curriculum**

Dearborn teachers are professionals who continually refine their skills through current educational research and best practices.

**Instructional Framework**

Dearborn's curriculum is based on the California State Standards and Associated Frameworks in language arts, mathematics, science, social studies, visual and performing arts, technology, and physical education. The curriculum meets all state and LAUSD standards. Dearborn teachers and staff believe that powerful learning and addressing the needs of its student population are best accomplished through a balanced program, which combines curriculum-centered and student-centered instruction. Systematic direct instruction, guided practice, and the application of skills through an expansive reading selection, ensure that all students are exposed to state and District-mandated standards. Subsequently, addressing multiple intelligences (Howard Gardner) through the
use of experiential and open-ended (Bloom’s Taxonomy) inquiry-based learning produces self-motivated and well-balanced learners. We believe that integrating these modalities will help our students to become analytical (Sandra Kaplan) as well as creative thinkers.

**Delineation Of The Core Subjects**

Dearborn will follow State and National Content Standards in the following areas: reading, writing, mathematics, social studies, health, physical education, art, and science. We follow these by using the state adopted programs approved by LAUSD.

**English Language Arts Framework**

English language arts incorporates the strands of reading, writing, listening, and speaking. The English language arts framework for K - 3 students is to acquire foundational skills in: (1) fluency and decoding multi-syllabic words; (2) exposure to narrative and expository text, recall sequence, main ideas, and supporting details; and, (3) write compositions that describe familiar events and experiences by constructing complete, correct sentences. In addition, students must be able to give oral presentations. The English language arts framework for grades 4 - 5 students is to (1) evaluate structural patterns of text; (2) achieve an effective balance between researched information and original ideas; (3) evaluate credibility of a speaker; (4) present evidence/examples to support arguments, and differentiate between fact and opinion; and, (5) identify sequence of activities.

**Mathematics Framework**

The mathematics framework focuses on understanding the structure and logic of mathematical concepts. Through interacting with and manipulating materials, reading, writing, listening, and speaking, students will clarify and demonstrate their understanding of mathematical ideas. Problem solving is an essential element of mathematics. Students must be able to approach problem solving using reasoning, critical thinking, and strategies.

**Science Framework**

The science Framework consists of an emphasis on the three strands which include Life Science, Physical Science, and Earth Science. The scientific method is used to develop hypotheses, test hypotheses through observing, investigating, and recording to form conclusions based upon results. Validity is based upon repeated testing and evaluating those results.

**History/Social Science Framework**

History and social science framework emphasizes historical events and important people, awareness of chronological and geographical content, and points-of-view.

**Health Framework**

The Health Framework places an emphasis on developing lifelong, positive, health-related attitudes and behaviors. It promotes healthy bodies and well-being into adulthood.

**Physical Education Framework**

The physical education framework focuses on the benefits of regular physical activities, improves gross motor skills, and builds new skills through developmentally appropriate activities.
**Arts Framework**

The arts framework incorporates an appreciation of the arts through the various disciplines. It allows students to express themselves through dance, theater, visual art, and music.

**Teaching Methodologies**

Dearborn relies upon research-based programs, which include examination of data, current use of established methodologies, and research published in educational journals. Dearborn teachers utilize the LAUSD “My Data” system to examine multiple data sources for their past and present students. Teachers examine California Standards Test (CST) data to ascertain the strengths and weaknesses of the student population (from far below basic to advanced) including all subgroups of student learners (at risk, special needs, socioeconomically disadvantaged, English Learners, gifted and talented, subgroups by ethnicity, and those with Section 504 plans). Research based practices include, but are not limited to, Specially Designed Academic Instruction in English (SDAIE), critical thinking strategies (Depth and Complexity, Blooms Taxonomy), scaffolding techniques (Thinking Maps, Accountable Talk, and clear expectations), and differentiation of curriculum (tiered assignments, compacting, and novelty).

For our student population, including English Learners, SDAIE is a teaching approach intended for teaching various academic content (such as social studies, science, or literature) by carefully designing instruction (content, connections, comprehensibility, and interaction) that allows students to access the grade level standards. The instruction is designed so the student can access the English language content supported by materials, resources, and carefully planned instruction that strives for comprehensible input. SDAIE is a method of teaching students in English in such a manner that they gain skills in both the subject material and in using English.

Dearborn continues to expand its use of higher-level critical thinking skills through the integration of Depth and Complexity and Bloom’s Taxonomy. Depth and Complexity utilizes icons that students are introduced to and apply across the curriculum. The icons represent big ideas, multiple perspectives, patterns, trends, rules, details, ethics, relate over time, language of the discipline, unanswered questions, and across disciplines. These higher level thinking skills are applied in our classrooms as students discuss literature, apply mathematical principles, review writing samples, participate in science exploration, relive history, experience the arts, and create assigned projects that combine state standards with these higher level skills.

Bloom’s Taxonomy complements the acquisition and application of higher level thinking through six levels of questioning, which progress from simple to complex. The levels include knowledge, comprehension, application, analysis, synthesis, and application. Students learn the meanings of the words; use them in questioning discussions across the curriculum, and even in developing some test questions for the entire class. As students progress to the higher levels of comprehension, they use the words as concrete anchors and bridge the gap to abstract thinking and open-ended questions. Bloom’s Taxonomy is a model for differentiating the challenge level of activities based on students’ needs. To meet student needs, teachers will use the Bloom’s model in developing assignments and activities geared to the challenge level of different students.

To ensure success for all students, teachers utilize Thinking Maps as a means of constructing networks of knowledge. With Thinking Maps used as a scaffolding strategy, students are able to construct meaning and organize thinking for writing, categorizing, and understanding conceptual
The use of Thinking Maps provides our students with a common language for the thinking process by utilizing a set of visual tools to help synthesize and connect information. The schoolwide use of these tools helps students increase retention of knowledge when reading, provides a means for deeper conceptual understanding, enables greater understanding and the ability to communicate abstract concepts, heightens metacognition and self-assessment, the transference of thinking processes across disciplines, and enhanced creativity and perspective taking. They provide concrete tools for constructing networks of knowledge.

Additionally, teachers utilize Lauren Resnick’s Principle of Learning strategies, including Clear Expectations and Accountable Talk, as supplemental scaffolding strategies. Criteria charts are created with student input, and rubrics are tools used to help define explicitly what we expect students to learn. To enhance academic vocabulary, teachers use Accountable Talk strategies to promote appropriate knowledge and rigorous thinking. Accountable Talk uses evidence appropriate to the discipline, and forces the students to use academic language (math vocabulary, data from investigations in science, textual details in literature, and primary resources in history).

Teachers at Dearborn practice, recognize, and emphasize the development of relevant vocabulary and background knowledge as they move into new units of study, progress through them, and reflect beyond them. It is this continuous cycle of planning, teaching, assessing, and reflecting that provides ongoing feedback for teachers to evaluate the effectiveness of their teaching and its outcome of student learning. Many teachers use teaching practices that recognize and emphasize sequential teaching that builds on student's prior knowledge, diverse vocabulary, and background knowledge. Each is utilized in every curricular area in order for students to make the numerous connections necessary to fully comprehend and access the content.

During professional development at the school site, teachers work closely together to identify the specific needs of their student population and work collaboratively at grade levels and across grade levels to promote cohesiveness and clear expectations of academic success aligned to the state and newly adopted national standards once they are implemented by the CDE. Teaching methodologies and instructional strategies are varied according to the standards and student learning objectives, and include, but are not limited to:

- Whole group, small group, and individualized instruction
- Pair-share instruction
- Student centered learning
- Cooperative learning
- Independent work time, research and independent projects
- Differentiated small group instruction
- The writing process
- Choral reading, chanting
- Response to Instruction and Intervention (RtI2)
- Team teaching
- Use of manipulatives and realia
- Hands-on inquiry-based learning
- Depth and Complexity
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• Tiered assignments
• Compacting
• Literature circles
• Technology based teaching/Internet
• Bloom's Taxonomy
• Audio visual opportunities
• Directed instruction
• Thinking Maps
• Simulations

Dearborn teachers and administrators use multiple assessments such as California Content, periodic, formative, and summative assessments to develop lessons and assess student learning. The data from these assessments are used to guide teaching.

**Instructional Scope And Sequence Aligned with California Content Standards**

All components of the Dearborn curriculum plan conform to language arts, math, social studies, science, arts, technology, and physical education standards of the frameworks for California public schools. All instruction will be standards-based and assessed by the California standards tests as scheduled by the Department of Education and the Los Angeles Unified School District. Dearborn will follow all California State Standards including all required Scope and Sequence.

**English Language Arts Curriculum**

All Dearborn students receive instruction in language arts, which incorporates the strands of reading, writing, listening, and speaking. The curriculum is implemented through the use of an array of materials that may include state adopted and staff selected textbooks and resources, and core literature selections that are aligned with the State Framework, State Standards, and National Standards. Students have multiple opportunities to work and learn independently, in pairs or small groups, and as part of a larger group. Students make connections, predict, visualize, question, summarize, and evaluate with core, or other literary texts, and through a variety of cultural perspectives. Dearborn recognizes the importance of including Culturally Relevant and Responsive Education for diverse learners. Currently, Dearborn utilizes the MacMillan/McGraw-Hill California Treasures K-6 2010 Reading Program as its primary tool for language arts instruction.

The following is a list of activities that some of our grade levels participate in throughout the school year:

• Read Across America/Dr. Seuss' Birthday celebration: Students read books by Dr. Seuss, in their pajamas, make Cat In the Hat hats, eat green eggs and ham, and creatively write rhymes of their own. A Family Literacy Night call “Pajamarama” is a popular event for our families.
• Unit openers across grade levels introduce students to thematic units within various subjects.
• The use of collaborative writing prompts and publishing of student work. Students write across the curriculum and engage in projects like “Flat Stanley” and PenPals.
• Read to Succeed volunteers read weekly with specific students to boost confidence, comprehension, and fluency.
Cross age reading occurs when upper grade students partner with primary students to build fluency and the joy of reading.

A member of the Screen Actor's Guild captivates students of a grade level by reading a book of their choice.

**Mathematics Curriculum**

At Dearborn, all students will understand the structure and logic of mathematics. Through interacting with and manipulating materials, reading, writing, listening, and speaking, students will clarify and demonstrate their understanding of mathematical concepts. Problem solving is an essential element of the mathematics program and all students will be instructed how to approach the steps of problem solving, beginning with identifying the facts, pertinent information, variables and the different ways in which to solve the problem, such as drawing pictures, making diagrams, sets, using manipulatives, or working backwards. Students will be challenged with meaningful, real world, and complex problems that require the use of higher level thinking skills, and will be encouraged to create or develop their own problems for the class to solve.

Teachers will employ various teaching methodologies beginning with concrete experiences designed to have students make connections with prior learning and build upon that foundation through the use of abstract reasoning and problem solving. The standards will be addressed through the use of a variety of materials and resources that may include state adopted and staff selected textbooks that are aligned with the State Framework, State Standards, and National Standards. Supplementary materials and manipulatives will be incorporated to extend conceptual, procedural, and reasoning knowledge. Currently, Dearborn utilizes the enVision Math program from Scott Foresman as the primary tool for mathematics instruction.

The following is a list of activities that different grade levels have participated in throughout the school year:

- 100 Days of School students create a 100th day project and collect 100 cans of food to donate at a local shelter
- Math-a-thon students compete within their classrooms in timed activities. Those who qualify go on to compete in a grade level championship.
- Kidtown Economy students simulate the production of goods and the services that people provide to sell those goods. In the exchange, students are required to master subtraction facts when products are "sold" and change is required to complete the payment transaction.

**Science Curriculum**

The science curriculum at Dearborn consists of an emphasis on the three strands, which include Life Science, Physical Science, and Earth Science. Students will be instructed using the scientific method to develop hypotheses, to test their hypotheses through observation, investigation, and recording to form conclusions based upon their results. In addition they will test validity based upon repeated results. The science curriculum will be implemented through the use of various materials that may include state adopted and staff selected textbooks. Furthermore, the science program will be expanded upon and enriched by providing teachers with the discretion and flexibility to incorporate supplementary materials into the curriculum.

Currently, Dearborn utilizes the Full Option Science Series (FOSS) from Delta Education and its state adopted textbook as the primary tool for science instruction to support students in meeting all state
standards. FOSS kits are used in kindergarten through fifth grade. Commercial publications and teacher created materials will also be used as additional resources to deepen students’ knowledge in understanding the state standards in science.

Science is made more hands-on with these activities that different grade levels participate in throughout the school year:

- Students plant seeds in the class garden where they monitor daily growth and care for the plants by weeding and watering
- Del Air Rockhounds visit and present lecture and realia in connection with earth science standards
- Del Air Rockhounds support the study of fossils with a presentation on timelines, fossil samples, and lecture complete with rubbings of sample fossils
- Los Angeles Zoo in-school program is comprised of four sessions that include slides and samples from different ecosystems
- **Science Spin** is a Weekly Reader that has news articles about the most current science news.
- Field trips to the Los Angeles Zoo, California Science Center, Santa Monica Pier Aquarium, and other locations allow students opportunities to learn outside of the classroom

**History/Social Science Curriculum**

The history/social science curriculum will be implemented through the use of a variety of materials that may include state adopted and staff selected textbooks. In addition, the program will be expanded and enriched by providing teachers with the flexibility to incorporate supplementary materials and visual arts, dance, and theater into the curriculum to assist every student in meeting and exceeding the content standards.

Currently Dearborn utilizes **History Social Sciences** by Scott-Foresman as the primary tool for instruction in history/social sciences.

History and social science are brought to life at Dearborn through a rich variety of activities across the grade levels:

- Our school-wide Multicultural Fair, where students and classes construct projects and displays reflecting the diverse cultures represented at Dearborn. Samples of foods from around the world as well as music are part of this annual event
- Thanksgiving Feast: classes culminate their learning about the Pilgrims and Native Americans with their very own Thanksgiving Feast, dressing up and reenacting the first feast, as well as craft activities such as "beaded" necklaces, dream catchers, and weaving
- Fifth grade students travel to Riley's Farm where they participate in reenactments of life during the colonial period
- Gold Rush Day teaches about the "rush" of people who traveled across America to "Strike it rich" in the hills of California
- Native Americans come to life during a field trip to Knott's Berry Farm where the students listen to stories, explore lodgings, music, and culture, as well as create a craft based on a Native American legend
- Students present a biography in first person, dressed in character
• Students bring biographies to life by discovering and understanding their ancestry through oral presentations of family heritage
• Students simulate the Kidtown Interact kit by creating an economy system using goods and services
• Students create a “flat version” of themselves and mail it anywhere in the world. This Flat Stanley project allows students to learn about geography, other cultures and mapping skills
• Students learn about major symbols in American history by creating a three-dimensional abstract project of an assigned symbol which includes an oral presentation

Activities and lessons throughout Dearborn integrate technology, language arts, and the visual and performing arts. Frequent and varied opportunities are provided for students to learn about the contributions of the various ethnic populations in Los Angeles, California, the United States, and the world. Students at Dearborn celebrate the commonality of languages, ideas, customs, beliefs, and heritage that exist among all cultures, and it enriches their perspectives of the multicultural world in which they live through our school-wide Multicultural Fair.

Health/Physical Education Instruction

In both health and physical education instruction, Dearborn promotes positive awareness of healthy behaviors. Health is presented through lessons that focus on personal health, safety, drug awareness, growth and development, and good nutritional choices.

The following is a list of activities that different grade levels participate in throughout the school year:
• Project LEAD is a ten week program through the Los Angeles District Attorney's office which encourages students to make good choices, prevent juvenile delinquency, develop public speaking skills through role-playing and discussion
• Red Ribbon Week is taught by encouraging classes to participate in a wide variety of school activities. These are supported through lessons in the classroom to reinforce saying no to drugs and yes to healthy choices. Some of these activities include, but are not limited to, placing red ribbons on the perimeter gate to spell out “Say no to drugs,” door decorations to promote healthy options instead of doing drugs, songs and poems, as well as other spirit/awareness building opportunities
• Lessons are taught that support growth and development, body systems, and identifying risky behaviors
• Kindergarten through fifth grade use the Second Step program to role play and open discussions about problem solving, conflict resolution, and empathy
• The Dairy Council provides California schools with a program that educates students about the food groups, healthy eating habits, exercise and their effects on the mind and body

Physical education focuses on instruction that facilitates gross motor skill acquisition. In addition, it allows students to acquire benefits and maintain his or her physical, mental, and social well-being. As a supplemental physical education program, Dearborn contracts with the Porter Ranch YMCA Psychomotor program. This program's objectives are to build strength, develop skills, promote self-esteem, and encourage development of the six pillars of character.
**Arts Instruction**

Students at Dearborn are exposed to all disciplines of arts instruction as outlined in the California State Standards. Through active, hands-on experiences, students explore dance, theater, music, and visual arts. Music is presented through weekly music lessons by a music teacher as well as in-class instruction. Class sets of instruments are used as well as a wide-range variety of recorded music for listening appreciation. Theater is taught through connections to literature, science, and social studies. Opportunities are provided in all classes for students to express themselves and demonstrate core curriculum knowledge on the classroom stage. The visual arts are taught and experienced using a variety of programs and tools, which enable Dearborn teachers to connect the visual arts across the curriculum. Instruction takes place in the classroom and outdoors. Students learn about dance by practicing and performing culturally relevant dances and ballroom dance instruction. As an Arts Program school, Dearborn has teachers lead professional development to continue expanding Arts education in our school.

The following are some activities that different grade levels have participated in throughout the school year:

- A two-year art history program is provided by an art disciplinarian for third and fourth graders. These lessons focus on the Great Masters Art Program. The lessons include artist background, art history, and a project based on the work of an artist. This program culminates in a field trip to the Norton Simon Museum.

- Fifth grade ballroom dance instruction for twenty weeks of the year ending with participation in the Best Foot Forward Ballroom Dance Competition.

- Our second graders participated in a special program with the 24th Street Theater.

- Kindergarten and first grade students participated in rotating special arts programs including “This is Where I Live” music instruction and a special experience with the Bob Baker Marionettes.

- Music instruction is provided one day a week throughout the school year and a semester each of Theater and Visual Arts provided through the LAUSD Arts Branch.

- Many teachers bring vocabulary to life by acting out new vocabulary words.

- Singing and dancing at winter and spring performances.

**Meeting the Needs Of the Targeted Student Population**

Learning best occurs in programs that are highly personalized and accessible, particularly for high-need students. This theory builds upon a short list of significant research findings about student learning that drive specific features of Dearborn’s instructional program as illustrated in the following Table 4.
### Table 4: Summary Research Findings and Instructional Program Features

<table>
<thead>
<tr>
<th>Research Findings</th>
<th>Dearborn Program Features</th>
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<tbody>
<tr>
<td>Students respond better in school cultures where there are consistent and high expectations for appropriate behavior, academic achievement, and life goals.</td>
<td>Challenging expectations for all students:</td>
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<td>• Surpass the California grade-level requirements through the use of a common curriculum of rigorous and standards-based instruction.</td>
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<td>• Excel at collaborative projects that emphasize 21st-century skills and personal growth.</td>
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<td>• Improve personal health and fitness.</td>
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<td>Differentiated Instruction increases academic persistence and success among students, especially when differentiation addresses specific areas of deficiency.</td>
<td>• Data-driven intervention by local teachers and paraprofessionals</td>
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<td></td>
<td>• Differentiated instruction for every student commensurate with their instructional needs</td>
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<td>Increased time on the right instructional task increases academic achievement.</td>
<td>• Language Arts instruction block</td>
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<td>• Mathematics instruction block</td>
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<td>• Structured and schoolwide intervention and enrichment program</td>
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<td>Subject-matter comprehension and mastery requires application in varied situational contexts.</td>
<td>• Project and application components to academic coursework that requires transfer of key skills and knowledge</td>
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<td>• Interdisciplinary studies and projects</td>
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<td>• Writing across the curriculum</td>
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<td>• Real-life applications</td>
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<td>Students persist and achieve better in schools where they see themselves as “connected,” i.e., where they identify with, and are proud of, their affiliation with the school, feel trusted and respected, have positive social interactions with adults and peers, and feel cared for.</td>
<td>• Character Counts</td>
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<td>• John Wooden Pyramid of Success</td>
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<td></td>
<td>• Dearborn Dollars (Incentive program for following school rules and procedures)</td>
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<td></td>
<td>• School Service Opportunities: Student Council, Play Leaders, Cafeteria Workers, Student Library Aides</td>
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<td></td>
<td>• Real-world family and community-based activities</td>
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<td></td>
<td>• Student Council Spirit Days</td>
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</table>

**Research-Based Instructional Program**

Dearborn continues to expand its use of higher-level critical thinking skills through the integration of Depth and Complexity (Sandra Kaplan, USC) and Bloom’s Taxonomy. Depth and Complexity.
utilizes icons that students are introduced to and then taught to apply them across the curriculum. The icons represent big ideas, multiple perspectives, patterns, trends, rules, details, ethics, relate over time, language of the discipline, unanswered questions, and across disciplines. These higher level thinking skills are applied in our classrooms as students discuss literature, apply mathematical principles, review writing samples, participate in science exploration, relive history, experience the arts, and create assigned projects that address state standards.

Bloom’s Taxonomy complements the acquisition and application of higher level thinking through six levels of questioning, which progress from simple to complex. The levels include knowledge, comprehension, application, analysis, synthesis, and application. Students learn the meanings of the words, use them in questioning discussions across the curriculum, and may develop some test questions for the class. As students progress to the higher levels of comprehension, they use the words as concrete anchors and bridge the gap to abstract thinking and open-ended questions. Bloom’s Taxonomy is a model for differentiating the challenge level of activities based on students’ needs. To meet student needs, teachers will use the Bloom’s model in developing assignments and activities geared to the challenge level of different students. “Students learn and produce with greater ease when they’re using an area of strength” (Heacox 70). Additionally, “asking students to work in ways in which they’re less able helps them strengthen those intelligences and widen their learning repertoire” (Heacox 70). “The more variety you offer students in the ways you ask them to learn and show what they have learned, the greater the likelihood of reaching more students” (Heacox 70).

To ensure success of all students, teachers utilize Thinking Maps as a means of constructing networks of knowledge. When Thinking Maps are used as a scaffolding strategy, “Learners construct knowledge as they build cognitive maps for organizing and interpreting new information. Effective teachers help students make such maps by drawing connections among different concepts and between new ideas and learners’ prior experience” (Linda Darling-Hammond, The Right to Learn). The use of Thinking Maps provides our students with a common language for the thinking process by utilizing a set of visual tools to help synthesize and connect information. The school-wide use of these tools helps students increase retention of knowledge when reading, provides a means for deeper conceptual understanding, enables greater understanding and the ability to communicate abstract concepts, heightens metacognition and self-assessment, allows for the transference of thinking processes across disciplines, and enhances creativity and broadens students’ perspectives. They provide concrete tools for constructing networks of knowledge.

Additionally, teachers utilize Lauren Resnick’s Principle of Learning strategies, including clear expectations and Accountable Talk, as supplemental scaffolding strategies. Teachers create criteria charts with student input and rubrics that students use as tools to help define explicitly what they are expected to learn. “With visible accomplishment targets to aim toward at each stage of learning, students can participate in evaluating their own work and setting goals for their own effort” (Lauren Resnick, Principles of Learning). To enhance academic vocabulary, teachers use Accountable Talk strategies to promote appropriate knowledge and rigorous thinking. Accountable Talk uses evidence appropriate to the discipline, and forces the students to use academic language (math vocabulary, data from investigations in science, textual details in literature, and primary resources in history).

According to Julia L. Roberts, Ed. D. and Tracy Inman, “When differentiated learning experiences are provided, all students win. Winning means that each student is learning at appropriately challenging levels and all students are making continuous progress. When this happens, motivation to learn is high, and disciplinary problems are few.” Tiered assignments are differentiated learning activities that are developed based on diagnosis of students’ needs. They link specific assignments to a target group of students in order to “provide a better instructional match between students and their
individual needs” (Heacox 91). There are six ways to tier assignments: challenge, complexity, resources, outcome, process, and product. Compacting curriculum is when the teacher examines a subject area and identifies “content or skills that could be accelerated, eliminated, or pre-assessed” (Heacox 137). Teachers can replace standard course assignments with an accelerated interest-based project. The purpose is to eliminate repetition of already mastered skills and/or knowledge, increase challenge level, and to give time for investigating the topic beyond regular instruction. The idea is to motivate advanced learners based on their interests.

The research published by E.D. Hirsch in Beyond Comprehension focuses on the importance of providing the explicit specific background and knowledge required in every subject area to help students fully grasp and understand the concepts being taught. Teachers at Dearborn practice, recognize, and emphasize the development of relevant vocabulary and background knowledge as they move into new units of study, progress through them, and reflect beyond them. It is this continuous cycle of planning, teaching, assessing, and reflecting that provides ongoing feedback for teachers to evaluate the effectiveness of their teaching and its outcome on student learning. Mr. Hirsch’s research validates the best teaching practices that recognize and emphasize sequential teaching, which build on student's prior knowledge, diverse vocabulary, and background knowledge. Each is utilized in every curricular area in order for students to make the numerous connections necessary to fully comprehend and access the content.

Kathleen Cotton identifies “The Schooling Practices That Matter Most” in The Association for Supervision and Curriculum Development (2000). Teaching methodologies and instructional strategies are varied according to the standards and student learning objectives, and include, but are not limited to:

- Whole group, small group, and individualized instruction
- Pair-share instruction
- Student centered learning
- Cooperative learning
- Independent work time, research and independent projects
- Differentiated small group instruction
- The writing process
- Choral reading, chanting
- Response to Instruction and Intervention (RtI2)
- Team teaching
- Use of manipulatives and realia
- Hands-on inquiry-based learning
- Depth and Complexity
- Tiered assignments
- Compacting
- Literature circles
- Technology based teaching/Internet
- Bloom's Taxonomy
- Audio visual opportunities
Dearborn teachers and administrators have direct involvement in reviewing, identifying, selecting, and aligning curriculum, materials, instructional activities, interventions, and periodic, formative, and summative assessments that provide multiple pathways for students to meet and exceed the California Content and National Standards across the curriculum. Dearborn currently uses the California State Standards for Science, Social Studies, Health, and Visual and Fine Arts as the primary source for developing lessons and addressing student learning. National Standards may be used once implemented by the CDE. Students will be tested and graded upon these standards.

Currently Dearborn utilizes the same textbooks as other typical LAUSD schools. Dearborn will determine the degree, extent, and nature of implementation of District programs and adoptions in meeting the unique needs of the student population. Dearborn does reserve the right to modify and adapt these programs, as well as to adopt different materials, if determined to better meet the needs of the students, as identified by the teachers and administration of Dearborn. Dearborn will use only State of California adopted textbook materials as the primary source for instruction. The instructional program will in totality meet the needs of the students by providing a rigorous, standards-based program.

Students will be prepared for the California Standards Test in the spring of each year, as well as the National Exam already in the process of being developed. Results of these tests are analyzed by teachers and administrators to identify the strengths and weaknesses of our students in language arts (listening, speaking, reading, writing), and mathematics. Additionally, teachers of fourth and fifth grade students examine science test data. With this specific student information, teachers collaborate at grade levels to share results, plan instruction, design follow-up, reflect and review teaching strategies utilizing all additional curricular textbook resources to promote student growth in meeting and exceeding the standards. As one of LAUSD’s high performing elementary schools, Dearborn has an established record of maintaining high scores and shares the commitment of other LAUSD schools to work toward District goals of improved student achievement. Dearborn will continue to strive to reach LAUSD adopted benchmarks on the California Standards Test and the future National Standards Test for all subgroups of students.

With increasing frequency, teachers and students at Dearborn are embedding technology into lessons and assignments. Dearborn’s technology program continues to expand in classrooms, in our newly renovated Macintosh computer lab, and in classroom sessions utilizing a Smart board for interactive learning. Technology extends to home access with the Web-based program Envision Mathematics. Envision’s online resources are an additional curricular resource that provides further math practice with high interest, engaging activities aligned with the state framework and common core standards. This program provides teachers access to create and design practice sessions for an entire class, or an individual student. Furthermore, this program provides teachers with proficiency levels on practiced skills, rankings, and usage reports for all students in class. A variety of other individual teacher evaluated educational sites are also recommended for student practice, proficiency, and advancement.
Technology at Dearborn provides for Internet research and multimedia presentations. Topics are determined from the State and National standards, but students have the ownership and autonomy as decision makers in creating their products and demonstrating their acquired and applied knowledge.

The following instructional resources have been adopted by Dearborn and are currently in use:

- SRA California Treasures Reading Program (K-5)
- Scott Foresman enVision Math plus a wide range of support manipulatives
- Foss Science California (K-5)
- Music series (K-5)
- ELD California Treasures (K-5)
- Scott Foresman Social Studies (K-5)
- John Wooden’s Pyramid of Success

In addition to the adopted instructional materials, the following programs, opportunities, and/or benefits are available to Dearborn students:

- Dearborn is a recognized California Distinguished School.
- The entire school community focuses on a rigorous curriculum that exceeds the state content standards for all core curricula.
- Supplemental instruction programs and materials, including:
  - Saxon Math
  - Touch Math (K-2)
  - Core literature books
  - Marilyn Burns supplemental math
  - Marcy Cook
  - Dozens of curricular support DVDs (K-5)
  - Second Step (K-5)
  - Too Good for Drugs K-5
  - Lessons in character through multicultural literature
- Enrichment programs are fully incorporated into the appropriate grade-level curriculum for all grade levels and meet or exceed the established California Content Standards.
- The Six Pillars of Characters are incorporated within the instructional program.
- Many students use the icons highlighted in of depth and complexity Kaplan’s gifted education research to enrich all core curricula areas. Our staff has received varying degrees of training in Sandra Kaplan’s Gifted Instruction on the nature and scope of differentiated instruction for gifted students in which:
  - Students are introduced to the prompts that facilitate the study of a topic with depth and complexity.
  - Students show a commitment to connect subjects across the disciplines.
  - Students use strategies that encourage differentiated learning.
• Students view subjects and situations through the eyes of a Disciplinarian.
• Students become experts in an area of study using Sandra Kaplan’s Think Like a Disciplinarian strategy.
• Students may participate in multicultural fairs, science fairs, winter and spring performances, and art gallery walks that involve many people in our community.
• The psychomotor program provided to all grades is a supplement to further practice the state physical education standards. This enrichment activity is an important component to providing our students with a healthy mind and body. This program also enhances the concepts of team sports and good sportsmanship while incorporating fairness in competition. Many schools often overlook a strong physical education program, but at Dearborn, we understand the importance of integrating the theory of physical education with organized and structured play.
• Access to a regular physical education program can enhance all aspects of development including academic performance, movement knowledge, motor skills, and self-esteem. These benefits can be achieved through quality physical education programs. For optimum results programs should be regular, frequent, developmentally appropriate, success-oriented, and instructed by trained physical education teachers (McKenzie, Sallis, Faucette, Roby, and Kolody, 1993). The Psychomotor Program uses the YMCA instructors to give weekly game and skills lessons. During psychomotor time, grade levels meet to plan grade and school-wide enrichment.
• To the greatest degree possible, special education students are included in the general education program.
• Field trips for curricular areas are taken annually: Lombardi Ranch (Saugus); KidSpace (Pasadena), Santa Monica Aquarium; 24th Street Theatre; Valley Performing Arts Center (Northridge); California State University, Northridge theater; Science Center (Los Angeles); Los Angeles Zoo; Leonis Adobe; Knott's Berry Farm; Norton Simon Museum, Albersons.
• Our library is stocked with dozens of enrichment DVDs to supplement our curriculum, and there is state-of-the-art technology provided for the viewing of materials from many sources.
• Students will utilize all learning modalities (kinesthetic, visual, and auditory) in all disciplines.
• Dozens of enrichment classes are offered on our campus throughout the year. Two examples are guitar and chess club.
• K - 1 has participated in the program This is Where I Live where character building is reinforced through dance, song and hand motions culminating in a sing-off at the end of the six-week program surrounded by the entire student body.
• Kinder/upper grade big buddies allow student partners to engage in character building activities each month (reading, writing, art).

**Highly Qualified Teachers**

All certificated and paraprofessional instructional staff are highly qualified under the provisions of No Child Left Behind as well as LAUSD selection requirements. As teaching openings occur, Dearborn will continue to recruit highly qualified instructional staff whose talents and experiences align with the vision and mission of Dearborn Elementary Charter Academy.
Dearborn Elementary Charter Academy: Affiliated Charter Petition

Dearborn teachers are current in best practices teaching strategies and gain deeper understanding through ongoing classes and certifications including but not limited to, Gifted And Talented Education (GATE) certification of recency hours, Intervention training, California Language Acquisition Development (CLAD) certification, SDAIE modules, ongoing training in the district’s core academic content (Treasures, Envision, Foss), School for Advanced Studies (SAS) visitations, and ongoing professional development.

Teachers work closely together to identify the specific needs of their student population and work collaboratively at grade levels and across grade levels during on-site meetings. These promote cohesiveness and clear expectations of academic success aligned to the state and newly adopted national standards once the California Department of Education (CDE) implements them. In addition to shared professional development with LAUSD, teachers advance their knowledge through college and university coursework, seminars, trainings, and workshops. Teachers have the opportunity to develop and improve their techniques via the use of the instructional strategy list, as mentioned in the Teaching Methodologies section above.

Dearborn teachers and administrators have direct involvement in reviewing, identifying, selecting, and aligning curriculum, materials, instructional activities, interventions, and periodic, formative, and summative assessments. These provide multiple pathways for students to meet and exceed the California Content and National Standards across the curriculum. Dearborn currently uses the California State Standards for Language Arts, Mathematics, Physical Education, Science, Social Studies, Health, and Visual and Fine Arts as the primary source for developing lessons and addressing student learning. National Standards are implemented once they are adopted by the CDE. Students will be tested and graded upon these standards.

**Ongoing Professional Development**

Professional development at Dearborn is determined by both LAUSD goals and initiatives as well as by the Dearborn charter. Professional development is built upon school wide needs and the interests of teachers and administration. At Dearborn, professional development is divided into two distinct sections; local and District. Local professional development is determined by the classroom teachers and administration based upon levels expertise and the identified needs for instruction and learning. This may include utilizing teachers with varied levels of expertise in the areas of depth and complexity, differentiation, task analysis (breaking learning into small, manageable components), application of strategies for positive behavior support, accommodations, English language support, integrating character education as a school culture, brain based learning, and ensuring success for at-risk students and students with special needs in the general education setting. Professional development may also include small group instruction within the same grade level or across grade levels, and after school learning communities to explore ways to elevate both teaching and learning. The principal’s role is to secure outside vendors when necessary, but usually involves working with the technology committee to find school site teams that are experts in the upcoming professional development. The principal finds ways to provide teacher leaders time to develop and create professional development for the local PDs.

Integrating District Professional Development at the school site is the responsibility of the school principal. District initiatives are at the core of the District professional development. This includes, but is not limited to State or Federal mandates, Response to Instruction and Intervention, English Language Learners, Mathematics, and English Language Arts Instruction. It is the principal’s job to deliver, document, and submit completion of the mandated District and state professional development. Dearborn will draw upon professional experts, LAUSD personnel, as well as our own
teaching staff’s expertise. Professional development will focus on the areas of technology, innovation, character education, Response to Intervention, English Language Learners, Differentiation Strategies, and Special Education.

The curriculum committee will continue to make recommendations for subsequent PDs for Tuesday p.m. banked times to include:

- Differentiating curriculum for gifted learners using depth and complexity icons, content imperatives, universal themes, teaching methods as presented by Kaplan
- Using Thinking Maps and Write from the Beginning
- Science- A teacher on staff is our designated Science Lead Teacher who coordinates our annual science fair for K - 5
- Special Education and RSP teachers collaborate with general education teachers to contribute resources and support for students in special education
- Grade level meetings during psychomotor times to collaborate to review periodic assessments and identifying students for intervention.
- Technology
- Incorporation of the Arts
- Health Education Programs, including Second Step and Too Good For Drugs.

Professional development issues, ideas, and outcomes will be driven by student and staff needs and interests, which are then forwarded to the Governance Council for formalization of appropriate training, and result in future programs.

Dearborn's professional development program will be subject to the approval, implementation, and scheduling by the instructional team. In addition, Dearborn will participate in both site level and District professional development activities.

**Academic Calendar and Daily Schedule**

The Dearborn school year will operate on the LAUSD calendar with 180 days of instruction in the school year unless the District approves furlough days. Dearborn will file a minimum and shortened day schedule with the Local District Superintendent on a yearly basis as a typical LAUSD elementary school. All LAUSD school holidays will be observed as a typical single-track elementary school. Dearborn students in grades K-5 receive 323 instructional minutes on Monday, Wednesday, Thursday, and Friday. On Tuesday banking days, students receive 263 instructional minutes. Students receive 248 minutes on Minimum Days. The instructional schedule is designed to fulfill the California Ed Code minimum number of minutes, as set forth in E.C. 47612.5.
As an affiliated charter school, Dearborn, in cooperation with the local District, will decide the degree, extent, and nature of implementation of new District adoptions and periodic assessments in meeting the needs of the students. The staff will participate in LAUSD in-services concerning new materials and the use of District pacing plans and periodic assessments to fulfill LAUSD core initiatives, as provided by LAUSD and the local District. Professional development sessions will include but are not limited to material for teaching ESL, GATE, mathematics, ELA, character education, instruction in the Arts, and technology. Closing the achievement gap and preparing at-risk students for CST will be a major focus and the staff will use District supplied personnel, in house personnel, professional contracts and other sources for professional development to help us use best practices to achieve our goals.
**Table 5: Instructional Day**

<table>
<thead>
<tr>
<th>Regular Schedule</th>
<th>Minimum Day</th>
<th>Shortened Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:49am Warning Bell</td>
<td>7:48am Warning Bell</td>
<td>7:50am Warning Bell</td>
</tr>
<tr>
<td>7:52am School Begins</td>
<td>7:52am School Begins</td>
<td>7:52am School Begins</td>
</tr>
<tr>
<td>10:00-10:20am Recess (all grades)</td>
<td>10:30-11:15am Brunch (K, 1, 4 - eat first, then play) Brunch (2, 3, 5 - play first, then eat)</td>
<td>10:00-10:20am Recess (all grades)</td>
</tr>
<tr>
<td>12:20-12:55pm Lunch (K, 1, 4 - eat first, then play) Lunch (2, 3, 5 - play first, then eat)</td>
<td>12:25pm Dismissal</td>
<td>12:20-12:55pm Lunch (K, 1, 4 eat first, then play) Lunch (2, 3, 5 play first, then eat)</td>
</tr>
<tr>
<td>1:10pm Early Dismissal (Tuesday)</td>
<td></td>
<td>1:35pm Dismissal</td>
</tr>
<tr>
<td>2:10pm Regular Dismissal (M, W, Th, F)</td>
<td></td>
<td></td>
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</tbody>
</table>

**Meeting the Needs of Diverse Learners**

In the general education setting at Dearborn, students are taught in self-contained classrooms with one general education teacher. Teaching assistants as funded through the budget process provide support for the general education classroom. With multiple subject credentials, Dearborn teachers are responsible for delivery of all instruction within curricular areas. Some teachers coordinate studies by offering team teaching, where one teacher may teach a specific subject, such as science, while the other team teacher instructs social studies. The benefit of this collaboration provides the opportunity for teachers to plan more effectively and deliver rigorous instruction in their specified content area of expertise.

In the General Education setting, teachers and students receive support from the resource specialist teacher as indicated to help the students access the curriculum using the accommodations and modifications outlined in the student’s IEP. Resource Specialist delivery may consist of teacher consults, working in the classroom with the student, or small group specialized instruction in another setting. The related services of adapted physical education, occupational therapy, physical therapy, and speech therapy follow the same types of delivery as well. All related services are provided by LAUSD.

The students at Dearborn also benefit from “alternative” learning environments such as those experienced while on field trips that enrich and extend student knowledge as they apply their classroom knowledge in related field activities.

**English Learners**

Dearborn currently follows the LAUSD Master Plan for the Education of English Language Learners (ELL) as a guide to provide opportunities for non-English speaking students to become proficient in
English. Based on their response to the Home Language Survey at the time of enrollment, parents are informed that their child’s English proficiency will be assessed using the CELDT to determine identification and eligibility for English Language (EL) services. Due to the small number of ELL students at our school, ELL students receive supplemental instruction, intervention, and assistance in their regular education classrooms. Teachers use the *California Treasures English Language Development* program as well as other supplementary materials. Additionally, teachers have been trained in effective classroom practices (such as SDAIE and sheltered English) and strategies (such as Thinking Maps) to meet the needs of ELL students. Teachers receive ongoing professional development to further their knowledge of current research in pedagogy practices and strategies. The goal is to help English learners achieve academic proficiency in the English language, master academic standards in all areas of the curriculum, and to develop their self-esteem and a positive self-concept.

Progress is monitored by a yearly CELDT examination, and teachers use the LAUSD ELL portfolio folders to monitor students’ progress for each reporting period. Parents are notified of both the students’ progress toward ELL standards as well as progress toward ELA standards. When the child progresses through the 5 levels of ELD, and scores an overall average of 4 or 5 with no sub-area below 3 and scores Basic on the CST ELA portion, the child is ready for reclassification. On the 2010-2011 CST, 38% of ELL students scored basic or higher on the English Language Arts portion, as compared with 46% of ELL students who scored basic or higher District-wide. Similarly, in Mathematics, 39% of ELL learners scored in the basic or above category, while 50% of ELLs in LAUSD scored basic or above.

For our student population, including English Learners, SDAIE is a teaching approach intended for teaching various academic content (such as social studies, science or literature) by carefully designing instruction (content, connections, comprehensibility, and interaction) that allows students to access the grade level standards. The instruction is carefully prepared so the student can access the English language content supported by materials, resources, and carefully planned instruction that strives for comprehensible input. SDAIE is a method of teaching students in English in such a manner that they gain skills in both the subject material and in using English.

“Specially designed academic instruction in the content areas of the curriculum in the second language adds substantially to the knowledge and vocabulary that students need as a base for comprehension as they read and think in any language (Krashen, 1985). California now uses the terms ELD (English language development) and SDAIE (specially designed academic instruction in English) to replace ESL (English as a second language) and sheltered instruction. This change has been implemented to more clearly differentiate the teaching of language through content (ELD) from the teaching of content through language that second language students can understand (SDAIE). In both cases, the theoretical model indicates that language and content can be developed together if teachers use the needed techniques to make the input comprehensible (Freeman, & Freeman, 1995)...When limited-English proficient students have intermediate English proficiency, they should be provided full access to the entire curriculum through the careful application of comprehensible language strategies in specially designed academic instruction in English (SDAIE).”

**Socioeconomically Disadvantaged Students**

With 47.6% (approximately 240) of students identified as socioeconomically disadvantaged (SED), Dearborn strongly supports this at risk population. Students are identified through the free and reduced meal program. Of these students, 46.5% are scoring in the proficient to advanced range on the ELA portion of the CST in comparison to 44% in LAUSD with the same achievement. In
mathematics, 54.7% are scoring in the proficient to advanced range. This compares to 43% in LAUSD achieving the same proficiencies.

The school uses culturally relevant instruction. Research shows that this tends to be important for the success of African American and Latino students. Culturally relevant instruction includes but goes beyond things like using real world role models, cultural connections to what is being studied, acknowledgement, and respect for dialect alongside instruction in Standard English, and awareness to avoid stereotypes and bias in curriculum content and materials. It also includes a long list of instructional approaches that align closely with Dearborn’s approach, such as the following:

- Technology
- Higher order questioning
- Immediate feedback
- Journals to engage students in reflection about their learning
- Pre-teaching of information
- Explicit disclosure of what the lesson is about
- A lot of praise
- Multiple ways to learn
- Inclusion of parents.

Dearborn will also support socioeconomically disadvantaged students by creating a safe, supportive school culture. The school’s emphasis on social-emotional development through character development, close relationships, and school norms will achieve an environment in which people treat each other well and make the school an emotionally restorative environment. In hiring teachers and school staff, Dearborn will seek candidates who demonstrate a genuine love and enjoyment of students, yet who also have the management skills to minimize challenging, distracting behavior that can distract from other students’ focus and feelings of security. Teachers will make it regular practice to honor and celebrate students’ accomplishments.

**Gifted Students**

At Dearborn, many students demonstrate higher level thinking skills and the ability to achieve beyond grade level standards, as is evidenced by the fact that 10% of the student population is identified as gifted and talented. Students are identified through second grade OLSAT testing, two consecutive years of CST scores in the advanced range, and in fourth and fifth grade by qualification in a single subject. Additionally, students who demonstrate advanced abilities are referred by the classroom teacher to the gifted coordinator for intellectual testing. Dearborn understands that the psychologist must be LAUSD authorized to complete GATE testing. Students who meet the high achievement criteria and the single subject criteria will be identified by the gifted coordinator, a fee for service form will be completed and processing of these students will be completed by LAUSD GATE office at the current fee for service rate per student.

Students who demonstrate high achievement but who do not qualify for official identification will be offered the same opportunities as identified GATE students. Differentiated instruction, which meets or exceeds state and national guidelines, occurs school-wide. Teachers are given the opportunity to receive extensive professional development in the use of Depth and Complexity icons, Bloom’s Taxonomy, Thinking Maps, and current research-based developments in educating the gifted and talented student.
Dearborn emphasizes higher-level thinking skills by providing students with many opportunities to study the core curriculum with increased depth, complexity, and novelty. Classroom differentiation allows for individualized extensions of the curriculum, creative problem solving activities, and acceleration and compacting of the curriculum when appropriate. Students are encouraged to demonstrate their learning in creative and innovative ways, which reflect the 21st century learner. Technology is used to help extend the curriculum with classroom computers, a computer lab, and a shared Smart board. Additional higher-level learning opportunities include independent and small group projects and investigations, and independent subject groups, wherein students work with challenging and above grade level materials. Student progress in the GATE program is assessed on an annual basis using LAUSD assessment tools. In 2010-2011, 95% of Dearborn GATE students scored in the proficient or advanced range on the English Language Arts section of the CST and 93% achieved the proficient and advanced levels in Mathematics.

**Students Achieving Below Grade Level**

Dearborn is committed to maximizing the learning potential for low-achieving students. High expectations are held for all of our students, and students who are identified as low achieving receive all of the additional scaffolding, resources, and strategies at our disposal to address the particular, individual needs of low achieving students, while maintaining high standards. Dearborn firmly believes that all students are capable of succeeding. This is realized by providing multiple opportunities and pathways for low achieving students to access the curriculum, make it comprehensible, and improve their potential for achievement. At the beginning of the school year, the principal identifies low achieving students based upon relevant student achievement data and alerts the respective teachers of those students in order to closely monitor their progress and improvement. This information is used to help teachers to plan teaching methodologies, collaborate with colleagues to support student learning, and target instruction to provide maximum opportunities for learning and growth. A portfolio is created by some teachers for each student to monitor progress toward achieving grade level standards. Throughout the year, the principal is actively involved through communication and classroom visits to help monitor and assist the progress of the low achieving students. The goal is to have students transition from low achieving status into the proficient level of achievement on the CST.

To reach this goal, students receive specific, concentrated instruction in their identified areas of need. Teachers address the needs of low achieving students with the use of quality first teaching and the three-tiered approach to RtI2. This approach includes Tier 1: Core Curriculum and Instruction, Tier 2: Strategic or Supplemental Instruction and Intervention, and Tier 3: Intensive Instruction and Intervention. Strategies may include individual, pair, and small group instruction, pre-teaching and re-teaching of curricular content, repetition, and additional time and practice to grasp concepts. These instructional strategies, along with the reflective model, are implemented with high intensity, duration, and frequency as needed. Dearborn’s Learning Center is staffed by a resource teacher who works directly with classroom teachers to provide in-class support and intervention outside the classroom. Additionally, low achieving students receive support from a weekly afterschool tutoring program. Student Success Team (SST) meetings are held with the classroom teacher, parents, a teacher representative, the psychologist, a special education teacher, and an administrator. Together the team gathers information, identifies needs, and creates a plan to help the student access the curriculum successfully in the classroom.
Special Education

To the maximum extent appropriate, and as documented in students’ IEPs, students with disabilities will be fully included in the instructional and educational programs with children who are not disabled. Each student may require a different combination of services and settings, and when appropriate, a student's curriculum can be modified. The goal is to build programs around a student's needs. Support within the general education program will include:

- **Accommodations:** Changes in course content, teaching strategies, test presentation, location, timing, scheduling, student responses, or environmental structuring that do not substantially change the standard or expectation for student performance.
- **Modifications:** Changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, student responses, or environmental structuring that do substantially change the standards or level of expectation for student performance.
- **Co-planning:** A process by which a general and special education teacher share planning, modifications, and evaluation of instruction and behavioral support.
- **Co-teaching:** A general and special education teacher share instruction, planning, behavioral support, and grading for all students.
- **DIS Support (integrated):** The provision of itinerant support services within the general education class (LAS, DHH, VI, etc.).
- **Inclusion:** The provision of special education support within the general education classroom for students with moderate to severe disabilities who are included and educated in the general education classroom 100% of the school day.

Support outside of the general education program will include:

- **DIS pullout:** The provision of itinerant support services outside of the general education classroom.
- **Special Education pullout:** The provision of special education services connected to content curriculum, outside of the general education classroom for short periods of time.
- **Learning Center:** The provision of special education services through the use of the learning center - a location where specialized and targeted services are provided for specific students.

The District shall continue to serve the needs of special education students enrolled in the affiliated Charter School 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.

**Affiliated Charter School Special Education Responsibilities**

**General Requirements.**

Dearborn Elementary Charter Academy will adhere to the provisions of the IDEA and California special education laws and regulations to assure that all students with disabilities are accorded a free appropriate public education (“FAPE”). Dearborn Elementary Charter Academy will also ensure that no student otherwise eligible to enroll in the Dearborn Elementary Charter Academy will be denied enrollment on the basis of their special education status.
Dearborn Elementary Charter Academy 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 Dearborn Elementary Charter Academy.

Dearborn Elementary Charter Academy 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.

Dearborn Elementary Charter Academy 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. Dearborn Elementary Charter Academy will maintain copies of assessments and IEP materials for District review. Dearborn Elementary Charter Academy 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.

Dearborn Elementary Charter Academy shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

Dearborn Elementary Charter Academy 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). Dearborn Elementary Charter Academy will participate in internal validation review (“DVR”).

Dearborn Elementary Charter Academy is responsible for the management of its, personnel, programs and services. Dearborn Elementary Charter Academy will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations.

Dearborn Elementary Charter Academy will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at Dearborn Elementary Charter Academy.

**Transferring Students.**

For students transferring to Dearborn Elementary Charter Academy from District schools or District affiliated Charter Schools, Dearborn Elementary Charter Academy will provide those related services required by the students’ IEPs immediately upon the students’ enrollment.

For students transferring to Dearborn Elementary Charter Academy from other school districts, Dearborn Elementary Charter Academy shall provide related services required by the students’ IEPs upon the students’ enrollment regardless of the type of service provider (school, NPA or private). IEP team meetings for such students will be held within thirty (30) days of the student’s enrollment in accordance with state and federal law.

**Assessments**

The referral process shall include Student Success Team (SST) meetings to re- view 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, Dearborn Elementary Charter Academy may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent’s request for assessment, Dearborn Elementary Charter Academy 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 Dearborn Elementary Charter Academy 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 Dearborn Elementary Charter Academy concludes that there are suspected disabilities, the school must develop an assessment plan for each student with suspected disabilities within the 15 day timeline. The assessment plan will describe 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. Dearborn Elementary Charter Academy 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. Dearborn Elementary Charter Academy will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

Alternative Placements

In the event that Dearborn Elementary Charter Academy is unable to provide an appropriate placement or services for a student with special needs, Dearborn Elementary Charter Academy will contact the District to discuss placement and service alternatives. Dearborn Elementary Charter Academy is expected to provide services to all enrolled students with disabilities (mild to severe). If an Individualized Education Program (IEP) team that includes Dearborn Elementary Charter Academy personnel places a student in a special education program provided by another entity, Dearborn Elementary Charter Academy will be fully responsible for the quality of the program and for any costs incurred for such a placement.

Least Restrictive Environment

Dearborn Elementary Charter Academy will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students.

Dearborn Elementary Charter Academy 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 Dearborn Elementary Charter Academy. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

Staffing Requirements

Dearborn Elementary Charter Academy 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.
Dearborn Elementary Charter Academy will maintain responsibility for monitoring progress towards IEP goals for the student with special needs. Dearborn Elementary Charter Academy will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

**Student Discipline/Inclusion**

Dearborn Elementary Charter Academy 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 re-commending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, Dearborn Elementary Charter Academy will convene a manifestation determination IEP that includes District representation as set forth in the District’s Policies and Procedures Manual. Dearborn Elementary Charter Academy 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 current District-wide average percentage of students with disabilities is 10-13%. Dearborn Elementary Charter Academy’s outreach efforts should be geared toward aligning with the District-wide average. Dearborn Elementary Charter Academy may not refuse to admit a student based on special education eligibility, needs or services identified in the student’s IEP. The District will provide the Charter with MCD reports indicating range of services and number of students served at Dearborn Elementary Charter Academy.

**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 Dearborn Elementary Charter Academy 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 Dearborn Elementary Charter Academy initiates due process proceedings, both Dearborn Elementary Charter Academy and the District will be named as respondents. Whenever possible, the District and Dearborn Elementary Charter Academy shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

**Complaints**

The District will investigate and respond to all special education complaints the District receives pertaining to Dearborn Elementary Charter Academy including the District’s Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance Complaints. Dearborn Elementary Charter Academy 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.

**Funding of Special Education**

Dearborn Elementary Charter Academy 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 Dearborn Elementary Charter Academy 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. Dearborn Elementary Charter Academy will contribute their fair share of SELPA-wide unfunded special education costs from their general purpose block grant monies.

**District Responsibilities Relating to Charter School Special Education Program**

As long as Dearborn Elementary Charter Academy operates 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 Dearborn Elementary Charter Academy staff.

***Modified Consent Decree Requirements***

All 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 eighteen statically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All Charter Schools are required to use 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 Dearborn Elementary Charter Academy 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 Independent 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 District is currently in the process of developing an Integrated Student Information System (“ISIS”) as required by the MCD. Although most Charter Schools are not currently utilizing the District’s current SIS, the MCD requires all Charter Schools to implement the use of ISIS once it is developed.
Implementation Plan and Timeline

Dearborn follows the single track school calendar. All classroom instruction will be based on California State Standards. Language Arts and Mathematics instruction will conform to the National Standards (California Core State Standards, CCSS) adopted by California in August 2010. Instruction in all areas will be planned and delivered in a timely manner to ensure all students access to the required curriculum. All teachers will meet regularly throughout the year in grade level teams to plan study units. Instructional materials adopted by the state and the Los Angeles Unified School District will be used to deliver instruction. Categorical Block Grant funds will be used to allow teacher assistance in all grade levels to give individual instructional support, to increase the integration of technology, to provide professional development, and to purchase supplemental curricular materials.
“The measurable pupil outcomes identified for use by 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.” Ed. Code § 47605 (b)(5)(B)

**Outcomes for Students**

Dearborn Elementary Charter Academy’s curriculum will include all subject areas as required by California and National Standards. Along with the core instructional subjects, Dearborn emphasizes additional subject areas such as the arts and technology. Academic achievement will be measured using various methods such as the annual CST in grades 2 -5, periodic assessments in both math and language arts, and benchmark assessments from District approved publishers. The goal is to provide a challenging and enriching curriculum that will exceed the minimum targets set by the District.

Dearborn’s assessments begin as early as kindergarten. Incoming kindergarteners are assessed before school starts to determine their readiness in language arts and math. These tests scores are used to assist with groupings of students in classrooms. These tests allow teachers to immediately begin addressing areas of need and acceleration and to group students accordingly.

It is vital for students to demonstrate mastery of skills and topics. Students will build upon prior knowledge, apply information to problem solving, and increase, and expand their skill sets. The goal is for students to grow and develop not only academically, but also in the areas of leadership, cooperation, critical thinking, self-discipline, and citizenship.

**Student Achievement Targets**

Dearborn Elementary Charter Academy holds the following goals that are consistent with its stated mission and vision to help students reach their fullest potential:

- Maintain an Academic Performance Index score of at least 800 and strive to meet all API growth targets
- Strive to meet Annual Yearly Progress growth targets (AMOs) as required by NCLB
- 70% of students will achieve proficient to advanced performance in English Language Arts content standards (reading, writing, and speaking skills) that shows understanding and effective communication
- 70% of students will achieve proficient to advanced performance in Mathematics content standards and demonstrate an understanding of the use of math in practical, real-life situations
- 75% of students will achieve proficient to advanced performance in Science standards and demonstrate an understanding of the practical application of these standards to real-world situations and current events
- 100% of students who are English Learners will achieve proficient to advanced levels of fluency in English Language Development as measured by the CELDT test
- English Learner reclassification rate of 20% or higher
- 80% of students with disabilities will meet the goals and objectives outlined in the students’ Individualized Education Programs (IEPs).
Desired Outcomes of Dearborn’s Instructional Program

In addition to the student achievement outcomes based upon external measures, Dearborn has developed the following desired outcomes based upon its instructional program design, vision, and mission:

- **Language Arts:** Students will be able to read, write, listen, and speak effectively as indicated by state standards. Dearborn’s goal is to have at least 70% of students in grades 2-5 score proficient or advanced on the CST in English Language Arts. The goal is to have at least 70% of the students in grades K-5 score a “3” or “4” in the core curriculum areas in each progress report grading period.

- **English Language Development:** Students will improve in reading, writing, speaking, and listening of Standard English. Students will show their EL proficiency by moving up at least one classification level per year.

- **Math:** Students will understand and apply reasoning, analytic, and symbolic processing, arithmetic, and pre-algebra as indicated by state standards. Dearborn’s goal is to have at least 70% of students in grades 2-5 score proficient or advanced on the CST in math. The goal is to have at least 70% of the students in grades K-5 score a “3” or “4” in the core curriculum areas in each progress report grading period.

- **Science:** Students will become proficient in the various branches of science: Physical, Life, and Earth. On the District periodic science test in grades four and five the goal is to improve by at least five percent in each of the four categories: physical, life, earth, and investigation and experimentation. The goal is to have at least 70% of the students in grades K-5 score a “3” or “4” in the core curriculum areas in each progress report grading period.

- **History and Social Studies:** Students will understand the impact that history, geography, government, culture, and economics have on today’s society. Students will move progressively from a focus on self to an eventual understanding of our nation. The goal is to have at least 70% of the students in grades K-5 score a “3” or “4” in the core curriculum areas in each progress report grading period.

- **Technology:** Students will use word processing, Internet research, online math resources, and multimedia presentations to enhance the core curriculum, and to prepare them for a technologically advanced society.

- **Arts:** Students will develop knowledge of, and appreciation for, the arts in the areas of music, visual arts, theatre, and dance as indicated by the state standards. The arts will be incorporated across the disciplines. The goal is to have at least 70% of the students in grades K-5 score a “3” or “4” in the core curriculum areas in each progress report grading period.

- **Health and Physical Education:** Students will understand the importance of a healthy body and making healthy choice. These skills will be addressed through various activities that follow state standards. The goal is to improve the number of fifth graders who score within the HFZ (Healthy Fitness Zone as defined by the Cooper Institute). At least 90% of the fifth graders scored 90% or above in abdominal strength, trunk extension strength, upper body strength, and flexibility. Dearborn’s goal is to increase body composition from 63% to 68% and aerobic capacity from 74% to 79%. The goal is to have at least 70% of the students in grades K-5 score a “3” or “4” in the core curriculum areas in each progress report grading period.
• *Citizenship and Life Skills*: Students will understand and internalize the importance of demonstrating social and community ethics and values into their daily lives. They will utilize appropriate conflict resolution and anger management strategies. The outcomes will be measured using positive discipline and staff observation. The goal is to have at least 70% of the students in grades K-5 score a “3” or “4” in the citizenship areas in each progress report grading period.

### Outcomes for Students

<table>
<thead>
<tr>
<th>Subject</th>
<th>Student Outcomes</th>
<th>Assessment/Evaluation</th>
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</thead>
<tbody>
<tr>
<td><strong>Language Arts</strong></td>
<td>• Read, write, listen, and speak effectively for a variety of purposes</td>
<td>• Kindergarten assessments before school starts</td>
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<td></td>
<td>• Comprehend literature</td>
<td>• State mandated tests at the end of the year</td>
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<td></td>
<td>• Demonstrate critical thinking skills</td>
<td>• ELA periodic assessments: District LPA or publisher’s test after each unit</td>
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<td></td>
<td>• Incorporate depth and complexity</td>
<td>• Publisher’s selection or weekly tests</td>
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<td></td>
<td>• Create appropriate Thinking Maps</td>
<td>• Essays and compositions</td>
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<tr>
<td><strong>English-Language Acquisition</strong></td>
<td>• Demonstrate improved understanding and use of the English language in reading, writing, speaking, and listening</td>
<td>• CST</td>
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<td></td>
<td></td>
<td>• ELD portfolios</td>
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<td>• Teacher observation</td>
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<td></td>
<td></td>
<td>• Publisher’s ELD progress monitoring</td>
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<tr>
<td><strong>Social Studies</strong></td>
<td>• Understanding cause and effect</td>
<td>• Publisher’s tests</td>
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<td></td>
<td>• Possessing core knowledge of</td>
<td>• Teacher created tests</td>
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<tr>
<td></td>
<td>• History, geography, culture, government, and economy</td>
<td>• Interactive units and simulations</td>
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<td>• Understanding how the past is connected to the present</td>
<td>• Exhibits and presentations</td>
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<tr>
<td><strong>Math</strong></td>
<td>• Understanding mathematical processes</td>
<td>• State mandated tests at the end of the year</td>
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<td></td>
<td>• Apply reasoning skills</td>
<td>• Publisher’s tests after each unit</td>
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<tr>
<td></td>
<td>• Apply math skills to daily problem solving</td>
<td>• Teacher created assignments and tests</td>
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<td></td>
<td>• Recognize relevant information</td>
<td>• Math Quarterly Assessments (approximately every 10 weeks)</td>
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<td></td>
<td>• Discern operations necessary to solve word problems</td>
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<tr>
<td></td>
<td>• Connect math to other disciplines</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Make connections between mathematical concepts and real life situations</td>
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</tbody>
</table>
### Progress Monitoring

Students will be assessed using multiple measures. Dearborn Charter Academy will continue to use weekly and/or unit assessments in language arts, math, science, social studies, and health. Assessments include publisher tests, teacher observation, student projects, and teacher-developed assignments and activities. Student projects include thinking maps, multimedia presentations, depth and complexity frames, and creative writing.
Additional progress monitoring opportunities will be used for students who are not meeting benchmark goals or above. These assessments would include fluency practice and tests, DIBELS progress monitoring, alternative publisher’s tests, and intervention activities.

**Periodic Assessments**

Dearborn Elementary Charter Academy shall determine their development, implementation, or use of periodic assessments according to the needs of its students, within the limits permitted by the Education Code. Dearborn Elementary Charter Academy may choose to use District assessments or design its own and will determine the timing of such assessments and coordinate with the respective Local District.

CST tests will be given at the end of each year in grades 2-5. Math quarterly tests will be given three times a year in grades K-5 in order to pinpoint areas of weakness to be addressed before CST. Language Arts periodic assessments will also be given three times per year in grades 1-3. Grades 4 and 5 will use the publisher’s unit assessments to determine progress and areas of need. DIBELS will be used as an initial assessment in grades K-3. Additional DIBELS tests will be used as a progress-monitoring tool as needed throughout the year for any students who score below benchmark or show areas of weakness.

**Accountability for Results**

The principal will have the primary responsibility and accountability to the school community for implementing the guiding principles, curriculum, and instruction and ensuring that each and every student gets what he/she needs to achieve individual and school performance goals as required by NCLB.

The teachers have the responsibility to analyze test data and look for areas where remediation is needed. This data will be used to drive teachers’ instruction and direction of the educational program. Teachers will be responsible for sharing test results with parents and suggesting ways to help students to improve.
“The method by which pupil progress in meeting those pupil outcomes is to be measured.”
Ed. Code § 47605 (b)(5)(C)

**Assessment Methods**

Student outcomes are measured through ongoing diagnostic, formative, and summative data (CST scores, CORE K12, MyData, and District adopted texts and assessments in language arts, math, social studies, science, and health). Language arts benchmark assessments are given to assess progress.

These assessments are used at varying intervals depending on a student’s achievement level. For students who are performing below grade level expectations, progress-monitoring assessments are completed more frequently. The classroom teachers will evaluate test results during grade level meetings, and a course of action is identified as a way to plan for future instruction. Data from assessments will be used to determine the need for professional development areas.

**School-Based Assessments**

Assessments are based on state standards. Teachers use a variety of assessments such as homework, journals, rubrics, criteria charts, and long-term projects. Standardized assessments include publisher’s tests, CST, CELDT, and math periodic assessments. The District language arts periodic assessments will be given in grades K-3. Other assessments include the Grade 4 State of California Writing Assessment, FOSS Science Benchmark Assessments for grades 4 and 5, and physical fitness testing for grade 5. Third grade uses the Multiplication Challenge each spring to determine mastery of the basic skill of multiplication. Grades K-3 will use DIBELS testing as needed to determine progress. Special Education classes often use additional tests to identify the unique needs of this population of students.

Second grade students are given the OLSAT exam. This test is used as one method of identifying students as Gifted.

Teacher observation is a valuable tool. It is an informal judgment of student progress. Some teachers keep anecdotal records of students’ progress and observed strengths and needs. It allows for frequent and immediate feedback for students.

Low Grade Warning Notices are sent home five weeks prior to each formal progress report. These reports provide feedback to students and parents related to students’ progress and areas of weakness in academic and work habit areas. This allows students enough time to improve before the actual report card.

Formal Progress Reports are sent home three times a year. It shows academic and social progress and is aligned with California content standards for English language arts, mathematics, social studies, science, health, and English Language development.

**State-Mandated Assessments**

Dearborn agrees to comply with, and adhere to, the State requirements for participation and administration of all state mandated tests. As a District affiliated charter school, Dearborn will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.
Dearborn assesses students with the CST as the state-mandated assessment. Some of the students who belong to the Special Education program take the CMA. These tests are given to students in grades 2-5.

**Data-Driven Decision-Making**

Dearborn uses data from all forms of testing in order to drive instruction. Teachers discuss test results during grade level meetings to determine strengths and weaknesses of the grade level and to guide the future instruction. Test scores are also used to determine the students who require progress monitoring and extra help, such as intervention or small group instruction.

Data from test scores is used to determine staff development for teachers and parents. Test results are given to parents in a timely fashion in order to monitor student performance and growth. Parents discuss test results during conferences and are given suggestions as to how they can help their child improve. The data helps determine intervention topics and participants. Intervention is offered to EL students and students who are achieving below benchmark in language arts and math. Data regarding our EL students is shared at ELAC meetings. Members of the ELAC committee use this information to make recommendations on how to improve the instruction and scores of our students.

CST data is considered when placing students in the SAS classes and when clustering groups of students who may have a particular need. The principal will compile a longitudinal study of at-risk students, scoring Basic, Below Basic, or Far Below Basic on the CST. This information will be used to determine appropriate teaching methodologies and as a guide in monitoring progress. The goal is to have all students score Proficient or Advanced.

Student goals should be specific, measureable, attainable, realistic, and timely (also known as SMART goals). Ultimately, students should learn to set their own personal academic and behavioral goals. That way, students have ownership in their own achievement and are more likely to strive for success. In third through fifth grade classes, students conferenced with the teacher in the spring to set their personal CST goals for the year based on their previous year’s score.

MyDATA is available to all teachers for immediate access to grades, scores, and attendance. This gives instantaneous access to this information in order to monitor student performance and academic growth. These results and data analysis will also help teachers to create focused units on areas of need and cluster students to receive extra help in the Learning Center or within small groups in the classroom.

**Grading Policy**

Students are graded with regards to District and state standards. By the end of the year, students are expected to achieve the skills and knowledge necessary for success in the next grade level. Progress is monitored on an ongoing basis by regular student assessments.

Student progress is communicated to parents on Progress Reports three times a year, on Low Grade Warning Notices three times a year, and through parent conferences. Student work contains feedback by the teacher with suggestions for improvement. LAUSD uses a 4-point scale for grading in grades K-5. A score of “4” indicates that a child is working above grade level expectations. A “3” means that the child is working on grade level. A “2” says that a student is working slightly below grade level or has not yet mastered the material expected by that time. A score of “1” indicates that a child is
working well below grade level. Academic expectations and grading policies are shared with parents at the annual Back-to-School Night at the beginning of the year. Throughout the year, parents are also informed about academic and behavioral progress through emails, notices, phone calls from the teacher. Weekly Conduct Reports are sent home in every class that communicate areas of need.

EL students are given the annual CELDT test. The results of this test are sent home to the parents telling them what level their children have achieved. Students are expected to increase by at least one level each year. EL portfolios are used for each EL student to monitor progress in the ELD (English Language Development) standards. Teachers of EL students use these portfolios to drive their EL instruction.

*Testing*

Dearborn Elementary Charter Academy agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. As a District affiliated Charter School, Dearborn Elementary Charter Academy will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.
“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)

**Type of Charter**

Dearborn Elementary Charter Academy will be an affiliated charter school within the Los Angeles Unified School District. Dearborn will adhere to district policy except for specific areas authorized by the district and described in this charter, such as philosophy, curriculum, pedagogy, personnel, and local school governance. Teachers and staff at Dearborn continue to be members of the district’s collective bargaining units.

**Operation of Charter**

Dearborn Elementary Charter Academy is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over Dearborn Elementary Charter Academy. Governance at the school site level shall be in accordance with the provisions of this petition and will be consistent with all applicable state, federal laws and regulations and the provisions of collective bargaining agreements. Any governance model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD-UTLA CBA must be adhered to, particularly in regards to Local School Leadership Council composition and responsibilities.

In the event that Dearborn Elementary Charter Academy changes from affiliated charter status to independent charter status, Dearborn Elementary Charter Academy and/or its non-profit corporation will be a separate legal entity and will be solely responsible for the debts and obligations of Dearborn Elementary Charter Academy. If Dearborn Elementary Charter Academy changes its status to an independent Charter School, Dearborn Elementary Charter Academy shall submit a petition for material revision with articles of incorporation and bylaws for District’s approval.

**By-Laws**

Dearborn Elementary Charter Academy has developed a governance structures and By-Laws to govern and manage the development and oversight of the school. Dearborn’s By-Laws are included in the Appendices of this petition under the By-Laws tab.

**Governance Structure**

**Operation of Governing Board**

Dearborn Elementary Charter Academy will maintain a Governance Board that will be the chief site based decision-making body for the school under the authority of the local district superintendent and under the ultimate authority of the Los Angeles Unified School District Board of Education. The Governance Board will be governed in its operations and its actions by the charter petition and the By-laws of the Governance Board of Dearborn Elementary Charter Academy, which can be revised as needed. The Governance Board will meet at least nine (9) times per year to discuss policy and make decisions regarding the direction for the school. All teachers, parents, and staff are encouraged to attend Board meetings. Subject to LAUSD policies and procedures, the Board will have authority for aspects of the school’s operation including, but not limited to, the development and implementation of policies related to curriculum, personnel consistent with district policies and procedures and collective bargaining agreements, professional development, categorical block grant...
budget and finance, implementation of admissions, site-level scheduling, community relations, classroom usage (within district policy), use of the school site (within district policy), safety, discipline, charter revision subject to district approval, dispute resolution (within district policy), appointment of school representatives to external organizations, and interactions with LAUSD. We will abide by LAUSD policies and procedures concerning school governance, and currently have and will continue to have all school Boards operating effectively in shared decision-making. We will continue to fulfill our fiduciary responsibility and effectively lead and manage Dearborn Elementary Charter Academy.

**Executive Committee**

Dearborn Elementary Charter Academy will have an Executive Committee comprised of the principal, one teacher elected yearly by the teachers who are voting members of the Governance Board, and one parent elected yearly by parents who are voting members of the Governance Board. Vacancies on the Executive Committee shall be filled immediately.

The Executive Committee shall:
- Chair and set the agenda for Governance Board meetings
- Refer issues to the Governance Board or its committees

The Executive Committee may not exercise the authority of the Governance Board. The Executive Committee will normally meet weekly, but may convene more or less frequently as necessary to conduct its business.

**Selection of Governing Board Members**

Members of the Governance Board shall serve two-year terms; one-half of the teacher members and one-half the parent members will be elected each year. The voting members of the Governance Board will include representatives from the school’s various constituencies as follows:

- **8 staff members** who shall be elected from their stakeholder groups employed at the school, which will include:
  - The Principal
  - UTLA Chapter Chair
  - Five Certificated Representatives and three alternates (to be elected by certificated staff)
  - One Classified Representative (to be elected by classified staff)
- **8 parent members** elected by parents of Dearborn Elementary Charter Academy. One parent must be the parent of an English Learner and will also fulfill the role of the ELAC Chair. One parent representative spot is reserved for a PTA Board Member or Chairperson or PTA Designee. There shall be three (3) alternate parent Board representatives. The “first” alternate shall be the alternate with the most votes as compared to the other alternate(s). All vacant seats shall be filled within one month by a special election called by the Chair.

*The District reserves the right to appoint a non-voting single representative to Dearborn Elementary Charter Academy’s governing council.*
Public Notice of Board Activities

All Board meetings will be open to the public, and all Board business will take place in public except for discussion on some specific topics where the Board meets in Closed Session. Closed Session agenda items will be announced in public and then discussed with only Board Members and District staff present.

Organization of Governance Structure

Dearborn Elementary Charter Academy Governing Board will be a consensus-oriented, site-based decision-making body for the school. It will have the responsibility for allocating categorical block grant resources and setting the site-based policies and procedures to achieve the school’s program goals, thus promoting the best educational program possible for students. The attainment of consensus among all members of the Board shall be a primary goal. If consensus cannot be reached, decisions will be made by a simple majority vote of the members present, with the exception of Bylaws changes, which must be decided by a two-thirds majority of the Board. In the event of a tie vote, further discussion and research will take place until there is a majority vote. Any stakeholder can bring new business before the Governing Board by bringing the matter to the attention of the principal, a member of the Governing Board, or the relevant committee. All standing committees will have representation from both the parent body and teaching staff and are the foundation of policy decision-making at Dearborn Elementary Charter Academy.

Standing Board Reports

At each meeting of the Governance Council, each of the five major focus areas will provide a report and any recommendations for Board action. Board members will be encouraged to participate in school-based advisory committees. Committees will research issues and obtain input from all affected/interested groups. They will ensure participation of all stakeholders, present findings to the Board for a decision, create a more efficient way to handle decision making, provide an effective way of communication.

Identified Focus Areas include but are not limited to:
- Academic Support
- Budget and Finance
- English Learner Advisory Council
- School Operations
- Human Resources and Personnel Selection

School-based Advisory Committees will meet monthly and may include but are not limited to:
- Curriculum, Instruction, Assessments and Intervention
- Technology
- Grants & Fundraising
- Safe School & Positive Discipline
- Special Events & Community Engagement

Every full-time teacher will serve on at least one of the school-based advisory committees. Other committees will be formed as the need arises.

Committees are advisory and will have at least one parent and one staff representative as members. Additional committee members will be volunteers based on interest and expertise. The Committee
chairperson must establish a meeting agenda and submit a summary of all meetings to the Governance Board Chair and/or the Governance Board Secretary. Committees may elect a chairperson at their first meeting. In the event that no one accepts the chairperson position, the Dearborn Elementary Charter Academy Governance Board Chair will appoint a chairperson. The Board, as needed, will determine committee meeting dates and times and all committees will comply with the Brown Act.

**Chart 5: Dearborn Elementary Charter Academy Organizational Chart**

- Los Angeles Unified School District Board of Education
- Los Angeles Unified School District Educational Service Center 1
- Dearborn Elementary Charter Academy Governance Council

**Executive Council**
- Academic Support
- Budget and Finance
- School Operations
- English Learner Advisory Council
- Human Resources and Personnel Selection

**Focus Areas**
- Curriculum, Instruction, Assessment, and Intervention
- Technology
- Grants and Fundraising
- Positive Discipline and Safe School
- Special Events, Community Engagement, and Campus Beautification

**School-Based Advisory Committees**

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Governing Board Members

Dearborn Elementary Charter Academy Board of Directors will be composed of sixteen (16) voting members, eight (8) parents and eight (8) staff members from Dearborn. At this time, the current principal of Dearborn is the only known governing board member. The principal’s resume is included in the Appendices of this petition behind the Board Members tab.

Compliance with the Ralph M. Brown Act

Dearborn Elementary Charter Academy will comply with the Brown Act.

Pursuant to the Brown Act, meeting notices and agendas will be posted 72 hours in advance of meetings both online on the Dearborn web site and physically in the main office of Dearborn so that the public is made aware and able to plan their attendance if they are interested. Meeting notices will also be posted outside the school’s front entrance if the 72 hours falls on weekend days to ensure appropriate public visibility. Any person who files a written request with the school’s office manager at least one week in advance of the meeting shall be mailed a notice. The Board Chair, or designee will generate board meeting minutes. Meeting minutes will be posted online at the same location following approval of the board. In addition, all public documents related to Board business may be requested in-person in the main office at Dearborn. All requested documents will be provided within five (5) working days from the request.

Parental Involvement in School Governance

Parents play a very active role in our school, and the success of Dearborn Elementary Charter Academy depends upon continuing this tradition. The highly productive collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and will be involved in all levels of decision-making at Dearborn Elementary Charter Academy, their participation will help to fulfill our promise of an enriched educational experience for all children. At least one elected parent representative will serve on each of the school’s Governing and Executive Committees, including but not limited to budget, bylaws and curriculum, school safety, staff selection, technology, discipline and professional development.

As a separate entity from Dearborn Elementary Charter Academy, the parent organization, Dearborn PTA will elect their own officers and representatives and set their own goals for their participation in the success of Dearborn Elementary Charter Academy.

Methods by Which Schools Consult with Parents and Teachers Regarding School’s Educational Programs

Involvement in the Governing Board and the various Governing Board committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school’s educational program. This will enable us to continue meeting the unique and changing needs of the students at Dearborn Elementary Charter Academy. All Governing Board and standing committee meetings will be open to the public in accordance with the Brown Act, and all stakeholders and interested parties will be encouraged to contribute agenda items for discussion. Meeting schedules will be made available to the public (including on the school website and via organized email blasts), and an agenda for each meeting will be posted publicly (at the school site and on the school’s website) at least 24 hours in advance thereof. All meetings will be held in accordance with the posted agenda and any items raised during any “public comments” period will be added to a later agenda for an official discussion. The Governing Board and standing committees will also comply with all

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Brown Act requirements related to special meetings. Minutes of meetings will also be available in the school office and on the school website.

**Additional Parent/Student/Staff/Community Involvement Opportunities**

Parent, student, staff, and community involvement is a key element to the success of the school, with multiple opportunities for stakeholders with flexible schedules and those who work full-time. These opportunities include events such as Back-to-School Night, Open House, Parent/Teacher Surveys, Parent/Teacher Conferences, parent participation in the classrooms, campus beautification, Career Day, Science Night, Literacy Night, Parent Education, a school website, and PTA meetings. Dearborn Elementary Charter Academy will announce opportunities using email blasts, via its website, and by automated phone calls (ConnectEd).

In addition to the various activities listed above, teachers have the opportunity to communicate during weekly collaboration meetings, professional development meetings, and regular faculty meetings.

Without the parents' support, Dearborn Elementary Charter Academy would not be able to achieve its current level of success. Parents are essential in making the school a vital part of the community, and in fostering the diversity and excellence of Dearborn Elementary Charter Academy’s educational program. A parent’s inability to participate does not impact admission for enrollment.

**Ethical Conduct**

Members of the Governance Board shall excuse themselves from participating in decisions about matters that may involve potential or actual conflicts of interest. Such conflicts may arise whenever a Board member may either receive some advantage or suffer some disadvantage because they have personal, business, or monetary interests in a matter before the Governance Board. Board members shall either excuse themselves voluntarily or be excused by a majority of voting representatives if the Governance Board determines that there is an actual or potential conflict of interest, which may be brought to the attention of the Governance Board by any person.

Dearborn Elementary Charter Academy shall comply with LAUSD’s policies and regulations regarding ethics and conflict of interest in its decision making process.

*Members of Dearborn Elementary Charter Academy’s governing council, any administrators, managers or employees, and any other committees of Dearborn Elementary Charter Academy shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

**Grievance Procedure for Parents and Students**

As a District affiliated charter, Dearborn Elementary Charter Academy shall comply with District’s Grievance policy and procedure for Parents and Students.

*LAUSD Charter Policy*

Dearborn Elementary Charter Academy will comply with the District policy related to Charter Schools, including the Affiliated Charter Schools bulletin, as it may be changed from time to time.
Responding to Inquiries

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

If an allegation of waste, fraud or abuse related to Dearborn Elementary Charter Academy operations is received by the District, Dearborn Elementary Charter Academy shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

*Notifications

Notification is to be made to Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Dearborn Elementary Charter Academy.

Charter Renewal

The proposed term of the charter will be for a period of five years from July 1, 2012 to June 30, 2017. The Charter School must submit its renewal petition to the District’s Charter School Division no earlier than September of the year before the charter is due to expire and no later than January 31 of the year the charter is scheduled to expire. At the time the charter renewal is submitted, Dearborn Elementary Charter Academy and LAUSD will establish a mutually agreeable timeline to complete the renewal process.
“The qualifications to be met by individuals to be employed by the school.” Ed. Code § 47605(b)(5)(E)

Dearborn Elementary Charter Academy believes that all persons are entitled to equal employment opportunity. Dearborn Elementary Charter Academy shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment to the same extent as all LAUSD schools.

Job Description and Qualifications for School Employees

Dearborn Elementary Charter Academy will seek to hire highly qualified staff with a commitment to the mission and vision of the school. Dearborn will select professionals that share the educational philosophy of the school and are committed to the education of all children.

Teacher Credentialing

All Dearborn teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document authorizing public school service.

Credential Monitoring

LAUSD provides credential monitoring and maintains current copies of all certificated staff credentials. Teacher credentials will be readily available for inspection upon request from parents or community members via the California Commission on Teacher Credentialing (CTC) web site. The principal, or designee, of Dearborn will monitor credentials as needed based upon information provided by LAUSD to ensure that every certificated employee has applied for and maintains the appropriate authorization (permit, certificate, credential, waiver, etc.) needed for his/her current assignment.

No Child Left Behind Compliance

All instructional staff at Dearborn must meet NCLB requirements. In accordance with the provisions of No Child Left Behind, all teachers of core academic subjects will be "Highly Qualified." The federal definition of a "Highly Qualified" teacher is one who is:

- Fully certified and/or licensed by the state
- Holds at least a bachelor's degree from a four-year institution
- Demonstrates competence in each core academic subject area in which the teacher teaches.

NCLB also requires that paraprofessionals meet higher standards of qualification and ensures that students who need the most help receive instructional support only from qualified paraprofessionals. NCLB requires paraprofessionals to show knowledge of and ability to assist in teaching reading, writing, and mathematics or reading, writing, and mathematics readiness. Highly qualified paraprofessionals must have met one of the following standards:
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- Completed two years of study at an institution of higher education
- Obtained an associate’s (or higher) degree
- Met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).

**Personnel**

Dearborn Elementary Charter Academy shall follow all applicable state and federal laws and regulations and collective bargaining agreements. Any conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD – UTLA CBA must be adhered to, particularly in regard to Local School Leadership Council composition and responsibilities.

**Staff Selection**

**Certificated Personnel**

Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. Dearborn Elementary Charter Academy will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates. Available lists will be determined by Human Resources and may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on the current hiring situation in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases where no other alternative is available (i.e. Reasonable Accommodation).

**Classified Personnel**

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

Unless the District has assigned all employees in a classification to a specific basis, Dearborn Elementary Charter Academy will have autonomy in assigning positions to specific working basis.

**Professional Development**

In addition to any District-mandated professional development, Dearborn Elementary Charter Academy shall have full autonomy in the selection of professional development programs for their employees to meet their site-specific needs. Any professional development required by the District for newly-adopted curriculum selected by Dearborn Elementary Charter Academy will, in turn, be funded by the District consistent with its practice for other District schools.

Submitted: March 2012
“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 § 44237.” Ed. Code § 47605 (b)(5)(F)

As an affiliated Charter School, Dearborn Elementary Charter Academy will comply with all LAUSD policies and practices to guarantee the health and safety of pupils and staff, including but not limited to, criminal background checks, examination of faculty and staff for tuberculosis, immunization of pupils as a condition of attendance, screening of pupils’ vision and hearing and screening of pupils for scoliosis.

Dearborn Elementary Charter Academy will comply with all regulations as required by the federal, state, county, and city laws, such as fire and safety codes. In the event that Dearborn Elementary Charter Academy changes its status to independent Charter School during the term of this Charter, Dearborn Elementary Charter Academy shall submit a petition for material revision for District’s approval including provisions for insurance and indemnification for independent Charter Schools pursuant to District requirements.

Facility

Dearborn Elementary Charter Academy will remain at its current address: 9240 Wish Avenue in Northridge.

Assurances Regarding Facility

As part of the Los Angeles Unified School District, the Dearborn facility will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health, and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

School Safety Plan

LAUSD schools are required to comply with California Education Code (CEC), Section§32286(a), dealing with the preparation of "safe school plans." These plans address violence prevention, emergency preparedness, traffic safety, and crisis intervention. The District has developed the Model Safe School Plan (SSP) for use as a template in the preparation of safe school plans for each of the District's 900 schools. The purpose of the template is to standardize safe school plans throughout the District and minimize the time required for annual updates. The Safe School Plan is comprised of three volumes Volume 1 - Coordinated Safe and Healthy School Plan - Prevention Programs, Volume 2 - Emergency Procedures and Volume 3 - Recovery.

By law, the Safe School Plan is a public document and must be available for public inspection. It is also an important training document that will guide school staff during an emergency. The Safe School Plan is readily available for inspection by all school staff and the public in the main office.
Insurance

Coverage shall be provided to the affiliated Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. The District shall secure and maintain insurance, to protect Dearborn Elementary Charter Academy from claims which may arise from its operations, as provided to all other schools in the Los Angeles Unified School District.

It shall be the District’s responsibility, to monitor Dearborn Elementary Charter Academy vendors, contractors, partners, or sponsors for compliance with District insurance requirements for third parties. Dearborn Elementary Charter Academy shall adhere to current District Procurement Manual policies and procedures prior to accepting any services from vendors, partners, or sponsors.

As an affiliated Charter School, Dearborn Elementary Charter Academy will adhere to District’s Health, Safety and Emergency Plans. Dearborn Elementary Charter Academy will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff in line with District’s procedures.

Dearborn Elementary Charter Academy, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.
“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)

**Enrollment Outreach**

**Outreach Methods**

Dearborn will conduct orientation meetings and school tours prior to the opening of each school year to inform interested parents and students on what the school has to offer. Open houses and school tours will be conducted on a regular basis during the school year as well.

**Targeted Geographic Area**

LAUSD has defined Dearborn’s attendance boundaries as follows:

- North of Raymer Street
- South of Superior Street
- West Havenhurst Avenue
- East of Zelzah Avenue

Open enrollment students may reside anywhere within LAUSD’s boundaries.

**Outreach Communications**

Dearborn has developed promotional and informational materials (i.e. a school brochure, flyers, a website) that are easily transmittable to the community. Materials are generally created in Spanish and English; however, Dearborn will translate materials into other languages as needed.

**Racial and Ethnic Balance**

Dearborn is a neighborhood school and has attendance boundaries defined by LAUSD. However, in the Open Enrollment process Dearborn will actively seek to achieve a racial and ethnic balance.

**Court-ordered Integration**

Dearborn Elementary Charter Academy 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 Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. Dearborn Elementary Charter Academy will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic schools goal of 70:30, or 30:70, 60:40 or 40:60 ratio.

Dearborn Elementary Charter Academy shall be responsible for following the requirements of the Crawford desegregation court order, and shall take all reasonable steps to attract and maintain a racially integrated student body. Integration Program resources currently provided to certain affiliated Charter Schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and other reasons.
“Admission Requirements, if applicable.” Ed. Code § 47605 (b)(5)(H)

**Admission**

As a District Affiliated Charter school, we are bound by the District’s policies and procedures, and we will use the District’s guidelines to set resident boundaries and timelines for the resident and SAS programs. Our first priority in the resident school will be to serve the needs of the students who live within our attendance area. Enrollment to our SAS program is determined by the guidelines of the District’s SAS Program, and parents must adhere to the deadlines and guidelines set forth by the LAUSD.

**Admissions Requirements and Non-Discrimination**

Dearborn Elementary Charter Academy will not discriminate against any student on the basis of disability, gender, 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. Dearborn will adhere to all state and federal laws regarding the minimum age of students. Dearborn will not require any child to attend the charter school, nor will the school required parents to volunteer. Parents will not be required to pay for any instructional materials or school-related activities, and the school will not charge for any instructional program, either tutoring or summer school.

**Recruitment of Diverse Student Populations**

Admission to Dearborn Elementary Charter Academy is open to all students residing in California. Admission to Dearborn Elementary Charter Academy shall not be solely determined by the place of residence of the pupil, or his or her parent of legal guardian, within California. Students residing in the school’s area may choose not to attend the Charter school.

Parent(s) will attend an orientation meeting to review and sign the Parent Student Compact Agreement. Procedures to hold families accountable to the Compact Agreement must include proper notification alternative compliance opportunities, an appeals process, and due process. All provisions of IDEA will be adhered to for students identified to receive special education services in accordance with District procedures.

**Public Random Drawing and Waiting List Procedures**

Dearborn Elementary Charter Academy is a neighborhood school that is providing an exemplary program. The residential population of Dearborn Elementary Charter Academy comprises 676%, which includes SAS permits, child care and work permits, and Special Education placements. Dearborn Elementary Charter Academy currently serves a population of approximately 510 Kindergarten – 5th grade students. The school can currently accommodate 600 at maximum capacity, The School Site Governance Council believes that 500-550 is the optimum number in order to provide enriched opportunities including arts instruction and computer lab for all the students. As split level classes are undesirable for parents students and staff, Dearborn Elementary Charter Academy will work to maintain grade level numbers that allow for all students to be educated with grade level peers and not in combination classes.

Dearborn Elementary Charter Academy shall be located and operate within the boundaries of Local District 1 of the Los Angeles Unified School District. It shall be open to all students who wish to
apply. As an existing public school converting to a charter school, admission preference shall be
given to pupils who reside within the former attendance area of Dearborn Street Elementary School.
Should the number of pupils who wish to attend Dearborn Elementary Charter Academy exceed the
number of seats available, a public random lottery will take place to determine the school enrollment
in accordance to Education Code, section 47605(d)(2)(B). Preference will be given in the order of our
charter policy regarding the order of admission. The application period will be the month of April
with the lottery held on the last Friday of April each year. On the drawing date, applicants are invited
to attend the drawing to be held in the Dearborn office at 10:30AM. The Principal and School
Administrative Assistant will randomly draw names of the candidates by grade level and formulate a
list of selected students as well as a numbered waiting list. Parents of the applicants who do not attend
the drawing will be notified by phone and a letter will be mailed to the address listed on the
application stating either admittance for enrollment or placement on a waiting list with an assigned
number. Dearborn will contact potential students whose names are pulled during the lottery between
the dates of the lottery through the first semester if space becomes available. The number of random
applications will be determined or based upon Fall enrollment projections provided by the LAUSD
Office of Statistics and Demographics. A waiting list will be completed when the number of
applications exceeds the number of available positions at each grade level. The waiting list will
prioritize candidates according to the order in which they were drawn during the random drawing.
Siblings of students who are already enrolled at Dearborn will be grouped together for the lottery and
pulled first to provide parents the opportunity to have their children at one school. Space is
determined by availability per grade level. Dearborn will keep up to 10% of the enrollment capacity
unfilled in each grade level for resident students who may move into the residential area during the
school year. Students who are enrolled through the Affiliated Charter lottery process and the
District’s SAS and Special Education programs need not reapply each year to stay at Dearborn. This
random drawing will be based on class size requirements, and to complete classes at grade level
without creating splits.

**Lottery Declarations**

1. Dearborn does not hold separate lotteries for girls or boys in order to create gender balance
2. A student with an Individualized Education Plan must provide a copy of the IEP so the school
can be sure that the placement is appropriate and that the program and services needed are
offered at the school
3. Students from neighboring Districts must obtain an inter-district permit from the LAUSD
prior to admittance
4. Falsification of Address – if it is determined that a parent or guardian has provided inaccurate
information regarding their place of residence and has enrolled their child as a resident
student; we are required to transfer the student to their resident school immediately. The
student will also be ineligible to participate in the lottery the following school year.

**Preferences Granted**

*Continuing Enrollment:* All children presently attending Dearborn Elementary Charter Academy,
who live within the defined residential boundaries, or are here on current permits, will be allowed to
continue to attend Dearborn Elementary Charter Academy.

In order to reserve places for our resident children and abide by the procedures of Office of
Demographics and Local District 1, Dearborn Elementary Charter Academy will hold some available
seats at the beginning of the school year. The office of Management Services through E-Cast will
calculate the projected operating capacity Dearborn Elementary Charter Academy. The operating
capacity should be recalculated annually. The number of seats to be held will be determined in collaboration with the District.

**New Enrollment:** Preferences and priority for enrollment as follow:
- All students residing within Dearborn’s boundaries as defined by the LAUSD
- Students currently attending Dearborn on a legitimate permit
- Children of current staff members
- SAS programs will follow program requirements and deadlines stated annually by LAUSD
- Siblings of current pupils must apply for the lottery per grade level based on space
- Unaffiliated non-resident students drawn by the lottery per grade level based on space

**Enrollment Procedures**

Dearborn Elementary Charter Academy will utilize the LAUSD’s enrollment forms and cumulative records. Dearborn will adhere to all District procedures related to confidentiality and privacy of records. Dearborn will follow District policy for requesting the cumulative records of new students who have transferred from other schools. Upon leaving, records will be forwarded in accordance to the LAUSD’s policies.

**Lottery Documentation Procedures**

Documents related to the lottery process, including certification of the lottery procedures, the enrollment list, the waiting list, and student enrollment forms will be kept on file in the Dearborn office for a period of two years based upon the lottery date.

**McKinney-Vento Homeless Assistance Act**

Dearborn Elementary Charter Academy will 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.
“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)

**Financial Audit**

As a LAUSD affiliated charter school, Dearborn Elementary Charter Academy is not subject to an annual external audit required of independent charter schools authorized by LAUSD. However, Dearborn is subject to financial audit in accordance with LAUSD policy.

**Categorical Funds**

Dearborn Elementary Charter Academy shall have control over the budgeting and expenditure of its categorical block grant funds, including, but not limited to, the right to maintain such funds and/or establish reserves for carry over for future school year expenditures.

As an affiliated charter, Dearborn Elementary Charter Academy shall receive a portion of categorical block grant funding, from the District, as part of the Targeted Instructional Improvement Grant, which is and will be used to support class size reduction for schools identified as Desegregated Receiver and Predominantly Hispanic Black Asian and Other (PHBAO).

Dearborn Elementary Charter Academy must cover the cost of class size reduction commensurate with its Integration Court Order designation (Desegregated Receiver or PHBAO).

Dearborn Elementary Charter Academy will oversee the receipt and management of the categorical block grant and other fund allocations, and shall adhere to generally accepted accounting principles. Dearborn Elementary Charter Academy may also be subject to audits to verify the accuracy of the school’s financial statements and the books and records relating to its expenditures, as well as its attendance records, accounting practices and internal controls.

**Timing for Distribution of Categorical Block Grant Funds**

Except as provided above, the District will continue to partially front-fund the categorical block grant allocation to Dearborn Elementary Charter Academy. The categorical block grant is subject to adjustment in funding levels and deferrals on the part of the California Department of Education. Consequently, allocations from the categorical block grant to Dearborn Elementary Charter Academy may also be subject to adjustment in funding levels and deferrals. In addition, Dearborn Elementary Charter Academy may also be subject to District “freezes” in a manner consistent with other District schools.

**Other Sources of Funds**

The District shall retain general purpose entitlement funds and any other state or federal funding, with the exception of grants separately applied for and received by Dearborn Elementary Charter Academy, to maintain Dearborn Elementary Charter Academy in accordance with their annually adopted budget and consistent with staffing norms and support at the District norm levels. Funding
from Dearborn Elementary Charter Academy will be used to enable the school to receive norm levels at the PBHAO or desegregated receiver level, as appropriate.

**Administrative Fees**

The District will retain an administrative fee from the categorical block grant to cover part of oversight costs. This administrative fee is approximately 2 percent of the categorical block grant.

**Payment for Other Services**

Services for programs funded through the categorical block grant, such as assessments for the GATE program, will be separately charged to Dearborn Elementary Charter Academy. In addition, it will be the responsibility of Dearborn Elementary Charter Academy, from site based discretionary resources, to pay for any different or additional level of service above the norm provided to District schools generally. The District shall, upon request, provide a listing of the costs of providing such services.

**Documentation**

Dearborn Elementary Charter Academy’s financial reports shall remain a part of the District’s single report to the Los Angeles County Office of Education or other regulatory body, as applicable. Dearborn Elementary Charter Academy shall prepare and submit all required financial data and reports for inclusion in the District’s report.

**Per-Pupil Budgeting**

Where possible, Dearborn Elementary Charter Academy will have the ability to implement the District’s per-pupil budgeting model.

**Audit and Inspection of Records**

Dearborn Elementary Charter Academy agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Dearborn Elementary Charter Academy is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of Dearborn Elementary Charter Academy.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Dearborn Elementary Charter Academy to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, District hereby reserves the right, pursuant to its oversight responsibility, to audit Dearborn Elementary Charter Academy’s books, records, data, processes, and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement
- Internal controls, both financial and operational in nature
- The accuracy, recording and/or reporting of school financial information
- The school’s debt structure
- Governance policies, procedures and history
Dearborn Elementary Charter Academy shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Dearborn Elementary Charter Academy. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

Dearborn Elementary Charter Academy will develop and maintain internal fiscal control policies governing all financial activities.
“The procedures by which pupils can be suspended or expelled.” Ed. Code § 47605 (b)(5)(J)

As an affiliated Charter School of the Los Angeles Unified School District, Dearborn Elementary Charter Academy will follow all discipline proceedings established by the District. In LAUSD, the Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights, and provides for post-expulsion placement and services as required by law.

Dearborn Elementary Charter Academy shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal, in accordance with District policies and procedures.

Dearborn Elementary Charter Academy shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

**Suspension and Expulsion**

As an affiliated charter school of the Los Angeles Unified School District, Dearborn Elementary Charter Academy will follow all discipline proceedings established by the District. In LAUSD, the Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights, and provides for post-expulsion placement and services as required by law. Any provisions in this charter petition, or Dearborn’s discipline process that conflict with LAUSD discipline policy and procedures, state and federal laws shall be null and void.

Charter School shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal, in accordance with District policies and procedures.

Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

Dearborn implements consistent, positive behavior support. Utilizing personal responsibility, accountability, and reflection, students learn to monitor their own actions and decisions. To reinforce scholarly behavior, parents, students, and teachers sign a yearly Dearborn Parent-Teacher Compact, based on a shared set of expectations. All students are expected to:

- Be Safe
- Be Responsible
- Be Respectful

Specific behavioral expectations are posted in all classrooms. The principles are reinforced and practiced by all school staff, students, and parents. Student intervention begins in the classroom, with accommodations, re-teaching of behavioral expectations, positive reinforcement, and clear
expectations. Additional intervention includes office referrals, counseling with the principal, mentoring, parent conferences, adjustments of IEP (including the Behavior Support Plan), and review of 504 accommodations prior to any suspension in line with District’s policy and procedure.

Charter School will follow Education Code and District policy when a suspension or expulsion is necessary. If a child requires recess restriction, they will be under the supervision of a teacher EC 44807.5. When a teacher recommends classroom suspension, the child must have committed an act described in EC48900. The student in question may be removed from class for the day of suspension plus the following day. This student must be referred to the Principal or designee and must be placed in a supervised location that is not another regular classroom. Teachers may also ask parents to attend class, EC48900.1. A teacher may require the completion of tests and assignments missed during the period of suspension.

Suspension is preceded by an informal conference with the student unless an emergency situation exists, in which case, the conference will be held within 2 days of suspension. The student and parents/guardians/caregivers will be informed of the reasons for discipline and the evidence and shall be given the opportunity to explain or to present a defense. Written parent notification will follow the suspension and parents will meet with the principal in a conference regarding the student’s behavior (see below, Administrator’s Role in Suspension/Expulsion). Students at Dearborn will not be suspended unless other means of correction fail to bring about proper conduct. Grounds for suspension include any act listed under E.C. Sections 48900, 48900.3, 48900.4, 48900.7 or 48915. Suspensions for offenses described in EC Section 48915 (c)(1) through (c)(5) require immediate suspension from school, and immediate recommendation for expulsion if it is determined that the pupil had committed the act at school or at a school activity off school grounds.

A student may be suspended for up to no more than five consecutive school days. Suspensions shall not exceed 20 days in any school year unless the student is transferred to another school or program for adjustment purposes, in which case the number of days of suspension may be increased by 10, making the total number of suspension days from school in any school year 30. Every attempt, however, shall be made to address student misconduct by implementing interventions and alternatives to suspension. Students are subject to suspension or expulsion for offenses occurring:

- while on school grounds
- while going to or coming from school
- during the lunch period, while on or off campus
- during, or while going to, or coming from, a school-sponsored event

**Rules and Procedures for Suspension and Expulsion**

The procedures for suspension and expulsion from school will follow the procedures identified by LAUSD and in the California Education Code, Section 48900. Identified infractions may result in immediate suspension or expulsion per LAUSD policy and the California ED. Code Section 47605 (b)(5)(j) and in accordance with California Education Code, Sections 48900 et seq. and 48915 as well as the federal Gun-Free Schools Act of 1994. Procedures leading up to suspension will be progressive in severity and involve the active participation of students, teachers, the administrator, a classified employee, and parents. Teachers may suspend students from their classrooms as per LAUSD/UTLA negotiated policy. Student expulsion recommendations from Dearborn will be referred to the Student Discipline Proceedings Unit of the LAUSD for processing and disposition and notification.
**Grounds for Suspension/Expulsion**

In accordance with E.C. Section 48915, the principal shall immediately suspend and recommend a student’s expulsion if he or she determines that the student committed any of the following acts at school or at a school activity off school grounds:

- Possessing, selling, or furnishing a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possession of an explosive

**NOTE:** An employee of the school district must verify the student’s possession of the firearm and the principal must confirm that the student was in knowing possession of the firearm.

The principal shall recommend a student’s expulsion if he or she determines that the student committed one or more of the following acts at school or at a school activity off school grounds unless the principal also determines that expulsion is inappropriate due to the particular circumstance:

- caused, attempted to cause, or threatened to cause physical injury to another person
- willfully used force or violence upon the person of another, except in self-defense
- possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal/designee
- unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- committed or attempted to commit robbery or extortion
- caused or attempted to cause damage to school property or private property
- stole or attempted to steal school property or private property
- possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel
  - However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- committed an obscene act or engaged in habitual profanity or vulgarity
- unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- knowingly received stolen school property or private property
- possessed an imitation firearm
- As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- committed or attempted to commit a sexual assault as defined in Section 261, 266c, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both
- unlawfully offered, arrange to sell, negotiated to sell, or sold the prescription drug Soma
- engaged in, or attempted to engage in, hazing as defined in Section 32050
- aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only)
- committed sexual harassment, as defined in California Education Code Section 212.5
  - For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.
- caused, attempted to cause, threatened to cause, or participated in an act of violence, as defined in subdivision (e) of Section 233
  - This applies to pupils in grades 4 to 12, inclusive.
- intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and having invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment
  - This applies to pupils in grades 4 to 12, inclusive.
- made terrorist threats against school officials or school property, or both

**Due Process Rights for Students Prior to Suspension or Expulsion**

Charter School shall adopt the policies of LAUSD regarding suspension and expulsion of students as set forth in California Education Code, Section 48900 et seq., and the federal Gun-Free School Act of 1994, and the bargaining agreement between UTLA and LAUSD. Students and their families are notified of their rights in the Parent Student Handbook given out at the beginning of each year. All students, including students who reside outside of the LAUSD area, will be subject to these policies.

**Administrator’s Role in Suspension/Expulsion**

If suspension is necessary, the principal shall notify the parent, remind the parent that suspension is a disciplinary action, and schedule a parent conference. The principal shall inform the parent that the parent is expected to respond without delay to any request from school officials to attend a conference regarding his or her child’s behavior. No student shall be penalized for his or her parent’s failure to
attend a conference with school officials, i.e., reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent at the school conference (E.C. section 48911).

The principal may suspend a student without affording him/her an informal conference only if an emergency situation exists. The term “emergency situation” means that the principal has determined that the immediate conditions constitute a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended from school without the conference, the designated administrator shall notify both the parent and the student of their right to a conference and of their right to return to school for that purpose. The conference shall be held at the earliest time possible, but no later than two school days after the incident takes place unless the student waives this right or is physically unable to attend. In the latter instance, the conference shall be held as soon as the student is able to attend.

**Suspension Appeal Procedure**

The principal is to advise the parents of the appeal procedures when they disagree with the suspension. The appeal may first be made to the school principal (not designee). If the parents wish to appeal the principal’s decision, they may appeal to the Local District Operations Administrator or designee. The Local District appeal conference shall be arranged as soon as possible following the parents’ request; during the period of appeal, the suspension remains in effect for the length of time designated. The results of the appeal may include, but are not limited to:

- sustaining the suspension in all respects
- modification of penalties imposed
- rescinding the suspension and expunging the suspension from the student’s records

The parents shall be notified in writing of the appeal decision. Copies of any objections the parents may have to the decision shall be included in the student’s discipline records if the parents so request.

**Expulsion Procedure**

Only the Principal of Dearborn Elementary Charter Academy can recommend that a pupil be expelled.

Whenever a student is accused of an act for which an expulsion may be recommended, the principal will conduct an incident investigation by 1) discussing the matter with district officials, 2) identifying and interviewing witnesses, 3) securing oral and written statements, and 4) reviewing appropriate student records.

The administrator will also notify law enforcement if certain acts have been committed by the student, including assault with a deadly weapon, possession of narcotics or controlled substances, possession of a weapon at school. The principal will then consult with the Student Discipline Proceedings Unit of LAUSD regarding the appropriateness of an expulsion, and additionally consult with his/her administrative supervisor. If expulsion is recommended the Principal will conduct any necessary conferences and forward all information to the Discipline Unit in accordance with District policy.

The LAUSD Student Discipline Proceedings Unit is charged with ensuring that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights. A student may be expelled without suspended enforcement and therefore not be allowed to attend any LAUSD school or program during the term of expulsion.
Pupils who are expelled from Dearborn shall be given a rehabilitation plan upon expulsion as developed by the LAUSD Discipline Unit at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Dearborn for readmission.

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the LAUSD Board to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil’s readmission is also contingent upon the capacity of Dearborn at the time the pupil seeks readmission.

Therefore, in the event that a student requires expulsion, Dearborn will work with LAUSD and consider BUL-4655, March 13, 2009 as the guiding practice for expulsion. Dearborn will notify the Local District Superintendent of any potential expulsion case and provide the LD Superintendent with a copy of the case file for review. It will be the Local District Superintendent that will review the case and prepare the recommendation to expel the student. Dearborn will cooperate fully as indicated above with LAUSD in preparing the file for student expulsion and participate and cooperate with the Board decision on the plan for rehabilitation.

Whenever a suspension occurs, the principal is to advise the parents of the appeal procedures when they disagree with the suspension or recommendation. The appeal may first be made to the principal. If the parents wish to appeal the principal’s decision, they may appeal to the Local District Operations Administrator or designee. The Local District appeal conference shall be arranged as soon as possible following the parents’ request; during the period of appeal, the suspension remains in effect for the length of time designated. The parent shall be notified in writing of the appeal decision. Copies of any objections the parents may have to the decision shall be included in the student’s discipline records if the parents so request.

Rehabilitation Plans

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Los Angeles City Board of Education at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission

The Charter School shall follow District policies and procedures with regard to requests for readmission and the process for the required review of all expelled pupils for readmission. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period whether the student seeks readmission or not.

Special Education Students

In the case of a student who has an IEP, or a student who has a 504 Plan, the Charter will ensure that it follows the 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 the Modified Consent Decree. An IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter 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’s failure to implement 504?

**Gun Free Schools Act**

The Charter School shall comply with the federal Gun Free Schools Act.

**Outcome Data**

Dearborn Elementary Charter Academy shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request in accordance with District policies and procedures.
“The manner by which staff members of the Charter School will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.”
Ed. Code § 47605 (b)(5)(K)

Employees of Dearborn Elementary Charter Academy will continue to receive compensation and benefits for their services according to the provisions of their collective bargaining agreements of their respective bargaining units with LAUSD inclusive of, but not limited to, salaries, unemployment benefits, and retirement benefits including organizations such as STRS/PERS, health insurance, life insurance and all other assigned compensation and benefits.

As LAUSD employees, administrators, faculty, and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.
“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)

**Attendance Alternatives**

No student is required to attend Dearborn Elementary Charter Academy. Students living within the attendance area of LAUSD who do not desire to attend the charter school will possess the same alternatives as those offered to other students currently residing in the District.

**District Admission Rights as Consequence of Charter School Enrollment**

Dearborn will inform parents/guardians of each pupil enrolled in the charter school the the student has no right to admission in a non-charter District school as a consequence of charter school enrollment except to the extent that such a right is extended by the District.

**Right to Attend Other Public Schools**

Pupils who choose not to attend Dearborn Elementary Charter Academy may choose to attend other public schools in their district of residence or pursue an interdistrict transfer in accordance with existing enrollment and transfer policies of the District.
“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)

**LAUSD Employee Rights**

As an affiliated charter school, all administrators, faculty, and staff of Dearborn Elementary Charter Academy are LAUSD employees. All employees will be hired by the District and maintain the same relationships in all bargaining units.
“The procedures to be followed by Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605 (b)(5)(N)

The staff of Dearborn Elementary Charter Academy and LAUSD Board of Education agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Dearborn Elementary Charter Academy, except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14.

Any Dispute between the District and [Charter School] shall be resolved in accordance with the procedures set forth below:

1. 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 other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

   To Charter School: c/o School Director
   Dearborn Elementary Charter Academy

   To Director of Charter Schools:    Director of Charter Schools
   Los Angeles Unified School District
   333 South Beaudry Avenue, 25th Floor
   Los Angeles, California 90017

2. A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference 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 the other party. 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 date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by 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 Local District.
“A declaration whether or not Charter School shall be deemed the exclusive public school employer of the employees of Charter School for the purposes of the Educational Employment Relations Act (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 of Dearborn Elementary Charter Academy for the purposes of the Educational Employee Relations Act (EERA).
“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)

Dearborn Elementary Charter Academy reverts back to a District traditional school in the event of a closure.

**Revocation**

The District may revoke the charter if Dearborn Elementary Charter Academy 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 provisions set forth in the Charter School Act of 1992. The District may revoke the charter of Dearborn Elementary Charter Academy if the District finds, through a showing of substantial evidence, that Dearborn Elementary Charter Academy did any of the following:

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify Dearborn Elementary Charter Academy in writing of the specific violation, and give Dearborn Elementary Charter Academy 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.

**Closure Procedures**

The decision by the LAUSD Board of Education to revoke or not renew the affiliated charter school constitutes a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School governing council votes to close the school; or the Charter lapses. In the event of such a Closure Action, or as soon as Charter School informs the District of its intent to voluntarily close, the following steps are to be implemented:

1. If the affiliated Charter School’s governing council voluntarily closes Dearborn Elementary Charter Academy, the LAUSD Board of Education will hold a public meeting officially closing the Charter School. The Board of Education will direct the Superintendent or his designee to determine implementation of the closure procedures.
2. The Charter Schools Division will notify the California Department of Education that Dearborn Elementary Charter Academy has closed and the effective date.
3. Upon closure, all of the assets of the Charter School are transferred to LAUSD. A copy of the stamped order of business showing the action taken by the LAUSD Board of Education will be included in the notification to the CDE.

4. The LAUSD Board of Education or its designee will determine the distribution of any remaining balance in the Categorical Block Grant Account of the Charter School upon closing.

5. LAUSD reserves the right to conduct a closeout audit by the LAUSD auditor.

6. Written notification to parents/guardians/caregivers of the enrolled students of Dearborn Elementary Charter Academy will be issued by LAUSD within 72 hours after the determination of a Closure Action and the effective date of closure.

7. a. The process for transferring student records shall be in accordance with LAUSD procedures.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Dearborn Elementary Charter Academy’s right to operate as a Charter School or cause Dearborn Elementary Charter Academy to cease operation.

*Facilities*

In the event that Dearborn Elementary Charter Academy changes its status to independent charter school, during the term of this Charter, Dearborn Elementary Charter Academy shall submit a petition for material revision for District’s approval. Dearborn Elementary Charter Academy shall meet all requirements of an independent charter that occupies LAUSD facilities; Dearborn Elementary Charter Academy shall enter into facilities use agreement with the District and adhere to District guidelines including:

- Proposed Charter School Location 9240 Wish Avenue, Northridge 91325
- Names of District school sites near proposed location: Andasol, Balboa, Calahan, Gledhill, Lorne, Mayall
- Proposed Charter School to be located within the boundaries of LAUSD.

*District-Owned Facilities*

If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of
LAUSD facilities with another LAUSD user group, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

As a condition to the approval of the charter petition, [Charter School] will enter into a Public School Choice Facilities Use Agreement with the LAUSD prior to occupying or using the LAUSD facilities. The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use:** Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment:** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing:** Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**
  - (i) Pro Rata Share. LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - (ii) Taxes; Assessments. Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services:** In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
  - (i) Co-Location. If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - (ii) Sole Occupant. If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
• **Real Property Insurance.** Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall *not* have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Facility status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The Charter School facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the Charter School is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed Charter School facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open with- out providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Health & Safety:** The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm)

**Asbestos Management:** The Charter School will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.