



LOS ANGELES UNIFIED SCHOOL DISTRICT

Calahan Community Charter

March 7, 2013

18722 Knapp St. Northridge, CA 91324

TERM OF CHARTER

JULY 1, 2013 TO JUNE 30, 2018

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AFFIRMATIONS AND ASSURANCES

Calahan Community Charter School 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 the characteristics listed in Education Code Section 220 (actual or perceived 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. [Ref. Education Code Section 47605(d)(1)]
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A). An existing public school that converts to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of the school. EC 47605 (d)(1)
- 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 the Charter School 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 the charter school nor any employee to work at the Charter School.
- In accordance with Education Code Section 48200, if a pupil is expelled or leaves the Charter School without graduation or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

The address of the Charter School is 18722 Knapp St. Northridge, CA 91324
The phone number of the Charter School is (818) 886-4612
The contact person for the Charter School is Dr. Liane Jacob, Principal

The term of this charter shall be from July 1, 2013 to June 30, 2018

The grade configuration is Kindergarten to Grade 5

The number of students in the first year will be 554
The grade level(s) of the students the first year will be: Kindergarten to grade five
The scheduled opening date of the Charter School is: August 12, 2013

The operational capacity will be: 600 students
The instructional calendar will be: See Attachment A
The bell schedule for the Charter School will be: See Attachment B

If space is available, traveling students will have the option to attend.

STUDENTS THE SCHOOL PROPOSES TO SERVE Demographic data of the target population (this is done by completing the attached matrix.); Academic achievement data; other applicable characteristics of the target population (does the school propose to target potential dropouts? newcomer populations? other?)

Overview

Calahan Community Charter is a suburban elementary school in Northridge, within the heart of the San Fernando Valley. It is located less than a mile west of California State University, Northridge. Calahan offers a variety of quality programs that attract families to the school, including a School for Advanced Studies program and various Special Education classes. As an Affiliated Charter school, Special Education programs offered at Calahan are at the District's discretion and may change during the term of the charter. Calahan is a place where students are inspired to achieve their potential. Calahan offers a well-rounded instructional program that focuses on academic achievement, supports the visual and performing arts, utilizes interactive technology, fosters character education, and promotes healthy lifestyles.

As a charter school, Calahan Community Charter will embrace the challenge to develop successful programs that reflect the leadership, skill, and talent of our stakeholders, while meeting the unique needs of our diverse student body and educational community. Calahan will be a school that combines the expertise of its staff with the resources of the District in order to educate our students based on their demonstrated needs, in conjunction with creating innovative, research-based educational programs aligned with the California State Content Standards and the newly-approved Common Core State Standards.

As an Affiliated Charter School, Calahan Community Charter seeks to provide the resources necessary to prepare our students for the demands of the 21st Century. Calahan will utilize the flexibility of the categorical block grant according to the needs of our students, and under the oversight of the District and our School Governing Council, which represents the interests of all stakeholders.

The majority of Calahan students matriculate to Alfred B. Nobel Charter Middle School, Northridge Middle School, and Holmes Middle School. Calahan is in the high school attendance area for Cleveland High School, Northridge Academy High School, and Granada Hills Charter High School.

The Calahan Community Charter campus has 26 classrooms, an expansive library, a newly renovated computer lab, a covered amphitheater, a large grass field framed with jacaranda trees, a vegetable garden and chicken coop, a covered outdoor eating area, a cafeteria, and an auditorium. The Friendship Garden is a beautiful location adjacent to the amphitheater where students gather to socialize or read in the shade. There are murals adorning many walls on campus. Regularly scheduled campus beautification days help maintain the gardens and trees. Calahan has been fortunate to be the recipient of many neighborhood grants that have been used to create a welcoming environment in which the students can learn and play.

Of the 94% of parents at Calahan who provided information about their personal education, 6% did not graduate high school, 17% graduated high school, 27% attended some college, 37% graduated from college, 13% attended graduate school and/or received an advanced degree.

Calahan Community Charter lies within the District's Educational Service Center North. Educational Service Centers were established in July 2012. See Attachment D for LAUSD School Report Card Data for Elementary Schools in Local District 1 and LAUSD School Report Card Data for Calahan Street Elementary School.

There are six 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 two affiliated charter elementary schools located near Calahan. 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. Most of the schools were Title I schools during the 2011-2012 school year. Overall, all of the schools in this area outperform the LAUSD district average on virtually all academic performance measures. Attachment C, in the Appendix, provides an overview of the demographic and performance data for these schools.

A review of the demographic and performance data of schools in the Calahan 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 six schools that are in Program Improvement, four have schoolwide APIs over 800. Program Improvement status is linked to AYP performance indicators for specific subgroups.

Calahan will be prepared to engage and challenge all students and to provide appropriate supplemental academic interventions to help all students perform at grade level. Calahan programs will be designed with diverse students in mind and will include culturally and linguistically responsive curricula that develop students' intercultural awareness and cooperation. 53% of the Calahan 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. Calahan 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, Calahan'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.

The Students The School Proposes to Serve

Calahan Community Charter shall provide for the free, nonsectarian, public education of students in Transitional Kindergarten through grade five who desire a strong foundation in reading, writing, mathematics, science, and social studies. Calahan, as a neighborhood school, shall serve the students who live in its attendance area, and shall also provide for the education of non-neighborhood students in accordance with the Charter School law and LAUSD policy. Calahan shall serve a suburban, multicultural, multiethnic student body without regard for ethnicity, sex, age, national origin, or disability. The school's educational program shall serve students of all abilities ranging from those who require remedial attention, students with special needs, English learners, gifted and highly gifted children.

Calahan Community Charter has identified critical components to educate students for success in the future. We have determined that:

- Teachers will provide an integrated and balanced program that includes language arts, mathematics, social science, science and health, visual and performing arts, physical education and technology.
- Students will develop deep content knowledge and the ability to apply this knowledge across disciplines.
- Students will gain an appreciation for the arts, and their crucial role in creating well-rounded citizens.
- Teachers will continue to be trained and will use current research-based strategies and methodologies, after analyzing student data, to meet the needs of each student.
- Students will learn life and career skills with connections to the community and the world.

As a charter school the school can serve students beyond the current attendance boundary. Calahan currently serves approximately 571 students in grades TK-5. In the current (2012-2013) school year, 85% (488 students) of students enrolled at Calahan live within the school's attendance boundaries as defined by the Los Angeles Unified School District (LAUSD), and 16% of students are enrolled via permits through Open Enrollment (4%), Childcare (4%), Parent Employment (5%), or other permits (3%). Calahan currently offers a School for Advanced Studies (SAS) program, which supports the development of gifted and talented youth. Fifteen percent of the student enrollment (86 students) is enrolled in the SAS program in grades one through five.

Given current facilities, Calahan Community Charter intends to increase its enrollment to a capacity of 600 students by the end of the 2017-2018 school year consistent with District monitoring and District oversight. Enrollment seats not filled by neighborhood students will be filled through SAS permits and Charter Enrollment via lottery consistent with District monitoring and District oversight. The Lottery Form is located in the Appendix as Attachment 6a.

Student Demographic Data

Calahan Community Charter serves a diverse student population (see Attachment C). Its student body is 45% Hispanic, 26% White, 12% Asian, 11% African American, and 6% Filipino. There are 14 different home languages represented at Calahan. See Attachment E for Student Enrollment by Ethnicity Chart and Attachment F for Enrollment in Special Programs Chart.

Academic Achievement Data

Calahan is a high-performing school and was recognized as a California Distinguished School in 2008. Over the last nine years, Calahan has maintained an API score over 800, with the majority of our students scoring Proficient or Advanced on the California State Standards Test. In its most recent Adequate Yearly Progress (AYP) Report, Calahan met 16 out of 21 criteria. Attachments G and H summarize Calahan's school accountability and student achievement data over the most recent five years.

Targeting the At-Risk Student Population

Calahan Community Charter continues the implementation of a rigorous, standards-based and data-driven instructional program. Teachers and school leaders have collected and evaluated performance data in a variety of ways. Data has been disaggregated from many sources and trends have been studied to guide instruction. Sources include District Literacy Periodic Assessments, Math Quarterly Assessments, Science Assessments (for 4th and 5th graders), teacher-made formative and summative assessments, student portfolios, teacher observations, and standardized test results. Information is analyzed and all data is used to drive classroom instruction.

Specific programmatic changes have been made based on data. Thinking Maps have been implemented in all curricular areas, Response to Instruction and Intervention (RtI2) has been instituted to help at-risk students, and a systematic, coordinated grade-level Universal Access time has been established to meet the needs of our student population.

Calahan Community Charter's best instructional practices have included the flexibility to tailor instruction to meet the needs of all students by teaching to different modalities, using a variety of learning entry points and through differentiated instruction in all subjects. As well, project-based learning and the creation of authentic products with ties to real life have ensured that all children learn.

MISSION AND VISION

Mission

Calahan Community Charter cooperates with the families it serves to provide a challenging educational program within a caring environment, attentive to the comprehensive development of all students. Children from a diversity of ethnic, cultural, economic, and religious backgrounds come together for an active and varied curricular and extracurricular program. The mission of Calahan Community Charter is to form academically capable, principled contributors to the future.

Vision

Calahan Community Charter will pursue this commitment by providing an education that unites ethical and academic perspectives in the pursuit of excellence. Emphasizing high achievement, Calahan will encourage students to develop their whole being and their commitment to lifelong learning.

Calahan will maintain a safe and healthy environment in which children feel empowered, challenged, and nurtured. Sports and extracurricular programs will emphasize excellence and strength of character. Utilizing technology and the rapidly expanding advancements in the access of information, Calahan will prepare our students to be productive citizens in our global society.

Calahan commits itself to balancing and integrating its curriculum, to inspiring critical thinking and problem solving, and to creating and energizing continuous learners. Calahan commits itself to model and instill a respect for and an acceptance of others.

WHAT IT MEANS TO BE AN “EDUCATED PERSON” IN THE 21ST CENTURY

An educated person in the 21st century is involved in educational experiences that lead to meaningful, flexible, and adaptable learning. The instructional philosophy at Calahan Community Charter is to prepare students to become productive members of a multi-cultural, globally-oriented society. An overall goal of Calahan’s instructional program is to give students the skills they need to succeed in tomorrow’s rapidly evolving world. A curriculum that promotes these experiences enables students to acquire knowledge and tools for ongoing learning.

HOW LEARNING BEST OCCURS

Calahan Community Charter recognizes that learning best occurs when students actively participate in the process of learning and can engage in experimentation, exploration, and discovery. When students can see the connections between what they

learn and what happens in the real world, when they are encouraged to go beyond the standard curriculum and delve more deeply into various subjects, and when students are challenged to use critical thinking and problem-solving skills, their education becomes a means to inspire them to reach their full potential.

Calahan recognizes that learning best occurs in a safe, nurturing, mutually respectful environment where all stakeholders collaborate. The following are Calahan's goals for each stakeholder group.

Teachers

- Teachers have high expectations for all students.
- Teachers work collaboratively to identify student strengths and areas for improvement in mastering the California Standards for each subject area.
- Teachers use differentiated instruction strategies to address each child's needs and potential.
- Teachers use formative and summative data to drive instruction.
- Teachers make learning relevant to the students' lives.
- Teachers provide direct instruction using the principles of learning and facilitate experimentation, exploration, and discovery.
- Teachers regularly provide information about student progress.
- Teachers are life-long learners, improving their skills through professional development, experiences, and reflective practices.
- Teachers actively participate in the Calahan Community Charter Governing Council and its committees, in partnership with all other stakeholders at the school.

Students

- Students actively participate in the process of learning.
- Students develop and broaden their individual areas of strength.
- Students work well individually and cooperatively as members of a group.
- Students go beyond the standard curriculum to independently investigate areas of interest.
- Students respect the rights of others to learn without distraction or disruption.
- Students advocate for themselves and alert teachers or other adults when there is a concern (with classwork, teasing, etc.).
- Students develop skills and attitudes for becoming a life-long learner.

Administration

- The Administration has high expectations concerning student behavior, academic development, and the levels of student self-esteem and satisfaction.

- The Administration has high expectations for professionalism, effectiveness, and satisfaction of the entire staff.
- The Administration supports the efforts of the students and teachers.
- The Administration empowers school community members to identify, articulate, and address a shared vision for the school's educational program.
- The Administration ensures that quality learning is taking place in addressing the State Standards through a rigorous program using formative data, teacher input, current best practices, and sound educational research.
- The Administration is committed to actively and regularly communicating with all stakeholders.
- The Administrators are life-long learners, improving his/her skills through professional development, experiences, and reflective practices.
- The Administration actively participates in the Calahan Community Charter Governing Council and its committees, in partnership with all other stakeholders at the school.

Parents

- Parents acquire information about the school's educational programs and school governance through teachers newsletters and reports, the Calahan website, the parent handbook, and the Calahan Community Charter Governing Council and Advisory Committees minutes.
- Parents understand how to assist their child's learning and are active participants in that learning.
- Parents support the school's efforts to continually improve to meet the changing needs of their children.
- Parents actively participate in the Calahan Community Charter Governing Council and its committees, in partnership with all other stakeholders at the school.

HOW THE GOALS OF THE PROGRAM ENABLE STUDENTS TO BECOME SELF-MOTIVATED, COMPETENT, AND LIFE-LONG LEARNERS

Calahan Community Charter will continue to deliver instruction based on the California State Standards incorporating the National Standards for Language Arts and Mathematics, called the Common Core State Standards (CCSS), once implemented by the California Department of Education. In all areas of the curriculum, students will build on prior knowledge, increase and expand their skill sets, and apply information to solve problems and approach real-world learning. Technology will be a vital tool for 21st Century learners. Providing innovative technological approaches for children will

enhance and deepen their understanding of new information, offer different perspectives, and prepare them to apply technology in meaningful ways.

As our teachers continue to expand and develop their knowledge and application of differentiated instruction, students will acquire new problem solving skills, develop strengths as they demonstrate knowledge mastery in a variety of ways, and come to appreciate differences and commonalities in their classmates' work. Using authentic assessments, learners will receive meaningful feedback on their academic progress and take responsibility for their own learning.

Calahan Community Charter will continue to build upon the strong and close working relationship with the middle and high school, identifying strengths and weaknesses in scholastic achievement to enable students to have successful educational experiences and foster a continuum of instruction. Calahan will also continue to enhance our partnership with our parent community by further expanding communication and participation of parents in their children's educational experience.

In addition, Calahan Community Charter will continue to pursue opportunities to promote citizenship by participating in local or global community outreach. Students will gain perspective on what it means to be a responsible and contributing member of society and will see that they can have a positive impact throughout their lives. This ongoing participation will connect our learners with the world outside the school gates, bringing personal meaning to their daily school lives.

DESCRIBE A TYPICAL DAY

A typical day at Calahan Community Charter begins as all students are greeted by their teachers on the playground before coming into their respective classrooms. On Monday mornings, students and parents gather in our covered amphitheater for the 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. Student Council members lead the assembly in the flag salute and often make a presentation for the school community. Students are recognized for being responsible citizens in a weekly drawing by grade level.

Once in the classrooms, the lower grade students begin with the daily calendar activity. The activities incorporate math concepts such as observing patterns, exploring odd and even, sequence, and place value. Other grades begin the day with short grammar exercises, journal activities, math problem solving, creative writing, or vocabulary

development. The day's agenda is reviewed so that everyone in the classroom knows what is scheduled for that day.

The students' instructional day is divided into three main instructional blocks. The first block is approximately 135 minutes and is followed by a 20-minute school-wide recess. The second instructional block is approximately 75 minutes between recess and lunch. Following a 40-minute lunch, the last instructional block is approximately 115 minutes. In most classrooms, English Language Arts and Mathematics instruction occurs before lunch.

Language Arts: Lower grades begin with phonemic awareness, phonics, and/or reading fluency activities with the whole class using games or kinesthetic activities. Students engage in listening, sharing, talking, and doing to help all access the material. This is followed by guided and independent seatwork and/or small group work. In lower grades reading comprehension is taught when teachers read from big books and students read from anthologies and authentic literature. Vocabulary skills, grammar, building background knowledge and comprehension strategies are some of the skills taught. Upper grade students read literature and stories from anthologies employing various strategies for comprehension. Reading instruction takes place as whole group, small groups or with partners. Spelling, vocabulary, and grammar skills are taught in the context of the reading and with games and activities. All students participate in whole and small group discussion of the text, integrated projects based on strategies and skills, and take alternative and curriculum-based assessments. In all of the grades writing often begins with a mini-lesson to teach new skills or reinforce previous skills and progresses to independent practice where students write to respond to literature, compose creative essays using expository, narrative, persuasive, and descriptive presentations. The students progress through the stages of the writing process through drafting, editing, and re-writing. Students in the upper grades often meet to reflect on their writing and edit with peers. Lower grade students have opportunities to read their work to the class, taking comments and questions.

Math: Math instruction is guided by State and District guidelines. Teachers use literature, visuals, and manipulatives to introduce concepts in all of the grades. Hands-on materials are used heavily in lower grades to engage students in concrete activities and make abstract concepts tangible. Students practice new skills using workbooks, games, computation drills, computer technology, and other activities/investigations in groups or individually. They record and share their strategies in math journals. Math is taught in whole group as well as small group settings. These small group settings meet the various developmental levels and are continually changing.

After lunch, students focus on Social Studies, Science, Physical Education, Health, and/or Arts for the remainder of the school day. Teachers use discretion to plan their instructional day in the best interests of their students and in compliance with State required instructional minutes.

Social Studies: In all grades, themes are explored through literature, expository text, computer programs and websites, or through other multi-media presentations. Project based learning is employed with a variety of resultant tasks such as posters, plays, brochures, maps, models, diaries, etc. Interactive simulations submerge learners into history. Upper grade students practice note-taking to gather information.

Science: All grade levels use hands-on exploration and experimentation, investigation, and observation in the study of the sciences (Earth Science, Physical Science, and Life Science) as well as direct instruction of concepts and vocabulary. Students use Thinking Maps to organize information. Technology and literature are used to reinforce and build on concepts. Students create notebooks and portfolios to log thoughts, questions, and discoveries.

Classroom visitors will 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 instruction in psychomotor activities, the visual and performing arts, and the use of technology to reinforce classroom instruction or for use as a research tool. Visual and Performing Arts instruction is currently provided by a District music teacher, a District visual arts teacher, a District dance teacher, and a group of arts disciplinarians for third grade students participating in the Art Pals program. Fourth and Fifth grade students participate in a program coordinated through California State University, Northridge wherein her students volunteer to teach group instrumental music lessons each Friday morning.

Calahan provides several after-school programs for students. The Cougar Club is offered Monday through Thursday for an hour after school. Teachers supervise and assist students in completing homework assignments. The Youth Development Program and Youth Services, operated by LAUSD Beyond the Bell, provide supervision and organized activities for students on the yard and in classrooms from dismissal until 6 p.m. A variety of fee-based afternoon enrichment programs are offered each fall and spring. These programs extend and enhance learning by providing additional experiences such as sports teams, chess club, cooking, exercise, science, and visual and performing arts. The YMCA is located on-campus and offers fee-based after school program.

DESCRIPTION OF INSTRUCTIONAL PROGRAM AND CURRICULUM

Instructional Framework, Delineation of the Core Subjects, and Innovative Components:

Instructional Program and Curriculum

Calahan teachers are professionals who continually refine their skills through current educational research and best practices. Teachers will seek to develop innovative and challenging programs that provide a model for other public schools. This effort will include exploring adaptations to District adopted programs to better meet the unique needs of the school as identified by the Calahan Community Charter Governing Council, teachers, and administration.

Instructional Framework

Calahan Community Charter's curriculum is based on the California State Standards and Associated Frameworks in Language Arts, Mathematics, Social Studies, Science, Health, Physical Education, Technology, and the Visual and Performing Arts. The curriculum meets all State and LAUSD standards. Calahan assures that the school will transition to and implement the Common Core State Standards. The school will develop a plan to address instructional shifts and professional development. Calahan 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 inquiry-based learning (Bloom's Taxonomy) 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

Calahan Community Charter will follow State and Common Core Content Standards in the following areas: English Language Arts, Mathematics, Social Studies, Science, Health, Physical Education, Technology, and the Arts. We will follow these by using the State-adopted programs approved by LAUSD.

English Language Arts Framework

English Language Arts incorporate 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.

History/Social Science Framework

The History and Social Science framework emphasizes historical events and important people, awareness of chronological and geographical content, and points-of-view.

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.

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:

Calahan Community Charter relies upon research-based programs, which include examination of data, current use of established methodologies, and research published in educational journals. Calahan teachers utilize the LAUSD “MyData” 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 or IEPs). 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.

Calahan Community Charter continues to expand its use of higher-level thinking skills through the integration of Depth and Complexity, Content Imperatives, and Bloom’s Taxonomy. Depth and Complexity utilizes icons to which students are introduced and

which they can 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. The Content Imperatives represent contribution, convergence, origin, parallel, and paradox. 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 evaluation. 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 ideas. 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, expands the transference of thinking processes across disciplines, and enhances creativity and the ability to determine multiple perspectives. They provide concrete tools for constructing networks of knowledge.

Additionally, teachers utilize Lauren Resnick's Principles 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).

Applying Superintendent John Deasy's "All Youth Achieving" Strategic Plan, teachers at Calahan have initiated the Teaching and Learning Foci which includes the transition to

the Common Core State Standards in English Language Arts and mathematics, beginning in school year 2012-2013 with Kindergarten and First grades and progressing so that all students will be learning the Common Core State Standards by the 2014-2015 school year. Implementation of the English Learner and Standard English Learner Master Plan and a focus on Special Education Inclusion ensures that all students have equity and access to a high-quality education. Teachers at Calahan foster a school climate and culture that is focused on the success of our students.

Teachers at Calahan 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 Common Core 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:

- Academic Rigor
- Clear Expectations
- Criteria Charts and Rubrics
- Data-driven instruction
- Integration of the Arts
- Experiential Learning
- Whole group, small group, and individualized instruction
- Pair-share collaboration
- Student-centered learning
- Cooperative learning
- Independent work time, research, and independent projects
- Differentiated small group instruction
- Front-loading information to build background knowledge
- The Writing Process
- Choral reading, chanting
- Response to Instruction and Intervention (RtI2)
- Team teaching
- Use of manipulatives and realia
- Hands-on inquiry-based learning

- Constructivist strategies
- Depth and Complexity
- Content Imperatives
- Tiered assignments
- Compacting
- Literature circles
- Technology-based teaching/Internet
- Bloom's Taxonomy
- Multiple Intelligences
- Teacher/Student Writer's Conferences
- Distributed Reviews
- Learning Games
- Student self-evaluation based on rubrics
- Multi-modal teaching strategies
- Audio-visual opportunities
- Directed instruction
- Thinking Maps
- Simulations

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

Scope and Sequence and Different Subjects the School Plans to Teach:

All components of the Calahan curriculum plan conform to Language Arts, Math, Social Studies, Science, Health, Physical Education, Technology, and Visual and Performing Arts 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. Calahan will follow all California State Standards and Common Core Standards, including all required Scope and Sequence.

English Language Arts

According to Marilyn Jager Adams, "Beginning reading requires a firm foundation of having been read to, development of phonological awareness, and knowledge about how print works as prerequisites to more formal word study and reading instruction that includes systematic instruction in breaking the code (word study and phonics) as well as lots of reading in meaningful contexts which produces better readers quicker." Therefore, Calahan Community Charter is committed to a comprehensive, balanced, innovative, and rigorous TK-5 Language Arts program that directs instruction to meet and master the State standards and skills at each grade level. In doing so, students will become competent readers and writers who access all types of text, acquire knowledge,

enjoy and value literature, communicate clearly and effectively, and think critically so as to be productive, creative members of the community in which they live.

Students are instructed in listening, speaking, reading, and writing skills and in their application. For example, at the primary level (TK - 2) students are explicitly instructed in phonemic awareness, phonics, decoding, word attack skills, spelling, vocabulary, and comprehension skills. Language Arts instruction in grades 3 – 5 includes an added emphasis on higher level comprehension skills and reading strategies.

The reading instruction may include guided reading, shared reading, partner reading, oral reading, choral reading, independent reading, literature circles, and read alouds. There is an emphasis on direct instruction, as teachers highlight decoding, comprehension, and reading fluency. According to California State Standards, students are instructed using both narrative and expository texts that are tied to content areas. Teachers may deliver Language Arts instruction in a variety of ways: to a whole class, to a small group, or to an individual child. Teachers use flexible groupings based on skill-level needs, interest area, or mini-lessons with supporting literature. Children may be involved in student-directed literature circles.

Listening

- Read aloud
- School-wide assemblies
- Classroom discussions
- Direct instruction
- Listening component of State adopted reading program
- Note taking (4th and 5th grades)
- Interactive reading strategies

Speaking

- Classroom oral presentations
- Sharing
- Drama
- Classroom inquiry (question and answer)
- Linguistic patterns
- Pair-share think aloud
- Reader's Theater
- Retelling stories
- Poetry

Reading Vocabulary

- Word structure
- Context clues
- Apposition
- Dictionary Skills
- Visual dictionaries

- High-frequency word cards and games
- Root word study
- Homophone and Homograph recognition

Comprehension

- Making connections
- Visualizing
- Predicting
- Inference
- Asking questions
- Summarizing
- Evaluating
- Using Bloom's Taxonomy for questioning
- Icons of Depth and Complexity and Content Imperatives
- QAR
- Core literature
- Literature circles
- Reading Buddies
- Sequencing
- Project-based learning
- Figurative Language study

Writing

Calahan teachers are committed to guiding children to become fluent, proficient writers. All students are actively involved in writing, from emergent and beginning writing in Transitional Kindergarten to specialized stages of writing in the upper elementary grades. The students write in a variety of genres, such as narrative, expository, persuasive, and descriptive forms. Upper elementary students move into outlining, note-taking, and research writing. The goal is for students to write with a command of standard English, giving attention to audience and purpose, mechanics and content.

The Thinking Maps that were developed by Dr. David Hyerle are visual teaching tools. Based on thorough and well-accepted academic study and brain research, the eight Thinking Maps correspond to eight fundamental thinking processes. The use of these tools helps Calahan students organize their thinking in order to produce cohesive essays and other written presentations.

Teachers may base spelling instruction on children's developmental levels, and students may generate their own personal lists. Spelling pattern instruction comes from the District mandated reading program, as well as based on assessment of student writing.

Based on this English Language Arts program, students will:

- Develop Language Arts skills in all subject areas and will practice reading, writing, listening, and speaking throughout their day
- Establish reading fluency and comprehension skills through a balanced reading program which includes read-alouds, choral reading, shared reading, guided reading, self-selected reading, reading buddies, phonics, and word study
- Acquire writing fluency and the ability to write for a variety of purposes and audiences, through the writing process and direct instruction in writing traits and skills
- Showcase their writing skills in the Young Authors' program and other community-sponsored writing events
- Follow good practices of language mechanics and usage across all disciplines
- Use standard spelling and vocabulary to express ideas with clarity orally and in writing
- Develop active listening skills and demonstrate the ability to respond orally and in writing
- Use various resources (such as literary works, expository texts, journals, charts, schedules, periodicals, primary sources) to gather, organize, and interpret data and to communicate ideas and information
- Exhibit the ability to use a wide range of critical thinking skills as they read, discuss, and write about the ideas and meanings they discover in various genres
- Experience explicit phonics instruction throughout the Language Arts program
- Participate in investigative experiences that promote the development of research skills, inquiry, and self-directed learning

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

- Read Across America
- Halloween Read-Around
- Unit Openers introduce students to thematic units within various content areas
- The use of collaborative writing prompts and publishing of student work
- Leveled Readers
- Literature Circles
- Author of the Month
- Reading Fluency/Comprehension Project
- Getty-Arts/Language Arts Program
- Books and Beyond
- Core Literature
- Harvest of the Month
- Young Authors program
- Heritage celebrations
- Writer's Notebook – Professional Writer Study
- Mission, Gold Rush, Medical Clinic, Sail America, and Discovery simulations

Math

The primary goal in mathematics education is to facilitate the students' mastery of basic mathematical skills as stated in the California Content Standards. The mathematics curriculum is designed to introduce, practice, reinforce, and extend such basic mathematical skills as counting, patterning, addition, subtraction, multiplication, and division, in order to apply these skills comfortably and appropriately in both real-life and other problem-solving situations. The goal is to enable students to develop such a high level of proficiency in each of the three components of mathematics – basic computational and procedural skills, conceptual understanding, and problem solving – that they are able to use the strategies necessary to attempt any mathematical task. As students progress through the spiraling curriculum, teachers build upon previously learned content with extensions and more in-depth applications. In addition, mathematics is integrated into all curricular areas.

The strands of the mathematics curriculum (number sense, algebra and functions, measurement and geometry, statistics, data analysis, probability, and mathematical reasoning) are taught within the structure of developing children's conceptual understanding and mathematical reasoning, rather than in isolation. This is done through conceptually based experiences that encourage students to actively participate in their learning by exploring, questioning, and posing problems of their own. Problem solving is also 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. As students progress at different rates in the various math strands, teachers use flexible groupings to meet their needs.

The mathematics instruction progresses from concrete to abstract, where students develop both computational and procedural skills and conceptual understanding through the use of manipulative materials. According to Heddens (1986), Reisman (1982), and Ross and Kurtz (1993), the effective use of manipulatives helps students learn by allowing them to move from concrete experiences to abstract reasoning. Heuser (2000) has found that the use of manipulatives has shown a reduction in math anxiety within students.

Calahan is committed to differentiated instruction in mathematics. In differentiated classrooms, teachers provide specific ways for each individual to learn as deeply and quickly as possible without assuming one student's road map for learning is identical to anyone else's (Instructor Magazine, September, 1990). Teachers differentiate through content (leveled curriculum, flexible groupings, pre-assessment), process (interest surveys, pre-assessment, flexible groupings), and product. The following programs enhance our differentiation: Saxon Math, Math Their Way, Hands-On Equations, Singapore Math, and Interact Simulations. In addition to utilizing the District mandated

enVision math program by Scott Foresman, Calahan supplements with the following programs: Marilyn Burns activities, Dale Seymour activities, Starfall, Mountain Math, Holey Cards facts practice, AIMS, and Mad Minutes.

Technology is a useful tool in learning mathematical skills and concepts. Some of the technological tools used in individual classrooms and the school-wide computer lab are: Math Blaster, Interactive Whiteboard, PowerPoint presentations, and Internet programs.

Based on these programs, students will:

- Use numbers and mathematical ideas that relate to problem solving in their daily lives. Explain mathematical processes and reasoning.
- Apply mathematical concepts and computational skills successfully in all disciplinary subject areas
- Understand that there may be a variety of ways to solve a problem, and use a variety of techniques to problem solve, including exploration, formulation, strategy-development, and interpretation of data
- Demonstrate an ability to relate their knowledge of patterns, functions, statistics, probability, geometry, and measurement to their own personal experiences
- Acquire skills to use mathematical tools – such as rulers, compasses, protractors, calculators, and computers – and understand their benefits
- Participate in home/school mathematical connections

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

- 100th Day of School activities – students create 100th day projects, and center the day's activities around the number 100 or 1000 dependent on grade level content standards
- Math Field Day – students in 2nd – 5th grades compete in teams to show mastery of grade-level content
- Building Projects – students in 4th and 5th grade create parks or cities to demonstrate mastery of perimeter, area, and volume
- Project-based concept-supported thematic projects
- Online math assignments
- Standards-based experiential learning such as Pumpkin Math, Teddy Bear Picnic, and Zero the Hero that support concepts of place value, estimation, and measurement
- Math Wizards – recognizing automaticity of math facts
- Math Journals – recording vocabulary, algorithms, and reflections
- Concrete visualization of abstract concepts, such as pizza math and fraction circles

Social Studies

The Social Studies curriculum at Calahan has a scope and sequence based upon the History/Social Science Framework and the California History/Social Science Content Standards. The developmental program helps students in TK-5 develop and

understanding of people and of the world in which they live. Teachers use thematic instruction, drama, literature, and curricular integration to reinforce how people, cultures, ideas, and events interact. Michael Whelen in his book *The Social Studies Curriculum: Purposes, Problems, and Possibilities* (2006), states that the curriculum content of History/Social Science must contribute to citizenship goals. Teachers must emphasize those aspects of the past and continue to inform and enlighten students' lives in the present both as individuals and more important as contributing members of various social groups. Students are encouraged to investigate, explore, and internalize concepts they have studied.

Based on this program, students will:

- Understand the complexity of cultures, basic economic interdependence, and the relationship between society and law
- Recognize the dignity of all people
- Consider and analyze multiple perspectives when studying major issues, people, and events
- Participate in experiences that allow them to gain insight and appreciation of the contributions of women, minorities, and immigrants to society over time
- Use multicultural literature and integrate various disciplines in the application of their learning
- Participate in, learn, and use basic precepts of democratic values – drawing on examples from history, literature, and the world in which they live – and apply them directly in a variety of community service activities
- Participate in Student Body governance and learn about the election process through student body elections, selection of classroom representatives, and the formation of Student Council (4th and 5th grades)
- Understand the meaning of time and chronology
- Analyze the cause and effect, consequences and patterns of various important historical events in the context of their place and time
- Research, acquire, and evaluate primary and secondary sources of information
- Incorporate oral, written, technological, and audio-visual methods in their research of historical facts, becoming modern-day historians. Students utilize a variety of materials, including computer technology, to gather, process, and present information
- Develop an awareness of place by studying geographical settings, making connections to both past and present time periods
- Understand human and environmental interactions and comprehend world regions and their historical, cultural, and economic characteristics

Calahan uses the District-adopted Scott Foresman History-Social Science for California program. This program is an innovative way to teach and learn. It includes an interactive student text, meaningful digital content, and engaging activities. According to a study conducted by Levsitk and Barton (2001), “effective history/social studies instruction clearly demonstrates that students learn best when they are active, not passive; when they are creative, and not merely receptive; and when they are regularly

put in positions to exercise their powers of critical judgment, rather than merely required to memorize masses of factual information.”

The scope and sequence of Social Studies concepts are:

- Kindergarten – Learning and Working Now and Long Ago
- First Grade – A Child’s Place in Time and Space
- Second Grade – People Who Make a Difference
- Third Grade – Our Community
- Fourth Grade – Our California
- Fifth Grade – United States History and Geography: Making a New Nation

History and Social Studies are brought to life at Calahan through a rich variety of activities across the grade levels:

- 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
- Riley’s Farm – fifth graders travel back in history to the time of the American Revolution and participate in reenactments of life during the Colonial period
- Discovery, Sail America, and Patriot – fifth grade students participate in simulation activities that reinforce concepts learned from the text and other printed material and apply them using listening and speaking, problem-solving, and decision-making skills
- California Missions and Gold Rush – fourth grade students participate in simulation activities that reinforce concepts learned from the text and other printed material and apply them using problem-solving and decision-making skills. A field trip to Mission Santa Barbara gives context to the activities in which the students participate in the simulation.
- Native American Studies – classes visit the Satwiwa Cultural Center to learn about the Chumash and other local Native American groups
- Heritage Feast - Students bring biographies to life by discovering and understanding their ancestry through oral presentations of family heritage and by sharing multicultural artifacts
- Field trips to the fire station, Natural History Museum, J Paul Getty Museum, Skirball Cultural Center, The Autry Museum of the American West, The Valley Performing Arts Center, and other locations allow students opportunities to learn outside the classroom
- Multicultural Days – Students participate in multicultural and cross-curricular activities at various times during the year to celebrate events such as Black History Month, Women in History Month, Chinese New Year, Cesar Chavez and Martin Luther King, Jr. days, and Cinco de Mayo. Assemblies and special classroom lessons provided by California State University Northridge students provide additional experiences related to multi-cultural and multi-ethnic studies. Students are informed of the significance of American holidays, such as: Veterans’ Day, Memorial Day, and Presidents’ Day.

Science

At Calahan the goal is for students to gain a conceptual understanding of the natural world around them, as well as apply scientific thinking skills so that their knowledge will continue to grow. At each grade level, teachers design science instruction through the use of California FOSS (Full Option Science System) to enable students to meet or exceed California Content Standards. The FOSS program emphasizes hands-on discovery and inquiry-based learning. Students learn important scientific concepts by actively constructing ideas through their own inquiries, investigations, and analyses. The concept instruction reflects the three sciences: life, physical, and earth. For children in the primary grades, the scientific process skills of observing and communicating using appropriate scientific vocabulary are emphasized. As students progress through the grade levels, teachers guide them as they develop the additional scientific process skills of comparing, ordering, categorizing, relating, recording, inferring, and applying. Children may revisit scientific content areas in subsequent grade levels, to develop a more complex conceptual understanding by building upon prior knowledge and more in depth exposure to the scientific method. Furthermore, the science program will be enriched by providing teachers with the discretion and flexibility to incorporate supplementary materials into the curriculum.

Based on this program, students will:

- Learn the scientific process, which includes inquiry, hypothesis, observation, prediction, communication, comparison, order, categorization, relation, and inference
- Develop grade level Science skills based on the California State Standards
- Participate in Science activities including experiments, research, reporting, recording data, creating and developing graphs and charts, observation, and integrating mathematics and science based on students' prior knowledge and experiences
- Participate in experimental activities that promote open-ended thinking and involve numerous hands-on opportunities in the scientific areas of Life Science, Physical Science, and Earth Science, aiding the understanding of natural phenomena
- Use computer technology for information retrieval, data acquisition, analysis, and communication

Activities that support inquiry, investigation, and hands-on science opportunities include:

- Campus visitations of the Dairy Cow, the Mobile Skylab, and the Earthmobile (as available)
- Our recycling program which encourages students to understand the need for eco-friendly products
- Campus Beautification Days support science at all grade levels and promotes eco-friendly behavior
- Vegetable Garden and Chicken Coop provide all grade levels an opportunity to see life cycles, photosynthesis, and to gain an awareness of the processes of food production
- Field trips to the Los Angeles Zoo, California Science Center, Mother's Beach, Tide Pools, Jet Propulsion Laboratory, Natural History Museum, J. Paul Getty Museum,

Underwood Farms, and other locations allow students opportunities to learn outside the classroom

Health and Physical Education

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

According to Wolfgang Althof and Marvin W. Berkowitz, in their article in the *Journal of Moral Education*(2006), “Any democratic society must concern itself with the socialization of its citizens. This begins in childhood, and schools are critical to this process.” Calahan fosters independence of thought, intellectual integrity, personal responsibility, and social morality. Open dialogue is encouraged among all stakeholders (students, staff, and parents), which enhances the understanding and appreciation of differences and promotes personal and social development. By fostering both positive social values and personal growth, the learning environment will have a beneficial effect on the community at large. This empowers the children to be proactive agents of change, embracing the scope of human diversity. Since the character education program has been implemented, there has been a significant improvement in behavior.

The affective/social goals of Calahan include:

- Providing a comfortable, integrated social climate for all students and their families
- Providing an opportunity for students with special needs to be included with their peers
- Teaching skills for developing positive interpersonal behaviors (such as cooperation, conflict resolution, peer mediation, anger management, decision-making, and problem-solving)
- Promoting learning in social and community ethics and values, which takes place in all classrooms though both formal and informal instruction – This includes a combination of approaches such as direct instruction, small group discussions, role playing, and journal writing.
- Encouraging each child to feel like an integral part of his/her school and community by developing a strong recognition of the valuable role that he/she plays
- Fostering healthy self-esteem through encouraging students to think positively about themselves, to accept differences in others, to think independently, and to develop an understanding of who they are as individuals
- Helping every child learn to celebrate his/her uniqueness and to recognize his/her strengths
- Participation in a school-wide positive behavior reinforcement plan

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, Calahan collaborates with physical education specialists to develop necessary skills, promote self-image and development, foster sportsmanship, and encourage social development.

Based on this program, the students will:

- Understand human growth and development and how these relate to an individual's own physical fitness
- Understand the role of exercise in promoting a healthy lifestyle
- Demonstrate mastery of developmental skills appropriate for their age level
- Practice good sportsmanship and follow established game rules in the classroom and on the playground
- Train and participate in the Fitnessgram 5th grade Physical Fitness Test
- Apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness

The following is a list of activities in which different grade levels participate throughout the school year:

- 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 human 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
- Students in Fifth Grade learn to evaluate and reflect on their week and set goals for future performance through the AVID program (Advancement Via Individual Determination)
- Harvest of the Month introduces students to new fruits and vegetables and promotes healthy eating choices through classroom sampling and interactive Language Arts activities
- Primary grade students participate in Fitness Friday activities
- Students participate in plays like "Character Matters" and "Bullies Anonymous" where the six traits of character are introduced through songs and skits
- Our Best Behavior Program emphasizes thoughtful behavior choices. Students are rewarded with "Caught Ya" tickets when responsible, safe, respectful behavior is observed.
- The Annual Calahan Olympics provides students an opportunity to celebrate their physical education accomplishments and promotes good sportsmanship and teamwork

Technology

According to the United States Department of Education (1995), “The use of technology results in gains for all students regardless of age, race, parental income, or other characteristics. Technology raises the scores on State tests, improves students’ attendance, increases student comprehension, and motivates.”

Calahan Community Charter is committed to integrating the best technologies available in order to enrich the instructional program and foster the highest possible academic and social achievement of our students. Calahan understands that technology is a critical tool used to cultivate the ability to identify and reach diverse learning styles, intelligences, strengths, and weaknesses, while creating an environment for effective differentiation. We recognize that students need a variety of skills for success in today’s world, such as critical thinking, creativity, problem solving, communication, and collaboration. Calahan students use multiple media and various technologies, and know how to judge their effectiveness, and assess their results. In this atmosphere, students are given equitable access to technologies to go beyond the basic mastery of skills, providing opportunity to explore and expand their own learning in order to gain expertise.

Calahan maintains an updated, state-of-the-art computer lab, with provides access for students, teachers, and parents. The school currently has 40 Apple computers in its recently renovated computer lab, and each classroom has computers available for student use. In addition, each teacher has a document camera and projector, and the school has plans to expand the available resources so that each teacher will have a laptop computer. Currently nine teachers have fully functioning interactive whiteboard technology in their classrooms.

Calahan’s goal is to use technology to enhance knowledge and communication within the community and to connect to people and information globally. Students at Calahan engage in computer activities individually and cooperatively, to increase their knowledge and awareness of the world around them, and to lead them on the path of becoming life-long learners.

The technology program will continue to be developed in order to provide:

- Age-appropriate, school-wide Internet access for research and for school-home communication using e-mail
- Access to multimedia devices such as scanners, digital cameras, projectors, and interactive whiteboards for school activities and projects
- Staff and student training in the use of software such as PowerPoint
- Ongoing implementation of new technology, guided by the Technology Committee and interested teachers, parents, and administrators
- Technical support to maintain equipment and maximize functionality
- Additional computers in each classroom
- Integration of computer instruction with classroom curriculum

- An updated school website, under the direction of a Calahan webmaster, for dissemination of announcements, forms, and informational literature
- Schoolwide wireless Internet
- Student access to technology, such as tablets, and materials to integrate the Common Core State Standards and its components

Visual and Performing Arts

Calahan recognizes the essential role that the visual and performing arts (dance, theater, and music) play in a visionary and well-rounded curriculum. Instruction and exploration provides students with these exceptionally powerful avenues for creative self-expression, self-discovery, and for discovery about the world of which they are a part. The visual and performing arts curriculum invites students to channel emotions into creative forms. In a world of increasing technological advances, it is of great importance that children develop a sense of beauty, truth, and tolerance provided by the humanizing world of art.

The goal is for students to mature into culturally literate people whose value and pursuit of the arts is life-long. Through the visual and performing arts curriculum, students at Calahan will add to their body of knowledge in the core content areas, apply thinking skills, and acquire artistic skill and style. The visual and performing arts instruction will engage students with varied learning styles and allow exceptional learners to fully participate in a curriculum that is often not dependent on verbal or written responses. As stated in the Visual and Performing Arts Framework and Standards, “The arts foster students’ abilities to create, experience, analyze, and reorganize, thereby encouraging intuitive and emotional as well as verbal responses.”

Currently the students are involved in dance, theater, visual arts, vocal, and instrumental music experiences. In addition, the students are involved in a variety of classroom-based arts activities.

Based on these programs, the students will:

- Demonstrate an ability to make critical, informed judgments about the arts and aesthetics, through an integrated curriculum
- Recognize the relationship between the arts and society
- Comprehend the connection between the arts and one’s own culture
- Express individual creativity through vocal and instrumental music, theater, dance, and the visual arts
- Participate in school-wide performance activities

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

- 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.
- Third grade students participate with a volunteer community group, Art Pals, to learn the concepts of proportion, perspective, positive and negative space, symmetry, pattern, color, and the use of a variety of mediums
- 4th and 5th grade students can participate in group instrumental music lessons provided by a professor at California State University, Northridge, and her music education students
- The Getty Museum sponsors classes for a visit
- The Getty A/LA program integrates the study of art with English Language Arts
- Music students from CSUN provide multicultural music lessons to students
- The entire school attends a performance of a play or musical at California State University, Northridge put on by a local childrens' theater group
- First graders participate in in-depth artist study regularly
- The Valley Performing Arts Center provides opportunities for many classes to attend performances free-of-charge

How the Curriculum Addresses California Content Standards:

Common Core:

Charter School assures that the school will transition to and implement the Common Core State Standards and Smarter Balanced Assessments according to LAUSD established timelines.

How the Teaching Methodologies and Instructional Program Address the Needs of the Targeted Student Population:

English Language Learners

Calahan adheres to the California State guidelines and current legislation for the identification and instruction of all English Language Learners. Calahan is committed to providing opportunities for English Language Learners to obtain primary language support in core subjects, as needed, and instruction in English as a Second Language (ESL) through Specifically Designed Academic Instruction in English (SDAIE) methods and English Language Development based on ELD State standards.

The goal of Calahan's programs is for all English Language Learners to achieve the following:

- Self-esteem, pride in one's own culture, and the ability to relate positively to all cultural group
- Academic achievement in all subject areas
- Academic proficiency in all dimensions of the English language

Calahan will continue to research the best methods to meet its goals, with particular emphasis on Language Arts. Calahan will follow State guidelines for the initial and annual CELDT identification and reclassification criteria for English Language Learners. To meet the District's content and performance standards for English Language Learners, Calahan will use the District-adopted ELD curriculum and adhere to the daily designated ELD instruction time. In addition, English Language Learners will be assessed using an ELD portfolio based on their ELD level.

Calahan follows the District guidelines for portfolio assessment and the reclassification process. The ELD Standards define five levels of English proficiency and guide the ELD curriculum for English Language Learners in all California schools. The ELD Standards identify the pathway to achieving the California English Language Arts (ELA) Content Standards. Optimally, English Learners progress once ELD level per year to make adequate progress toward meeting ELA standards. Adequate progress is determined by the results of a student's classroom performance in the ELD standards and the California English Language Development Test (CELDT). In order to meet Federal and State requirements, teachers must document ongoing progress of their English learners in the ELD standards. The District's ELD Assessment Portfolio is a state-approved tool for that purpose and must be made available for examination during District and state compliance reviews.

Reclassification Criteria:

1. The student has demonstrated English proficiency on the Annual CELDT by achieving an overall performance level of 4 or 5 and skill area scores of 3 or higher in Listening and Speaking.
2. The Language Appraisal Team (LAT) has judged that the student will be successful in a mainstream English program based on Elementary Progress Report marks of 3 or 4 in English Language Arts.
3. The student has demonstrated basic grade-level skills on the CST by achieving scores in the Basic, Proficient, or Advanced performance range on the ELA section of the test.
4. The parent has been consulted and notified that the student is eligible for reclassification using the District's Notification of Reclassification letter that is generated by ISIS.

Gifted and Talented Education (GATE)

Calahan is committed to addressing the needs of the gifted and talented students. According to District guidelines, students are identified GATE through the GATE screening committee, made up of teachers, site administrator, and school psychologist. GATE recommendation is based on teacher evaluations, progress reports, and standardized test scores that demonstrate consistent, high academic achievement and fall within District requirements.

Students identified as gifted and talented receive differentiated instruction as mandated by the State of California. GATE students are placed into individual classrooms to achieve a balanced, heterogeneous learning environment. Teachers collaborate to create a differentiated curriculum for their GATE students which includes depth and complexity, accelerated pacing, individual choice, and novelty, based on California State Standards. There is a range of differentiated instructional strategies for GATE students, which include: multiple intelligences, jigsaw, various graphic organizers, varied texts, varied supplementary materials, literature circles, tiered lessons or assignments, centers, learning contracts, group and individual investigations, interest centers and inventories, varied homework, compacting, multiple ways of assessing, and use of Bloom's Taxonomy.

Parent meetings are held throughout the school year to disseminate information and address parent concerns and questions. Parents and teachers are continually evaluating how well the differentiated instruction is meeting the needs of the GATE students.

Students Achieving Substantially Below Grade-Level Expectations

Calahan's goal is to maximize the learning opportunities of low-achieving students at every point in the system. Studies have shown that reducing the teacher-student ratio has made a significant impact on learning. Class-size reduction in Transitional Kindergarten through Third Grade has demonstrably increased the school's ability to identify and serve at-risk students by facilitating a more individualized instructional program. The school is also continuing its commitment each year to spend school budget funds for teacher assistants, as determined by the Governing Council, which further reduces the adult-student ratio, giving more assistance to those most in need.

Flexible groupings are another way that the school facilitates better learning for low achievers. By working closely with students at all ability levels, low-achieving and at-risk students gain new knowledge, learn strategies for problem solving, and develop a better perspective on the value of learning. They are motivated to work harder and to develop a feeling of personal responsibility for their own learning.

Calahan recognizes that there are many factors that may affect a student's performance, and the school has made considerable efforts to identify students at academic risk and respond effectively to their specific needs. In addition to providing programs for students eligible for special services, the school also supports programs to give students it identifies as low-achieving or at-risk the individualized help they need for classroom success, in compliance with the intent of No Child Left Behind, and in an effort to close the achievement gap.

The Learning Lab: As part of Calahan's continuing school-wide effort to close the achievement gap and enhance cultural relevancy, the Learning Lab provides direct, individualized or small-group instruction to at-risk students who do not qualify for Special Education services. At-risk students accompany classroom peers who have Individualized Education Plans to receive additional intervention in a small group setting.

Teachers at Calahan meet to share ideas and brainstorm solutions to meet the needs of each child on a regular basis. Teachers collaborate in grade level and across grade levels to analyze data, plan curriculum, share best practices, plan intervention, and analyze student's response to intervention.

Calahan has a Student Success Team comprised of teachers, a school psychologist, a resource specialist, and an administrator that meets weekly, reviewing strengths and weaknesses of at-risk students and setting goals to assist in their progress. Parents are encouraged to be actively involved in this process to give further insight about their children and to offer new information. All of these efforts are a reflection in the school's firm belief that every one of its students deserves the best opportunity to succeed. Teachers and parents are given strategies to ensure academic and behavioral success, and other interventions may be suggested, such as the use of computer-assisted instruction, recommendation for 504 eligibility, referral to the Learning Lab, or referral to

a curricular specialist, such as a Reading Specialist. If all intensive interventions have proven unsuccessful, the student may be referred for assessment.

Socioeconomically Disadvantaged Students

Calahan will ensure that all students are provided with the same learning programs, experiences, opportunities, and tools necessary to succeed academically. Our parents and school community as a whole will assist any student and/or family as need arises, with access to medical and dental services, food banks, counseling services, and referrals to District and community-sponsored assistance programs. The educational experience for disadvantaged students is enriched through field trips and curricular and extra-curricular learning experiences.

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 Calahan's instructional program as illustrated in Attachment I.

Researched-Based Evidence that the Proposed Instructional Program has been Successful with Similar Student Populations and/or will be Successful with the Charter's Targeted Population:

Calahan Community Charter continues to expand its use of higher-level critical thinking skills through the integration of Depth and Complexity and Content Imperatives (Sandra Kaplan, USC) and Bloom's Taxonomy. Depth and Complexity utilizes icons to which students are introduced 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. Content Imperatives use icons to which students are introduced and then taught to apply them across the curriculum. The icons represent contribution, convergence, origin, parallel, and paradox. 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 Bloom's model in developing assignments and activities geared to the challenge level of different students. In her book *Differentiating Instruction in the Regular Classroom: How to Reach and Teach All*

Learners Grades 3-12, Diane Heacox stated, “Students learn and produce with greater ease when they’re using an area of strength”. Additionally, “asking students to work in ways in which they’re less able helps them strengthen those intelligences and widen their learning repertoire”. She concluded, “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”.

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 Calahan 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:

- Academic Rigor
- Clear Expectations
- Criteria Charts and Rubrics
- Integration of the Arts
- Experiential Learning
- Whole group, small group, and individualized instruction
- Pair-share collaboration
- 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
- Constructivist strategies
- Depth and Complexity
- Content Imperatives
- Tiered assignments
- Compacting
- Literature circles

- Technology-based teaching/Internet
- Bloom's Taxonomy
- Multiple Intelligences
- Multi-modal teaching strategies
- Audio-visual opportunities
- Directed instruction
- Thinking Maps
- Simulations

The Textbooks or Other Instructional Resources to be used:

Calahan 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 Common Core Standards across the curriculum. Calahan 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. Common Core Standards shall be used once implemented by the CDE and the District. Students will be tested and graded upon these standards.

Currently, Calahan utilizes the same textbooks as other typical LAUSD schools. Calahan will determine the degree, extent, and nature of implementation of District programs and adoptions in meeting the unique needs of the student population. Calahan 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. Calahan Community Charter 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.

Each spring, students in grades two through five take a STAR test. Students in grades two and three take tests in Math, and English Language Arts. Fourth grade students take tests in Math, English Language Arts, and Writing. Fifth grade students take tests in Math, English Language Arts, Science and the Fitnessgram. The STAR Program includes four tests: the California Standards Tests, the California Modified Assessment, the California Alternate Performance Assessment, and the Standards-based Tests in Spanish. Currently, California is a leading member of the Smarter Balanced Assessment Consortium (~31 states), which is developing the assessments that California will adopt and use to assess student achievement of the Common Core State Standards. The STAR Program looks at how well schools and students are performing.

Teachers and parents can use STAR test results to improve student learning. 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, Calahan 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. Calahan will continue to strive to reach LAUSD adopted benchmarks on the California Standards Test and the future Common Core Assessments for all subgroups of students.

With increasing frequency, teachers and students at Calahan are embedding technology into lessons and assignments. Calahan's technology program continues to expand in classrooms, in our newly renovated Apple computer lab, and in classroom sessions utilizing interactive technology for 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 Calahan provides for Internet research and multimedia presentations. Topics are determined from the State and Common Core 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 Calahan 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)
- 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 Calahan students:

- Calahan 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:

- Touch Math (K-2)

- Core literature books
- Marilyn Burns supplemental math
- Marcy Cook supplemental math
- 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
- Interact simulations
- Themed Novels
- Leveled Readers
- AIMS – Activities Integrating Math and Science

It is our goal to have all students become proficient in the use of the icons of depth and complexity across all disciplines. 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.
- The physical education 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 Calahan, 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).
- To the greatest degree possible, special education students are included in the general education program.
- Field trips for curricular areas are taken annually: Valley Performing Arts Center (Northridge), California State University Northridge theater, Los Angeles Zoo, the

Fire Station, J Paul Getty Museum, Natural History Museum, and many other educational venues around the Los Angeles area.

- 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 cooking and chess club.
- First/Fifth grade big buddies allow student partners to engage in character building activities several times each month (reading, writing, math, and art).

How the School will Recruit Teachers who are Qualified to Deliver the Proposed Instructional Program:

Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates. 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). As an affiliated LAUSD charter school, LAUSD Certificated Human Resources will also monitor credentials and assignments on an annual basis.

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, Calahan will continue to recruit highly qualified instructional staff whose talents and experiences align with the vision and mission of Calahan.

Calahan 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 Common Core 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.

How the School will Provide Ongoing Professional Development to Ensure that Teachers have the Skills to Deliver the Proposed Instructional Program:

Regular professional development and training is essential to the competence and overall effectiveness of all teachers and support personnel. Teachers and aides participate in ongoing professional development to ensure that they have the skills to carry out the instructional program.

Professional development is determined by both LAUSD goals and initiatives as well as by the staff and administration. Calahan submits a waiver annually to the District to designate all Tuesdays in the instructional calendar as Banked Time days. The District has approved this waiver every year for the past six academic years. Calahan has submitted this waiver again for the 2013-2014 school year and anticipates that it will be approved once again. In addition, Calahan has adjusted the school schedule to provide additional banked time on Thursday afternoons, pending approval by the District.

Professional development is built upon school-wide needs and the interests of teachers and administration. At Calahan, 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 sessions.

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. Calahan 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 professional development sessions 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
- Integration of the Common Core State Standards
- Implementation of Superintendent Deasy's English Learner and Standard English Learner Master Plan
- Focus on Special Education Inclusion
- Special Education and RSP teachers collaborate with general education teachers to contribute resources and support for students in special education
- Grade level meetings 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. Calahan's professional development program will be subject to the approval, implementation, and scheduling by the instructional team.

As an affiliated charter school, Calahan Community Charter, 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.

The School's Academic Calendar and Sample Daily Schedule (which explains the rationale for allocation of instructional time to different subject matter areas, as well as an assurance that the school will offer, at minimum, the number of minutes of instruction set forth in Education Code § 47612.5):

Calahan shall offer, at minimum, the number of instructional minutes set forth in Education Code § 47612.5. The Calahan Community Charter school year will operate on the LAUSD calendar with 180 days of instruction in the school year unless the District approves furlough days. Calahan 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. Calahan students in grades TK-5 receive a minimum of 330 instructional minutes on Monday, Wednesday, and Friday. On Tuesday and Thursday banked days, students receive a minimum of 280 instructional minutes. Students receive a minimum of 250 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. See Attachment B for the Instructional Day schedule. See Attachment J for examples of Typical Instructional Days for Grades K-3, Grades 4-5, Typical Minimum Instructional Days and Shortened Instructional Days.

HOW THE INSTRUCTIONAL PROGRAM WILL MEET THE NEEDS OF SUBGROUPS

Transitional Kindergarten (for elementary only):

Affiliated charter school will implement Transitional Kindergarten (TK) in accordance with District Policy.

The Transitional Kindergarten program follows the requirements of SB 1381 in providing a modified kindergarten curriculum that is both age and developmentally appropriate. Emphasis is placed on developing oral language skills and providing integrated experiences in language and literacy, social-emotional development, mathematics, physical development, the arts, science, social sciences, and English language development. Calahan Community Charter is implementing Transitional Kindergarten in accordance with State and District policies.

English Learners (including reclassification):

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

Calahan adheres to the California State guidelines and current legislation for the identification and instruction of all English Language Learners. Calahan is committed to providing opportunities for English Language Learners to obtain primary language support in core subjects, as needed, and instruction in English as a Second Language (ESL) through Specifically Designed Academic Instruction in English (SDAIE) methods and English Language Development based on ELD State standards.

The goal of Calahan's programs is for all English Language Learners to achieve the following:

- Self-esteem, pride in one's own culture, and the ability to relate positively to all cultural group
- Academic achievement in all subject areas
- Academic proficiency in all dimensions of the English language

Calahan will continue to research the best methods to meet its goals, with particular emphasis on Language Arts. Calahan will follow State guidelines for the initial and annual CELDT identification and reclassification criteria for English Language Learners. To meet the District's content and performance standards for English Language Learners, Calahan will use the District-adopted ELD curriculum and adhere to the daily

designated ELD instruction time. In addition, English Language Learners will be assessed using an ELD portfolio based on their ELD level.

Calahan follows the District guidelines for portfolio assessment and the reclassification process. The ELD Standards define five levels of English proficiency and guide the ELD curriculum for English Language Learners in all California schools. The ELD Standards identify the pathway to achieving the California English Language Arts (ELA) Content Standards. Optimally, English Learners progress once ELD level per year to make adequate progress toward meeting ELA standards. Adequate progress is determined by the results of a student's classroom performance in the ELD standards and the California English Language Development Test (CELDT). In order to meet Federal and State requirements, teachers must document ongoing progress of their English learners in the ELD standards. The District's ELD Assessment Portfolio is a state-approved tool for that purpose and must be made available for examination during District and state compliance reviews.

Reclassification Criteria:

1. The student has demonstrated English proficiency on the Annual CELDT by achieving an overall performance level of 4 or 5 and skill area scores of 3 or higher in Listening and Speaking.
2. The Language Appraisal Team (LAT) has judged that the student will be successful in a mainstream English program based on Elementary Progress Report marks of 3 or 4 in English Language Arts.
3. The student has demonstrated basic grade-level skills on the CST by achieving scores in the Basic, Proficient, or Advanced performance range on the ELA section of the test.
4. The parent has been consulted and notified that the student is eligible for reclassification using the District's Notification of Reclassification letter that is generated by ISIS.

Socioeconomically Disadvantaged Students:

Calahan will ensure that all students are provided with the same learning programs, experiences, opportunities, and tools necessary to succeed academically. Our parents and school community as a whole will assist any student and/or family as need arises, with access to medical and dental services, food banks, counseling services, and referrals to District and community-sponsored assistance programs. The educational experience for disadvantaged students is enriched through field trips and curricular and extra-curricular learning experiences.

Gifted Students:

Charter School will continue to use LAUSD's GATE identification process and policy and reimburse the District for testing and processing on a fee-for-service basis. If Calahan students participate in the Saturday Conservatory of Fine Arts, the Charter School will reimburse on a fee-for-service basis.

Calahan is committed to addressing the needs of the gifted and talented students. According to District guidelines, students are identified GATE through the GATE screening committee, made up of teachers, site administrator, and school psychologist. GATE recommendation is based on teacher evaluations, progress reports, and standardized test scores that demonstrate consistent, high academic achievement and fall within District requirements.

Students identified as gifted and talented receive differentiated instruction as mandated by the State of California. GATE students are placed into individual classrooms to achieve a balanced, heterogeneous learning environment. Teachers collaborate to create a differentiated curriculum for their GATE students which includes depth and complexity, accelerated pacing, individual choice, and novelty, based on California State Standards. There is a range of differentiated instructional strategies for GATE students, which include: multiple intelligences, jigsaw, various graphic organizers, varied texts, varied supplementary materials, literature circles, tiered lessons or assignments, centers, learning contracts, group and individual investigations, interest centers and inventories, varied homework, compacting, multiple ways of assessing, and use of Bloom's Taxonomy.

Parent meetings are held throughout the school year to disseminate information and address parent concerns and questions. Parents and teachers are continually evaluating how well the differentiated instruction is meeting the needs of the GATE students.

Students Achieving Below Grade Level:

Calahan's goal is to maximize the learning opportunities of low-achieving students at every point in the system. Studies have shown that reducing the teacher-student ratio has made a significant impact on learning. Class-size reduction in Transitional Kindergarten through Third Grade has demonstrably increased the school's ability to identify and serve at-risk students by facilitating a more individualized instructional program. The school is also continuing its commitment each year to spend school

budget funds for teacher assistants, as determined by the Governing Council, which further reduces the adult-student ratio, giving more assistance to those most in need.

Flexible groupings are another way that the school facilitates better learning for low achievers. By working closely with students at all ability levels, low-achieving and at-risk students gain new knowledge, learn strategies for problem solving, and develop a better perspective on the value of learning. They are motivated to work harder and to develop a feeling of personal responsibility for their own learning.

Calahan recognizes that there are many factors that may affect a student's performance, and the school has made considerable efforts to identify students at academic risk and respond effectively to their specific needs. In addition to providing programs for students eligible for special services, the school also supports programs to give students it identifies as low-achieving or at-risk the individualized help they need for classroom success, in compliance with the intent of No Child Left Behind, and in an effort to close the achievement gap.

The Learning Lab: As part of Calahan's continuing school-wide effort to close the achievement gap and enhance cultural relevancy, the Learning Lab provides direct, individualized or small-group instruction to at-risk students who do not qualify for Special Education services. At-risk students accompany classroom peers who have Individualized Education Plans to receive additional intervention in a small group setting.

Teachers at Calahan meet to share ideas and brainstorm solutions to meet the needs of each child on a regular basis. Teachers collaborate in grade level and across grade levels to analyze data, plan curriculum, share best practices, plan intervention, and analyze student's response to intervention.

Calahan has a Student Success Team comprised of teachers, a school psychologist, a resource specialist, and an administrator that meets weekly, reviewing strengths and weaknesses of at-risk students and setting goals to assist in their progress. Parents are encouraged to be actively involved in this process to give further insight about their children and to offer new information. All of these efforts are a reflection in the school's firm belief that every one of its students deserves the best opportunity to succeed. Teachers and parents are given strategies to ensure academic and behavioral success, and other interventions may be suggested, such as the use of computer-assisted instruction, recommendation for 504 eligibility, referral to the Learning Lab, or referral to a curricular specialist, such as a Reading Specialist. If all intensive interventions have proven unsuccessful, the student may be referred for assessment.

Special Education

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

Conversion Affiliated Charter

1. District Affiliated Charter School's Special Education Responsibilities

a. General Requirements

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

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

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

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

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

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

The District Affiliated Charter School is responsible for the management of its, personnel, programs and services. The District Affiliated Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed,

licensed or on waiver consistent with California laws and regulations. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

b. Transferring Students

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

c. Assessments

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

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

d. Alternative Placements

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

provide special education and related services at the District Affiliated Charter School pursuant to an IEP.

e. Least Restrictive Environment

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

f. Staffing Requirements

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

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

g. Student Discipline/Inclusion

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

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The current District-wide average percentage of students with disabilities is 10-13%. The District Affiliated Charter School's outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will make available to the District Affiliated Charter School MCD reports indicating range of services and number of students served at individual District Affiliated Charter Schools.

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

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

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

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

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

***Modified Consent Decree Requirements**

All District Affiliated Charter Schools chartered by the Los Angeles Unified School District ("LAUSD or the District") Governing Board are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statically

measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All District Affiliated Charter Schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

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

- # The 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.

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

The MCD requires all District authorized schools, including District Affiliated Charter Schools to implement the District's Integrated Student Information System ("ISIS"). ISIS is a suite of applications designed to capture all District student data and includes the Welligent IEP Management Systems, EESIS, SIS and LAUSDMAX.

Description of the Implementation Plan for the School's Instructional Program (including a timeline for implementation of various components of the plan):

Calahan Community Charter follows the LAUSD single track school calendar. All classroom instruction will be based on California State Standards. Language Arts and Mathematics instruction will conform to the Common Core Standards 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. Discretionary 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.

ELEMENT 2 – MEASURABLE STUDENT OUTCOMES

“The measurable pupil outcomes identified for use by the charter school.” Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” Ed. Code § 47605 (b)(5)(B)

As a District affiliated charter school, the Charter School has opted to test with the District and adhere to District testing calendars and procedures for all District and state mandated assessments. The Charter School will work toward meeting the student outcome goals as outlined on the LAUSD Performance Meter.

Anticipated Skills and Knowledge Outcomes for Students:

Calahan Community Charter offers a complete educational program, as well as a small, close-knit family feeling among students, teachers, staff, and parents. Calahan has succeeded in engaging its community to participate because Calahan has demonstrated that it is a school that listens and continuously strives to improve and grow at all levels. Calahan continues its commitment to ethnic diversity. It is this diversity, a reflection of the Northridge community, which provides Calahan students with a sense of completeness, community, and the hope that they can work with others to help the world face its challenges.

Calahan will use API reports as part of its Accountability Progress Reporting (APR) system as part of its means of determining student success. The API for the 2012 school year was 861.

Calahan’s standards-based curriculum follows the California State Standards and Frameworks and meets all District and State content standards. Calahan’s academic educational objectives, including skills and knowledge embedded in those objectives, are the California State standards in English Language Arts, Mathematics, and Science. Calahan will determine whether students are meeting those standards by analyzing the results of various measurement methods, such as: District periodic assessments, benchmark assessments from District-approved publishers, and the percentage of students performing at proficient or advanced proficient on the California Standards Test (CST). Calahan will continue to increase levels of proficiency and advanced proficiency in each academic area by at least one point each year. The goal is to provide a challenging and enriching curriculum that will exceed the minimum targets set by the District.

Calahan’s focus on community, and the social values and ethics that are entailed in lessons and programs that focus on community, will continue to be measured within the classroom and the school day. Students will be acknowledged for exemplifying positive acts that support community through the Caught ‘Ya ticket program and monthly awards assemblies.

Specific, Measurable and Realistic Student Achievement Targets for the Anticipated Student Population: (API scores, AYP AMOs, CST scores, CAHSEE scores (if applicable), Graduation Rates (if applicable), Internal Benchmark Assessments, etc.)

Calahan Community Charter promotes 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 meet all API growth targets
- Meet Annual Yearly Progress growth targets (AMOs) as required by NCLB
- 68% (2012-2013) and 72% (2013-2014) of students will achieve proficient to advanced performance in English Language Arts content standards (reading, writing, listening, and speaking skills) that shows understanding and effective communication through the use of teacher and publisher assessments and California Standards Test
- 75% (2012-2013) and 78% (2013-2014) 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 based on multiple measures, including, teacher and grade level school-based assessments, as well as publisher and district tests
- 69% of fourth and fifth grade 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 based on multiple measures including district science assessments, as well as publisher and teacher assessments
- 40% of students who are English Learners who have been in language instruction educational programs for less than five years will achieve proficient to advanced levels of fluency in English Language Development as measured by the CELDT
- English Learner reclassification rate of 20% or higher

Desired Outcomes of Calahan Community Charter's Instructional Program

In addition to the student achievement outcomes based upon external measures, Calahan 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. Calahan's goal is to have 68% (2012-2013) and 72% (2013-2014) of students 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. 46% of EL students will show their EL proficiency by making annual progress in learning English.

- Math: Students will understand and apply reasoning, analytic, and symbolic processing, arithmetic, and pre-algebra as indicated by state standards. Calahan's goal is to have at least 75% (2012-2013) and 78% (2013-2014) 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). 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.

See Attachment K for further delineation of Desired Student Outcomes with the accompanying modes of assessment and evaluation.

When and How Often Student Outcomes will be Assessed (including innovative components and any additional specific, measurable student outcomes that the school will set for the students, and explain how these outcomes are consistent with the school's proposed instructional program.

Calahan uses API scores to see how well students have done each year and to track progress over time. Using the state's goal of 800, Calahan's academic success and growth rate are clear. Calahan will continue to employ the use of the API to provide information about student achievement and set goals and determine strategies for individual student success.

Calahan's goal is to meet all AYP criteria each year. The Calahan staff will continue to focus on the significant subgroups and the numerically non-significant subgroups that may be at risk of not meeting proficiency through a variety of strategies and programs such as the Learning Lab, differentiation (through content, process, and product) and RTI2 (Response to Instruction and Intervention).

Calahan will continue to aim at increasing the percentage of students scoring proficient or advanced by at least 1% each year in the core academic areas in order to work toward meeting NCLB's ultimate goal of 100% of students performing at proficient or advanced.

Progress Monitoring

Students will be assessed using multiple measures. Calahan Community Charter 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.

Calahan Community Charter 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. Calahan Community Charter 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.

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.

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.

ELEMENT 3 – METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED

“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed. Code § 47605 (b)(5)(C)

The Charter School 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, the Charter School will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.

Methods of Assessing Attainment of Student Outcomes and How These Assessment Measures are Consistent with the School’s Proposed Instructional Program and Use a Variety of Assessment Tools:

Each school year the Calahan Community Charter staff analyzes CST scores from the previous school year. Teachers look for student levels of proficiency and determine if there are trends in data from year to year for each grade level and individual students. Teachers utilize a variety of assessment measures including, but not limited to, LAUSD quarterly mathematics assessments, Literacy Periodic Assessments, and science assessments. Other assessments that teachers employ will utilize both standardized criteria and informal measures. Calahan will utilize multiple diagnostic tools for Language Arts: DIBELS, Scholastic Reading Inventory, and publishers’ weekly tests and unit assessments. Calahan will decide on the degree and extent of implementation of new district assessments in meeting the needs of our students. Technology skills will be assessed through teacher observation and student created product. We will know that the character component of the program is successful based upon teacher observation of students in the following areas: empathetic listening, improvement in problem solving skills, open communication, respectful listening and speaking, improved collaboration skills evidenced during work and play time, demonstration of positive character traits, in addition to fewer referrals to the office.

As of 2009, Calahan teachers have accessed and utilized MyData, a web-based tool of student data for LAUSD educators that includes State test scores, student grades, attendance, periodic assessments, English Language Learner data, and more. This tool will aid Calahan teachers and staff in ensuring that student outcomes are consistent with the charter’s instructional program thus improving teaching and learning. This access to a wealth of student and school data allows Calahan teachers and staff the ability to make decisions regarding instruction and ensures that the staff is meeting the specific learning needs of each student.

After Calahan staff engages in a thorough review of data, differentiation strategies for at-risk to high achieving students is determined. At-risk students are monitored from year to year by methods including, but not limited to, longitudinal studies, Student Success Team meetings, and follow-up.

Assessment Methods

Calahan Community Charter believes that assessment is an ongoing process that allows teachers to make adjustments in their daily teaching to meet the needs of all the students based on their strengths and weaknesses. Teachers work together to better meet the needs of all students. Within each grade level there are multiple methods of assessment. The assessment criteria are based on State and District standards. The goal is to have consistency across grade levels so that all students will be given equal access to grade level instruction in order to close any current or potential achievement gaps.

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.

Additional "in-house" Benchmark Assessments to be used by the School to Assess Student Progress on an Ongoing Basis and the Frequency the Assessments will be Administered:

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. 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. 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 and Talented.

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.

Calahan teachers employ additional in-house assessments on an ongoing basis throughout the school year. These include, but are not limited to the following:

- Rubric-based, scored portfolios demonstrating individual mastery of a topic
- Pre and post unit assessments
- Authentic assessments
- Teacher-designed tests and standardized testing tools
- Student-led conferences
- Teacher observations/records
- Student self-evaluation
- Diagnostic assessments
- Student work samples
- Journals
- Teacher checklists
- Daily work

State-Mandated Assessments

The curriculum at Calahan is closely aligned with LAUSD's curriculum. It is a standards-based curriculum directly tied to meeting all of the California State Adopted Standards. District and State assessment calendars are mapped out at the start of each school year that provide for periodic assessments of student progress. Grade level meetings are used to provide consistent communications within and across grade levels on standards, assessment, and student progress.

At Calahan, teachers serve as testing coordinators to ensure that all State pupil assessments, including achievement tests, CST, and CELDT, are properly administered

How Assessment Data will be used to Inform Instruction, Improve the Educational Program, and Inform Professional Development on an Ongoing Basis:

Calahan 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.

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.

ELEMENT 4 – GOVERNANCE

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

The Charter School is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over Charter School. 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 (CBAs). Any governance model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, 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 Charter School changes from affiliated charter status to independent charter status, Charter School and/or its non-profit corporation will be separate legal entity and will be solely responsible for the debts and obligations of the Charter School. If Charter School changes its status to an independent charter school, Charter School shall submit a petition for material revision with articles of incorporation and bylaws for District’s approval.

Charter School will comply with the Brown Act and other laws governing public meetings.

Members of Charter School’s governing council, any administrators, managers or employees, and any other committees of the Charter School shall comply with Federal and State laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

The District reserves the right to appoint a single representative to the Charter School Governing Council.

LAUSD Charter Policy

Charter School will comply with District policy related to Charter Schools, including the Affiliated Charter Schools bulletin (BUL – 5439.0), as it may be changed from time to time.

Grievance Procedure for Parents and Students

As a District affiliated charter, Charter School shall comply with District’s Grievance Policy and Procedure for parents and students.

Responding to Inquiries:

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

If an allegation of waste, fraud, or abuse related to the Charter School operations is received by the District, the Charter School 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 the Educational Service Center and 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 Charter School.

The School's Governance Structure and How it will Maintain Active and Effective Control of the School:

In the absence of agreed upon waivers, Calahan Community Charter will have a Local School Leadership Council, per Article XXVII of the Collective Bargaining Agreement, and a School Site Council.

The Calahan Community Charter Local School Leadership Council (Council) will be a consensus-oriented, site based decision-making body for the school. I will have the responsibility for allocating discretionary funds and setting the site-based policies and procedures consistent with District policies, procedures, and laws to achieve the school's program goals, thus promoting the best educational program possible for students. The attainment of consensus among all members of the Council shall be a primary goal. If consensus cannot be reached, decisions will be made so long as there is a quorum by a simple majority vote of the members present. 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 Local School Leadership Council or the relevant committee. All standing committees will have representation from both the parent body and teaching staff and are the foundation of policy decision-making at Calahan.

Executive Committee

Calahan will have an Executive Committee comprised of the principal, one teacher elected yearly by the teachers who are voting members of the Local School Leadership Council, and one parent elected yearly by parents who are voting members of the Council.

The Executive Committee shall:

- Deal with day-to-day monitoring of decisions and procedures previously determined by the Council, and report back on progress of said matters
- Refer issues to the Local School Leadership Council or its committees as may be appropriate.
- Prepare an agenda and post it prior to all meetings. Set agenda is to be posted 72 hours before a scheduled meeting. If there is an emergency meeting, it can be posted and must be noticed to the public 24 hours before the meeting. Postings shall be in a prominent place in Calahan's main office in compliance with the Brown Act.

The Executive Committee may not exercise the authority of the Local School Leadership Council. The Executive Committee will normally meet monthly, but may convene more or less frequently as necessary to conduct its business.

Standing Council Reports

At each meeting of the Local School Leadership Council, each of the five major focus areas will provide a report and any recommendations for Council action. Council 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 Council 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
- School Operations

School-based Advisory Committees will meet monthly and may include, but are not limited to:

- Academics and Professional Development
- Assessments and Intervention
- English Learner Advisory Council
- Technology
- Grants and Fundraising
- School Safety
- Human Resources and Personnel Selection
- School Spirit and 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 Local School Leadership Council Chair and/or the Council Secretary. Committees may elect a chairperson at their first meeting. In the event that no one accepts the chairperson position, the Calahan Community Charter Council Chair will appoint a chairperson. The Council, as needed, will determine committee meeting dates and times and all committees will comply with the Brown Act.

All Council meetings will be open to the public, and all Council business will take place in public except for when the Council meets in Closed Session as specified in the Brown Act. Closed Session agenda items will be announced in public and then discussed in a closed session in compliance with the Brown Act.

Frequency of Local School Leadership Council Meetings:

Pursuant to the Brown Act, meeting notices and agendas will be posted 72 hours in advance of meetings both online on the Calahan web site and physically in the main office of Calahan 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 Council Chair, or designee, will generate Council meeting minutes. Meeting minutes will be posted online at the same location following approval of the Council. In addition, all public documents related to Council business may be requested in-person in the main office at Calahan. All requested documents will be provided within five (5) working days from the request.

Meetings of the Council will be held on a regular basis with at least eight meetings held within a given school year. More meetings may be necessary during the first year of operation. Notice of all meetings will be given in a timely manner.

The Process for Selecting Local School Leadership Council Members:

The school will be open for nominations to the Council. Separate elections will be held by secret ballot for teachers and parents. Members of the Council 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 Local School Leadership Council will include representatives from the school's various constituencies as follows:

- 6 teacher members who shall be elected from their stakeholder group employed at the school, which will include:
- UTLA Chapter Chair
- Five Certificated Representatives and three alternates (to be elected by certificated staff)

- 4 parent members- elected by parents of Calahan.
- One parent must be the parent of an English Learner and will also fulfill the role of the ELAC Chair. If no ELAC representative is nominated, a nominated parent at-large representative may fill the ELAC vacancy. This rule will also apply to the alternate ELAC vacancy. One parent representative spot is reserved for a PTA Board Member or PTA Designee.

Other Members will include:

- The Principal
- One Classified Representative (to be elected by classified staff)

There shall be three (3) alternate parent Council 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 Manner of Posting Meeting Notices, Distributing Agendas, and Recording Council Actions:

All Council meetings will be open to the public, and all Council business will take place in public except for when the Council meets in Closed Session as specified in the Brown Act. Closed Session agenda items will be announced in public and then discussed in a closed session in compliance with the Brown Act.

Organizational Chart Showing the Relationship of the LAUSD Governing Board to the Leadership of the School as well as any Relevant Site Committees, etc.:

The Governing Board of Calahan is the LAUSD School Board. Site level governance is provided by the Calahan Community Charter Local School Leadership Council and its several advisory committees. The advisory committees are determined by the needs of the school and most committees have both teacher and parent representatives. The Principal is the ex-officio member of all committees. Standing committees are integral in developing and implementing school goals and policies.

Each year in the spring, Calahan develops a strategic plan that outlines budgeting, financial planning and school-wide goals and needs to for the following school year utilizing the categorical funds. The plan is presented to the Calahan community and opportunity is given for the community to review. The plan is then presented to the Council for approval and implementation the following year.

See Attachment K for Organizational Chart.

The Process to be followed by the School for Ensuring Parental Involvement:

Parents play a very active role in our school, and the success of Calahan 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 Calahan, 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 Council and Executive Committees, including but not limited to budget, by-laws and curriculum, school safety, staff selection, technology, discipline, and professional development.

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

Consultation with Stakeholders Regarding School's Educational Programs

Involvement in the Council and the various standing committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program in compliance with the charter petition. This will enable us to continue meeting the unique and changing needs of the students at Calahan. All Council and standing committee meetings will be open to the public in accordance with the Brown Act, and all stakeholders and interested parties will be encouraged to contribute agenda items for discussion. Meeting schedules will be made available to the public and an agenda for each meeting will be posted publicly in a prominent place in the main office at least 72 hours in advance thereof and in compliance with the Brown Act. 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 Council and standing committees will also comply with all Brown Act requirements related to special meetings. Minutes of meetings will also be available in the school office and on the school website.

Additional 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, Parent Education, a school website, and PTA meetings. Calahan 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, Calahan 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 Calahan educational program. A parent's inability to participate does not impact admission for enrollment.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

Charter School believes that all persons are entitled to equal employment opportunity. Charter School 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.

Personnel

Charter School 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

Principal selection is the purview of the Superintendent.

Charter School is subject to District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions regarding salaries, classifications, and assignments.

Certificated Personnel

Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates. 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). As a District affiliated charter school, Certificated Human Resources will process all employment and assignments and also monitor credentials on an annual basis.

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, Charter School will have the autonomy, when selecting employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School, however, the Personnel Commission retains the right to make such assignments in cases where no alternative is available (e.g. 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, Charter School will have autonomy in assigning positions to specific working basis.

Professional Development

In addition to any District-mandated professional development, Charter School 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 the Charter School will, in turn, be funded by the District consistent with its practice for other District schools.

ELEMENT 6 – HEALTH AND SAFETY

“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, Charter School will adhere to District’s Health, Safety and Emergency Plans. The Charter School 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.

The Charter School, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

As an affiliated charter school, in order to guarantee the health and safety of pupils and staff, Charter School will ensure that all employees follow the procedures of LAUSD Human Resources Department concerning, 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.

Charter School will comply with all regulations as required by the federal, state, county, and city laws, such as fire and safety codes Charter School shall comply with District policy related to reporting suspected child abuse or neglect as mandated by District guidelines, federal and state law, and local agencies. In addition, Affiliated Charter school shall comply with LAUSD policy on Employee-to-Student Sexual Abuse and Related Investigation and Notification (BUL 5736.0) in reporting sexual misconduct allegations by certificated employees within 72 hours to parents and guardians of students in the school. Affiliated Charter school shall also comply with any other policy as established by the District with regards to reporting of child abuse and notification to parents and guardians related to classified employees.

By law, the LAUSD Safe School Plan is a public document that is available to the public. It is also an important training document that will guide school staff during an emergency. The Safe School Plan is available in the main office.

The behavior expectations are the following:

Be Safe
Be Responsible
Be Respectful

Parents are kept well-informed and are expected to be active, supportive partners in their child’s educational program.

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 the Charter School 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 the Charter School vendors, contractors, partners or sponsors for compliance with District insurance requirements for third parties. Charter School shall adhere to current District Procurement Manual policies and procedures prior to accepting any services from vendors, partners or sponsors.

ELEMENT 7 – RACIAL AND ETHNIC BALANCE

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

Court-ordered Integration

The Charter School shall continue to 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. Upon request by the District, the Charter School will provide a written plan outlining how it would achieve and maintain the LAUSD’s ethnic schools goal of 70:30 or 60:40 ratio. Charter School 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.

The District and Charter School are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement (PI).

Federal Compliance

As part of Los Angeles Unified School District which is a recipient of federal funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of The Elementary and Secondary Education Act.

ELEMENT 8 – ADMISSION REQUIREMENTS

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

McKinney-Vento Homeless Assistance Act

The Charter School 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.

For Affiliated Charters without SAS Programs:

State here whether this applies to your school or does not apply.

Not Applicable

For Affiliated Charters with SAS programs:

State here whether this applies to your school or does not apply.

Calahan has an SAS Program

Once students are accepted in the charter school, students who qualify for the SAS (School for Advanced Studies) Program will be able to enroll in the SAS program, per program admission guidelines.

For Affiliated Charters with Magnet program:

State here whether this applies to your school or does not apply.

Not Applicable

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

Affiliated charter school will follow Board District Policy relative to the annual audit.

ELEMENT 10 – SUSPENSIONS AND EXPULSIONS

As an affiliated charter school of the Los Angeles Unified School District, Charter School will follow all discipline procedures established by the District and will comply with Education Code 48900, et. seq. 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/rehabilitation plans and services as required by law.

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. Charter School shall also comply with the District's Discipline Foundation policy.

Outcome Data

Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District's student Information system and make such outcome data readily available to the District upon request in accordance with District policies and procedures.

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.

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.

ELEMENT 11 – EMPLOYEE BENEFITS

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

ELEMENT 12 – ATTENDANCE ALTERNATIVES

Pupils who choose not to attend Charter School 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.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

As an affiliated charter school, all administrators, faculty and staff of the Charter School are LAUSD employees. All employees will be hired by the District and maintain the same relationships in all bargaining units.

- 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 Superintendent's designee.

ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER

The Los Angeles Unified School District is the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA).

ELEMENT 16 – CHARTER SCHOOL CLOSURE

Charter School reverts back to a District traditional school in the event of a closure.

Revocation

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

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

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

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 either the Charter is revoked, non-renewed by the LAUSD Board of Education, or the Charter lapses. In the event of such a Closure Action, or as soon as Charter School's site-based governance informs the District of its intent to voluntarily revert to non-charter status, the following steps are to be implemented:

1. If the affiliated Charter School's site-based governance votes to revert to non-charter status the LAUSD Board of Education will hold a public meeting officially terminating the charter. 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 Charter School has terminated its charter, 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 close out audit by the LAUSD auditor.
6. Written notification to parents/guardians/caregivers of the enrolled students of the Charter School will be issued by LAUSD within 72 hours after the determination of a Closure Action and the effective date of the termination of the charter.

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

Facilities

K-12 school sites remain subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Requirements for Schools Obtaining Independent Status

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

- Proposed Charter School Location
- Names of District school sites near proposed location
- 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 issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without 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

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.