

# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **Colfax Charter Elementary**

A DISTRICT AFFILIATED CHARTER SCHOOL

4935 Colfax Ave. Valley Village, CA 91601

## **Renewal Charter Petition**

Submitted

February 12, 2025

### **TERM OF CHARTER**

**JULY 1, 2026 TO JUNE 30, 2031**

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## **ASSURANCES, AFFIRMATIONS, AND DECLARATIONS**

[Colfax Charter Elementary School] (also referred to herein as “[Colfax Charter]”, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not

require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).) Charter school shall not enter into settlement agreements requiring students to disenroll or transfer to another school.
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code.

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may

exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

## ELEMENT 1 – THE EDUCATIONAL PROGRAM

*“The educational program of the charter school, designed, among other things, to identify those whom the charter 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(c)(5)(A)(i).)*

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

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

### GENERAL INFORMATION

· The name and title of the contact person for Charter School is:	<i>Eddie Gorton Principal</i>
· The contact address of Charter School is:	<i>4935 Colfax Ave Valley Village CA 91601</i>
· The contact phone number for Charter School is:	<i>818-761-5115</i>
· Charter School is located in LAUSD Board District:	<i>3</i>
· Charter School is located in LAUSD Region:	<i>North</i>
· The grade configuration of Charter School is:	<i>TK - 5</i>
· Charter School's scheduled first day of instruction in 2026-2027 is:	<i>August 12, 2026</i>

<ul style="list-style-type: none"> <li>The current operational capacity of Charter School is:</li> </ul> <p>NOTE: For all District affiliated charter schools, the District determines each school's operational capacity annually in accordance with District policy. Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.</p>	776
<ul style="list-style-type: none"> <li>The bell schedule (e.g. daily hours) for Charter School will be:</li> </ul>	8:10 am – 2:33 pm
<ul style="list-style-type: none"> <li>The term of this Charter shall be from:</li> </ul>	July 1, 2026-June 30, 2031 <sup>[A1]</sup>
<ul style="list-style-type: none"> <li>If Charter School is Low performing, per the CDE Performance Category, the term of this Charter, if approved:</li> </ul>	8

## SELF-REFLECTION FOR DISTRICT AFFILIATED CHARTER SCHOOL

Colfax Charter Elementary, an affiliated charter of the Los Angeles Unified School District, is located in Valley Village, at the northern end of Los Angeles. Colfax Charter is currently ranked eight out of ten according to [greatschools.org](https://www.greatschools.org). We are performing above average compared to public and charter schools in California with the same grade levels.

Colfax opened its doors to students in 1951, and, in 2008, Colfax was the first school to acquire affiliated charter status in the San Fernando Valley. Since then, many other school communities have chosen to petition for affiliated status, increasing the number of affiliated choices in the District's portfolio of schools. This benefits the District, by bringing fiscal resources to non-Title 1 schools that traditionally had small budgets and increasing enrollment of families that may have otherwise chosen private schools.

Colfax Charter provides a high-quality educational program to Valley Village. In our community we have a wide range of diversity in the areas of socioeconomic, primary language, and ethnicity which allows for a school environment that can explore and deepen appreciation for the diversity of Los Angeles. While enrollment has dropped in other parts of the District, Colfax Charter continues to see constant growth. The population topped out at 784 students for the 2025-26 school year, with an additional several hundred students on the lottery wait list.

California Assessment of Student Performance and Progress (CAASPP) data highlights the school's high achievement in academics that continue this trend. Student performance on the Smarter Balanced Assessment (SBA) has maintained or shown growth over the last year, which we directly attribute to consistent rigor in the classroom, coordinated professional development focusing on standards-based instruction, data driven assessments, and administration of monthly

Interim Assessment Blocks (IAB's) throughout the curriculum. Our 2025 SBA data results are as follows:

- **3rd Grade-** 82% of students Met or Exceeded the Standard in ELA and 83% Met or Exceeded the Standard in Math
- **4th Grade-** 80% of students Met or Exceeded the Standard in ELA and 80% Met or Exceeded the Standard in Math
- **5th Grade-** 82% of students Met or Exceeded the Standard in ELA and 77% Met or Exceeded the Standard in Math

In 2026 Colfax Charter was ranked by U.S. News & World Reports as the #201 Best Elementary School in California, the #15 Best Elementary school in LAUSD and the #14 Best Charter School in California. In 2022 Colfax Charter was recognized as a National Blue Ribbon School. Additionally, Colfax Charter has been recognized as a California Distinguished School in 2006, 2010, 2018, 2022, and most recently in 2025.

The Arts, Technology, and Green Initiatives are evident throughout all the classrooms at Colfax Charter. Students are offered Suzuki Violin lessons, Orchestra, Vocal Music, Chorus and Dance. Each year during Open House, the classrooms display a plethora of student artwork samples that provide proof of a coherent visual arts program, showcasing the artistic development of our students as they progress through the grades. The integration of technology across the grade levels is evident in our one-to one student to device ratio. iPads and Chromebooks allow students access to the digital platform environment to complete differentiated learning tasks and standard based digital instruction. Colfax Charter has a fully functional Science Lab, which supports the implementation of NGSS. Live specimens used in science explorations of the state adopted science curriculum can be found in both the lab and classrooms. The Farm ecosystem with pigs, chickens, and sheep allows students to experience agriculture by harvesting fresh eggs and learning to care for the animals. Self- sustaining vegetable gardens throughout the property reinforce lessons on horticulture. Students participate in structured standards-based physical education lessons that promote lifelong healthy living choices in accordance with the LAUSD Health & Wellness Policy.

At Colfax Charter, students who are English Language Learners, Foster Youth, and/or Socio-economically disadvantaged and have yet to meet or master standards are provided additional learning opportunities in individual or small groups. This program provides targeted instruction specific to the child's needs and monitors their progress.

Colfax Charter's intent is to preserve our core population of neighborhood students, while opening our enrollment, as capacity permits. Colfax Charter uses its resources to establish itself as an innovative center of learning focusing on the Arts, Technology, and Green Initiatives,

while maintaining its presence as a vital part of the Valley Village community. Colfax Charter offers a comprehensive, multi-disciplinary curriculum designed to give students the most enriched education possible, preparing them to be college and career ready.

## **GOALS AND PHILOSOPHY**

### **Mission and Vision**

Mission:

At Colfax Charter Elementary our mission is to ensure the academic and personal success of each and every student. The teachers, families and staff are dedicated to encouraging each child to aspire to their highest potential in a safe and positive environment. Colfax strives to provide its students with innovative, engaging and enriching hands-on learning that is integrated into a rigorous academic program – and where the whole child is encouraged to thrive and grow. Opportunities are provided so that students may face and triumph over the challenges of the 21st century.

Our Motto: At Colfax Charter we are Rooted in Education and We Reach for the Stars.

Vision Statement:

Colfax Charter is a community whose vision is to ensure all children achieve academic, personal and social success through a developmentally appropriate curriculum. This goal provides differentiated teaching, research-based instructional strategies, enrichment programs, and interventions that address the social, emotional, and academic needs of the whole child. Colfax Charter continues to provide an exemplary education through a learning program that incorporates music, dance, art, physical education, and technology into the traditional standards-based curriculum. The goal is a rich educational experience for all students.

### **What It Means to be an “Educated Person” in the 21<sup>st</sup> Century**

Creativity, innovation, communication and global/environmental awareness are critical to being an educated person in the 21st century. At Colfax Charter our work is anchored in preparing students for a 21st Century world. Teacher professional development and instructional units are

geared to teach students to connect, apply, transform, and synthesize information into unique and novel ideas. In order for students to become productive citizens in local and global communities they will need to have knowledge of economic, social, political, and scientific processes. They will use critical thinking skills to decipher multiple types of information and their sources. It means they will use interpersonal skills to communicate and collaborate in diverse groups. They will use creativity and innovation to solve complex problems. They are prepared for a multi-cultural world that is globally interconnected. A student today must be able to adapt effectively in order to work and contribute to a continuously changing world. They are an educated person that is technologically curious, resourceful, and productive. Students need to be able to display a range of functional and critical thinking skills related to information, technology, and media. This requires knowledge and capability in traditional subject areas including math, language arts, the arts, music, social studies, health, science and technology. Every student requires a strong foundation in core academic subject proficiency, where they are inspired to be independent thinkers who are responsible partners in their own learning. An educated person in the 21st century needs to have a clear understanding of basic knowledge but must also be comfortable utilizing technology to progress their educational goals. One of our priorities at Colfax Charter is to provide regular access to technology and educational digital applications for all grade levels. Through classroom applications like IReady, Flocabulary, BrainPOP, Discovery Education, Newsela, etc., teachers integrate real world applications with grade-level specific content. Finally, the highest charge for every educated person in the 21st Century is to develop a passion for ongoing learning, efficient problem solving, “struggle time” and perseverance.

### **How Learning Best Occurs**

Colfax Charter Elementary recognizes that learning best occurs when the school embodies a culture of educational excellence and social responsibility that both challenges and nurtures the development of individuals. We follow a collaborative learning practice that requires teachers, students, parents, administration and staff to work together through a shared vision and mission of learning. This creates a culture that focuses on student needs as a first priority and encourages collaboration, shared learning, shared responsibility, and shared decision making. This culture establishes an environment where learning works best. All students can achieve academic, personal, social and global success through a developmentally appropriate rigorous curriculum. Colfax Charter will continue its academic excellence in the community, providing an educational experience that inspires lifelong learning for the whole child.

The school will continue to ensure a supportive, safe, and stimulating learning environment that encourages students to maximize their learning potential through integrated educational experiences. Classroom instruction takes into account the many modalities of learning and the different abilities among students. Our highly qualified teachers, support personnel, and diverse classrooms provide the best possible opportunities for all students to progress in their educational development. Time is set aside for professional development, planning and collaboration. Colfax

teachers are provided with relevant and specialized professional development based on the needs of the students. Instruction in the classroom should be a positive engaging experience that utilizes the multiple modalities of learning and the different abilities among students.

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

Colfax Charter’s goals start with the core belief that all students can learn. Each and every staff member is dedicated to providing a comprehensive education that will keep students motivated to be life-long learners. You will hear teachers and students talking about college and career readiness throughout the year. Colfax takes on the “whole-child” approach, ensuring that the cognitive, socio-emotional and physical developments of each child promote self-motivation and awareness.

Colfax teachers provide a challenging curriculum that involves providing positive and timely feedback, allowing students to reflect on decisions and products which they produce. Teachers also engage students in lessons, activities and experiments which provide opportunities to demonstrate their learning. This allows students to build confidence as developing scholars.

All staff, including teachers, enrichment specialists, administration and classroom aides serve as role models of life-long learning for students.

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

Enter school-specific provisions here, including a completed LCFF table of goals, actions, and outcomes addressing the eight state priorities as set forth in the Local Control Accountability Plan targets, as it may be amended, updates, and/or replaced by the District throughout the term of the Charter. Please complete the table template below for

each school goal. Please be sure to renumber within the table as appropriate (e.g., “Goal #1”). See Application Guide for further information.

<b>LCFF STATE PRIORITIES</b> <b>(Charter Term Commencing July 1, 2026)</b>										
GOAL #1										
<p><i>Academic Excellence</i></p> <p>To ensure that 100% of students in Los Angeles Unified are prepared to graduate, they must be nurtured as scholars from the beginning. Los Angeles Unified and its Affiliated Charter Schools, including Colfax Charter, will provide a personalized educational experience to support student needs and aspirations. Early success builds the foundation for continued proficiency and ultimate achievement in life. Students with disabilities are inspired to reach their maximum potential as productive and responsible citizens. High-quality instruction is aligned with the needs of students, with clear performance expectations. Student choice and access to visual and performing arts is part of a well-rounded education.</p>	<p>Related State Priorities:</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> 1</td> <td><input checked="" type="checkbox"/> 4</td> <td><input checked="" type="checkbox"/> 7</td> </tr> <tr> <td><input checked="" type="checkbox"/> 2</td> <td><input type="checkbox"/> 5</td> <td><input checked="" type="checkbox"/> 8</td> </tr> <tr> <td><input type="checkbox"/> 3</td> <td><input type="checkbox"/> 6</td> <td></td> </tr> </table> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 3	<input type="checkbox"/> 6	
<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7								
<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 8								
<input type="checkbox"/> 3	<input type="checkbox"/> 6									
Specific Annual Actions to Achieve Goal										
<ul style="list-style-type: none"> <li>Colfax Charter Elementary will provide quality first instruction to all students to reach Academic Excellence.</li> <li>Los Angeles Unified School District will continue to provide centralized funding to support Special Education programs at Affiliated Charter Schools like Colfax Charter Elementary to provide quality first instruction to all students to reach Academic Excellence.</li> <li>Colfax Charter will continue to fund seven classroom/supervision aides.</li> <li>Los Angeles Unified will continue to support smaller class sizes and support for English Learners, students in foster care, and low-income students at Colfax Charter.</li> <li>Colfax Charter Elementary will implement Supplemental Arts Education to support Academic Excellence for English Learners, students in foster care, and low-income students at our school.</li> <li>Colfax Charter Elementary will implement Supplemental Afterschool Programs to support Academic Excellence for English Learners, students in foster care, and low-income students at our school.</li> </ul>										
Expected Annual Measurable Outcomes										
<p><b>Outcome #1:</b></p> <p>Increase the percentage of students that met or exceeded standards in English Language Arts on the Smarter Balance Assessment (SBA).</p> <p><b>Metric/Method for Measuring:</b></p>										

Smarter Balanced Assessment, ELA

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	78%	80%	82%	84%	86%	88%
English Learners Students	*	*	*	*	*	*
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	66%	68%	70%	72%	74%	76%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	37%	39%	41%	43%	45%	47%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	90%	92%	94%	96%	98%	99%
Filipino Students	*	*	*	*	*	*
Latino Students	64%	66%	68%	70%	72%	74%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	91%	93%	95%	97%	98%	99%
White Students	83%	85%	87%	89%	91%	93%

**Outcome #2:**

Increase the percentage of students that met or exceeded standards in Mathematics on the Smarter Balance Assessment (SBA).

**Metric/Method for Measuring:**

Smarter Balanced Assessment, Math

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	80%	82%	84%	86%	88%	90%
English Learners Students	*	*	*	*	*	*
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	63%	65%	67%	69%	71%	73%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	53%	55%	57%	59%	61%	63%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	90%	92%	94%	96%	98%	99%
Filipino Students	*	*	*	*	*	*
Latino Students	66%	68%	70%	72%	74%	76%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	91%	93%	95%	97%	98%	99%
White Students	86%	88%	90%	92%	94%	96%

<b>Outcome #3:</b>						
Increase the percentage of students that meet early on, mid or above grade level on iReady reading diagnostic.						
<b>Metric/Method for Measuring:</b>						
iReady Diagnostic MATH (EOY)						
APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	79%	81%	83%	85%	87%	89%
English Learners Students	*	*	*	*	*	*

Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	65%	67%	69%	71%	73%	75%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	56%	58%	60%	62%	64%	66%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	87%	89%	91%	93%	95%	97%
Filipino Students	*	*	*	*	*	*
Latino Students	68%	70%	72%	74%	76%	78%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	90%	92%	94%	96%	98%	99%
White Students	85%	87%	89%	91%	93%	95%

GOAL #2	
<p><i>Joy and Wellness</i></p> <p>Decrease our chronic absenteeism rate and suspension rate specifically with our subgroups that include students with disabilities.</p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1    <input type="checkbox"/> 4    <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2    <input checked="" type="checkbox"/> 5    <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3    <input checked="" type="checkbox"/> 6</p> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> <li>● In order to ensure health access and equity for all students, Colfax Charter Elementary will continue to receive additional nursing support.</li> <li>● Colfax Charter Elementary will provide base-funded school climate support staffing to ensure all students feel safe and welcome at school.</li> <li>● To provide additional support so that our English Learners, students in foster care, and low-income students feel safe and welcome on campus, Colfax</li> </ul>	

Charter Elementary will also provide supplemental school climate support staffing.

- In partnership with the student leadership council, Colfax will hold several spirit days to promote attendance.
- Colfax's iAttend team will celebrate improvements in daily attendance by holding events that recognize students with increased attendance throughout the year.

Expected Annual Measurable Outcomes

**Outcome #1:**

Decrease our school wide chronic absenteeism

**Metric/Method for Measuring:**

Chronic Absenteeism, Whole Child 2.0

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	13%	11%	9%	7%	5%	5%
English Learners Students	*	*	*	*	*	*
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	20%	18%	16%	14%	12%	10%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	20%	18%	16%	14%	12%	10%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	11%	10%	9%	8%	7%	6%
Filipino Students	*	*	*	*	*	*
Latino Students	21%	19%	17%	15%	13%	11%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	7%	6%	5%	4%	3%	3%
White Students	9%	8%	7%	6%	5%	5%

**Outcome #2:**

Decrease our school wide suspension rate to zero incidents and zero days.

**Metric/Method for Measuring:**

Daily suspension rate published on Whole Child 2.0

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners Students	*	*	*	*	*	*
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	0%	0%	0%	0%	0%	0%
Filipino Students	*	*	*	*	*	*
Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	0%	0%	0%	0%	0%	0%
White Students	0%	0%	0%	0%	0%	0%

**Outcome #3:**

Increase the percentage of Students who feel safe at school, per the school experience survey.

**Metric/Method for Measuring:**  
Annual School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	86%	88%	90%	92%	94%	96%
English Learners Students	*	*	*	*	*	*
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	81%	83%	85%	87%	89%	91%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	69%	71%	73%	75%	77%	79%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	77%	79%	81%	83%	85%	87%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	89%	91%	93%	95%	97%	99%

**GOAL #3**

**Engagement and Collaboration**

We aim to continue to hold our place as the preferred educational choice for our Valley Village community. We feel a responsibility

**Related State Priorities:**

- |                                       |                                       |                            |
|---------------------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1            | <input type="checkbox"/> 4            | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2            | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 6 |                            |

to engage with our neighborhood community as an affiliated charter. Colfax engages and collaborates with our learning community to give them a voice and include parents and community representatives in the decision-making process.

Local Priorities:

- :
- :

**Specific Annual Actions to Achieve Goal**

- Operate under the leadership of our School Governance Council which consists of stakeholders from our administration, faculty and community members.
- Work in conjunction with our booster club Parents Association of Colfax Elementary (P.A.C.E.) to raise funds for the betterment of Colfax through community wide events that support the school and help build community.

**Expected Annual Measurable Outcomes**

**Outcome #1:**

Receive marks of 4 out of 4 on our annual charter review in the area of Governance Council oversight and compliance.

**Metric/Method for Measuring:**

Annual Division of Charter Schools' Charter Review

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	4	4	4	4	4	4
English Learners Students	*	*	*	*	*	*
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	4	4	4	4	4	4
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	4	4	4	4	4	4
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	4	4	4	4	4	4
Filipino Students	*	*	*	*	*	*
Latino Students	4	4	4	4	4	4

Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	4	4	4	4	4	4
White Students	4	4	4	4	4	4

**Outcome #2:**  
Increase the percentage of parent participation on the School Experience Survey.

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

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	86%	88%	90%	92%	94%	96%
English Learners Students	*	*	*	*	*	*
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #3:**

Increase percentage of Parents reporting on the School Experience Survey: "This school includes me in important decisions about my child's education."

**Metric/Method for Measuring:**

School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	82%	84%	86%	88%	90%	92%
English Learners Students	*	*	*	*	*	*
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #4	
Operational Effectiveness and Investing in Staff Aligned with the board's adopted strategic plan Colfax will continue to improve and maintain state-of-the-art facilities, providing access to modern technology, and establishing powerful new ways to look at	Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6

data and District budgets so that we make the best decisions to serve our students. We will differentiate our recruitment strategies to meet the needs of specific communities.

Local Priorities:

Specific Annual Actions to Achieve Goal

- As an Affiliated Charter School in Los Angeles Unified, Colfax Charter Elementary will continue to receive centralized support for the operation of our school and its facilities.

Expected Annual Measurable Outcomes

**Outcome #1:**

Rating of Facilities in “Good” Repair

**Metric/Method for Measuring:**

Williams Facility Inspection

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	“Good”	“Good”	“Good”	“Good”	“Good”	“Good”
English Learners Students	*	*	*	*	*	*
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	“Good”	“Good”	“Good”	“Good”	“Good”	“Good”
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	“Good”	“Good”	“Good”	“Good”	“Good”	“Good”
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	“Good”	“Good”	“Good”	“Good”	“Good”	“Good”
Filipino Students	*	*	*	*	*	*



**Outcome #3:**  
 Outcome of School Providing Standards-Based Instructional Materials to all students by meeting Williams Act Requirements

**Metric/Method for Measuring:**  
 Williams Act Requirements

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	"Sufficient"	"Sufficient"	"Sufficient"	"Sufficient"	"Sufficient"	"Sufficient"
English Learners Students	*	*	*	*	*	*
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	"Sufficient"	"Sufficient"	"Sufficient"	"Sufficient"	"Sufficient"	"Sufficient"
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	"Sufficient"	"Sufficient"	"Sufficient"	"Sufficient"	"Sufficient"	"Sufficient"
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	"Sufficient"	"Sufficient"	"Sufficient"	"Sufficient"	"Sufficient"	"Sufficient"
Filipino Students	*	*	*	*	*	*
Latino Students	"Sufficient"	"Sufficient"	"Sufficient"	"Sufficient"	"Sufficient"	"Sufficient"
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	"Sufficient"	"Sufficient"	"Sufficient"	"Sufficient"	"Sufficient"	"Sufficient"
White Students	"Sufficient"	"Sufficient"	"Sufficient"	"Sufficient"	"Sufficient"	"Sufficient"

## INSTRUCTIONAL DESIGN

### Innovative Components and Key Features

Colfax Charter incorporates the Models of Instruction from the Curriculum frameworks for California Public Schools provided by the California Department of Education. These models include:

### **Collaborative Learning**

Teachers plan collaborative lessons which involve students working in pairs or small groups toward a shared academic goal.

### **Direct Instruction**

Teachers provide straightforward, systematic presentation of information to ensure students are engaged in standards-based lessons.

### **Supporting Students Strategically**

Teachers have a Multi-Tiered System of Support in place for ensuring the success of all students. This method is an organized structure where data is analyzed to make decisions about curriculum, instruction and support.

### **Using Assessment to Inform Instruction**

Teachers use data to make decisions to modify instruction and curriculum, both in the moment and for long-term planning.

### **Planning**

Teachers take on collaborative planning and curriculum development across the grade levels to ensure effective instruction is being delivered.

### **Grouping**

Teachers employ a variety of grouping strategies to maximize student learning. Teachers use a variety of whole group, small group, and individual instruction.

### **Scaffolding**

Teachers provide temporary support to students, adjusted to their particular learning needs and readjusting as needed with growth.

The curriculum meets all California Common Core State Standards. Colfax Charter believes that powerful learning and addressing the needs of its targeted population is best accomplished through a balanced program. Systematic direct instruction, guided practice, small group

instruction and the application of skills through expansive multi-disciplinary selections ensure that all students are exposed to Common Core mandated standards.

All classes are taught by fully credentialed teachers. Teachers receive assistance from classroom aides. Students in targeted populations, such as those with limited English proficiency, are placed in classrooms with teachers who are qualified to meet the needs of that subgroup. Ongoing training and professional development during the school year takes place to continue to guide instruction using the newest methodologies available to best teach these subgroups. This is also true of other subgroups such as Gifted and Talented students and students with special needs.

All lesson designs are carefully planned so that they will lead students to become self-motivated, well-balanced, competent, independent and life-long learners.

### **Curriculum and Instruction**

Charter School shall have autonomy in their instructional programs and choice of curricular materials pursuant to District policy and consistent with the requirements of section 60000, et seq. of the Education Code, the *Williams* settlement, and aligned with California content and performance standards, including the Common Core State Standards, and CAASPP.

Colfax Charter's curriculum is based on the California Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and the associated frameworks in all areas: English language arts, English language development, mathematics, science, social studies, visual and performing arts, technology, and physical education. In order to address the needs of all students and identified sub-groups of students, Colfax has developed a balanced student-centered and curriculum-centered program of instruction that is differential, experiential, inquiry-based and project-based. Systematic direct instruction, guided practice, differentiated instruction, and the application of teaching methods in a variety of modalities will ensure all students are progressing towards the goal of college and career readiness. Using shared planning time for data analysis, teachers implement appropriate instruction. All methodologies are supported with publisher, district, teacher-generated and performance-based assessments.

### ***Curriculum and Instructional Materials***

TK-Creative Curriculum

K-5: Language Arts- Core Knowledge Language Arts (CKLA), Write from the Beginning and Beyond, Grades 2-5: Various grade level appropriate literature-novel units

K-5: Mathematics- Eureka Math and Building Fact Fluency (BFF)

K-5: Science- Amplify Science Kits

K-5: Social Studies- TCI Bring Learning Alive

TK-5: Social Emotional Learning - Inner Explorer

K-5: Health and Wellness- The Great Body Shop

TK-5: Social/Emotional Wellness- Second Step

K-5: Computer Literacy- Enrich Minds

### ***English Language Arts***

Using the District adopted program and other supplementary materials, teachers provide a rigorous TK – 5 curriculum that meets or exceeds the State Common Core standards for Reading Literature, Reading Informational Text, Speaking and Listening Skills, Foundational Skills, Language, and Writing Standards. With the infusion of Depth and Complexity, Bloom’s Taxonomy and Webb’s Depth of Knowledge, teachers provide rigorous instruction to our students. TK – 3 teachers use additional resources based on the science of reading, such as Heggerty, 95% Group and UFLI to provide additional opportunities in Foundational Reading Skills.

Colfax adopted *Write from the Beginning* during the 2016 – 2017 school year. This developmental writing program for students in Kindergarten through Fifth Grade, focuses on early training in criteria that are necessary for successful writing achievement beyond the primary years. Teachers at Colfax develop a common, targeted focus and shared accountability for school-wide writing performance. Teachers in each grade are instructed in the writing expectations for their particular grade levels as well as for the total K – 5 continuum. Teachers build upon and extend the instruction of the previous grade level by using rubrics and focused mini-lessons helping students establish a solid foundation in the writing process, and high writing achievement becomes the expectation.

The English language arts curriculum and accompanying teaching methodologies work to:

- Develop critical reading skills through the use of fiction and nonfiction
- Use text-based evidence to support responses and form opinions
- Critique, justify and theorize in compositions and writing across the curriculum

- Develop storytelling, oral language, vocabulary, and active listening skills
- Integrate critical thinking skills
- Integrate technology as a tool for presenting and communicating information
- Develop a writing program that builds upon skills year after year
- Teach foundational skills, including phonics, phonemic awareness, print concepts, word recognition and fluency

The following is a sample of lessons/activities that students participate in to develop English language arts skills throughout the year:

- “Innovators” Research Project
- Famous Historical Figure Report- “Wax Museum”
- Multi-genre projects
- Family Reading / Literacy Night
- Novel Units of Study
- Themed Book Reports
- Shared Reading
- Letters of the Day / Week
- Earth Day Project
- “The History of Jazz”- Research Project

### ***English Language Development***

Colfax Charter Elementary uses the district-adopted curriculum to implement two sets of interrelated standards: CA ELD Standards in tandem with CA CCSS ELA/Literacy Standards. Teachers address the language learning needs of English Learners in strategic ways that promote the simultaneous development of content knowledge and advance levels of English using the CA ELD Standards in two ways: Integrated and Designated ELD. ELs at all English proficiency levels require both integrated and designated ELD. Proficiency levels and corresponding level of instructional support is determined by district/state assessments and classroom performance. In accordance with the ELA/ELD Framework, Colfax Charter is committed to preparing English learners for career and college success in the 21<sup>st</sup> century. ELD instruction includes:

- The use of curriculum to ensure mastery of standard academic English, how it works and how to apply it to make meaning in all curricular areas
- Methodologies and curriculum that includes instruction in foundational literacy skills
- Instruction to develop proficiency in English domains of listening, speaking, reading, and writing
- Ongoing assessments that are data driven to determine progress and drive instruction to take into account language development stages and cultural backgrounds

The following is a sample of lessons/activities that students participate in to develop English Language Development skills throughout the year:

- Designated ELD
- Integrated ELD
- Start Smart lessons
- Collaborative Conversations
- Readers' Theater
- The Elegance of 12 Suites

### ***Mathematics***

Using Eureka Math and Building Fact Fluency (BFF), teachers address Number and Operations in Base Ten, Operations and Algebraic Thinking, Measurement and Data, and Geometry as outlined in the Common Core Standards in order to teach students to use the eight mathematical practices: 1) Make sense of problems and persevere in solving them, 2) Reason abstractly and qualitatively, 3) Construct viable arguments and critique the reasoning of others, 4) Model with Mathematics, 5) Use appropriate tools strategically, 6) Attend to precision, 7) Look for and make use of structure, 8) Look for and express regularity in repeated reasoning.

Students clarify and demonstrate their understanding of mathematical ideas by manipulating materials, reading, writing, listening and speaking. Students develop proficiency in mathematical ideas by applying them to real world problems and connecting math across disciplines. Students develop skills using the tools of mathematics such as rulers, compasses, and calculators and develop proficiency in using computers as a mathematical resource.

The following is a sample of lessons/activities that students participate in to develop mathematical skills throughout the year:

- Use the principles of area to design “Dream Homes”
- Math Cafe
- Personalized Learning through IReady’s “My Path”
- Fraction People
- Designing Mathematical Board Games
- 100th Day of School Activities
- Every ten days, students celebrate “Zero the Hero” with hands-on activities that promote skip counting, awareness of numbers in base ten, addition, and subtraction
- Zearn.org
- Extra Math online
- Math talks
- Singapore Math strategies

## **Science**

Using the Amplify Science Kits, Mystery Science, and supplemental materials, teachers address the new Next Generation Science Standards (NGSS) in Physical Science, Earth Science, Life Science and the scientific process. Students engage in engineering tasks and inquiry-based learning for hands-on science instruction. Using the scientific method, students develop hypotheses, test those hypotheses, observe, investigate, and share their findings to ultimately come to their own research-based conclusions. Colfax has a fully functioning science lab which students visit weekly to participate in hands-on experiments, taught by their teachers with the assistance of the full-time science lab assistant. Students also visit the fully functioning farm, which includes pigs, sheep, chickens and turtles, to see real-world examples of life science lessons. Classes also have the opportunity to work in the Colfax garden, where they grow vegetables, harvest them and eat them all while participating in lessons that promote-life-long healthy choices.

The following is a sample of lessons/activities that students participate in to investigate science skills throughout the year:

- Making instruments to explore properties of sound

- Growing plants in the classroom and in the school garden to watch the life cycle of a seed from germination through seed production
- Taking care of animals on the Colfax farm
- Life Cycle Live Project: Butterflies and Incubators
- Research and present Earth Day projects to the entire school focusing on defining a real-world problem and hypothesizing solutions
- Designing Solutions to Real-World Problems using elements of adaptations and traits

### ***History-Social Science***

Using TCI- Social Studies Alive! teachers instruct students in the content knowledge, intellectual skills, and civic values necessary for fulfilling the duties of citizenship in a participatory democracy. This prepares students for college, career, and civic life. Early in the curriculum students are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. It continues with a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world and explores the lives of actual people who make a difference in their everyday lives. Students learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. Later, students learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Students then learn the story of California, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. And finally, students study the development of the nation, with an emphasis on the people who were already here, when and from where others arrived, and why they came.

The following is a sample of lessons/activities that students participate in to explore the history/social studies curriculum throughout the year:

- Researching biographies of people who made a difference in our world and presenting a living wax museum to the rest of the school about these individuals' contributions and accomplishments
- Design California relief maps focusing on the specific regions of California

- Students design computer generated dioramas to present information on the three branches of government
- Combining research skills and Thinking Maps, researching a figure with significance in the Civil Rights Movement.
- MLK Day activities
- Presidents' Day activities
- Johnny Appleseed
- Celebration of Black History Month with activities and assembly
- Cesar Chavez Day activities
- Recognition of New Year's celebrations from around the world

### ***Visual and Performing Arts***

The arts curriculum allows students to develop experiences and appreciation of the arts through music, dance, theater and the visual arts. Using a combination of LAUSD arts teachers, school sponsored arts professionals, and classroom teachers, students receive a comprehensive TK – 5 arts curriculum that builds one year upon the next. Students in Kindergarten participate in a Suzuki violin program to learn instrument placement, note reading, and musical performance. Older students can continue their study of instrumental music in the school's orchestra. Students in grades 1-5 receive additional music instruction from an LAUSD music teacher to practice note reading and writing, explore rhythm and beats, and play a variety of instruments. All grade levels receive visual arts instruction for at least one semester a year and continue their study of grade level standards through classroom lessons. Students in fourth and fifth grade participate in dance lessons. In addition, students in grade TK-5 receive theater instruction from an LAUSD teacher.

The following is a sample of lessons/activities that students participate in to explore the visual and performing arts curriculum throughout the year:

- Dance performances
- Holiday Performances
- Violin Recitals
- Work with clay and the onsite kiln
- Chorus recitals

- Readers' Theater
- Visual Arts lessons based on the work of prominent artists such as Jeff Koons, Yayoi Kusama, Alma Thomas, Romare Bearden, and Pablo Picasso

### ***Health and Physical Education***

The Colfax community acknowledges both the immediate and the lifelong benefits of health and physical education for children. The Physical Education Framework for California Public Schools states that children who are well-educated in health and physical activity become healthy adults. To that end, Colfax adheres to district policy in providing a minimum of 200 minutes every two weeks of physical education. Classroom teachers work independently and in teams to design comprehensive physical education programs that teach skills, discipline, teamwork, and cooperation. Weekly psychomotor lessons are designed for each grade level wherein students participate in calisthenics, running, game instruction, and yoga activities.

Colfax believes that a positive, health-oriented school environment is intimately linked to successful learning. Colfax takes an active role set forth in the Framework by developing and promoting the physical, mental, emotional, and social health of our students. Colfax implements the district adopted Social Emotional Learning curriculum and professional development.

Classroom teachers supplement the social emotional wellbeing curriculum with health and wellness standards according to the California Framework and the Health curriculum: Health and Wellness. Additionally, the Positive Behavior Intervention Support Program, (PBIS) is an approach which promotes healthy topics on a monthly basis (for example- Being Responsible, Being Respectful or Being Safe) and rewards students for their efforts at monthly awards ceremonies. Every school wide assembly ends with the students and staff repeating our school motto, "Be safe, be respectful, be responsible, because at Colfax we are rooted in education and we reach for the stars!" In addition, Colfax continues to implement Restorative Justice practices and community circles. This implementation will continue in future years.

The following is a sample of lessons/activities that students participate in to explore the health and physical education curriculum throughout the year:

- Community circles (Restorative Justice)
- Brag Tags
- Caught Being Good Tickets and Weekly Raffles
- Morning "Words of Wisdom"

- “Healthy Plate”- Computer Integration Activity
- Student Council Sponsored Activities

### *Enrichment Programs*

Enrichment programs at Colfax give students an opportunity to meet and/or exceed common core grade level standards. Programs include: science lab, library, gardening projects, farm, computer literacy, music, art, theater, dance and physical education. These programs are available to all Colfax students. Some enrichment programs are grade specific and they include: student council (grades 3-5), spelling bee (grades 4-5). After school enrichment programs include Spanish class, athletics, Science Olympiad (grades 4-5), Robotics Club (grades 4-5), and faculty sponsored clubs.

### *Intervention Programs*

Intervention at Colfax is designed to address the needs of Tier 1, Tier 2, and Tier 3 students. The research-based intervention programs used include: Read Naturally, Explode the Code, 95% Group, Phonics for Reading, and Center for Florida Reading Research. Students requiring Tier 2 and 3 interventions are often brought to the Student Success and Progress Team (SSPT) for additional interventions. These interventions can include things like referral to the Student Attendance Review Board (SARB), or a Section 504 Plan. When all interventions have been exhausted, a referral for Special Education Services may take place.

### *Green Initiative*

Colfax Charter is proud to have a “Green Initiative” as part of our school culture of conservation which focuses on eco-friendly practices to aid in the health and wellness of our environment. Colfax strives to build awareness through our Urban Garden, which includes grade level specific lessons, the farm, and composting.

The Colfax Urban Garden is a beautiful and unique area of the school property. Filled with student-grown plants, vegetables, and fruits, the children learn what it takes to cultivate crops and plan for a sustainable source of food. Organic waste is run through the composting machine and helps fertilize the soil in the garden. Lessons on horticulture supplement the curriculum and teach students how to conserve and reuse precious resources. The farm at Colfax Charter, in addition to building awareness of farming and animal care, serves to enhance our eco-programming with Farm Club members harvesting organic eggs from the chickens. It also becomes a place where social-emotional learning meets real world applications as our students (especially those with special needs) use it as a place to recenter and connect.

Overall, the “Green Initiative” at Colfax teaches our students to;

**Generate less waste**

**Recycle and reuse**

**Educate the community on eco-friendly options**

**Evaluate the environmental impact of their actions**

**Nourish discussions and activities about the environment into their existing curriculum**

The goal is to teach our students that creating a cleaner and healthier environment does not just help our generation, but also the generations to come. Protecting the planet in any way we can, will help to build a better future.

### *Instructional Methods and Strategies*

1. **Concept-based Instruction:** Learning through concepts and principles that undergird the topic.
2. **Multi-Level Computer Programs or On-Line Learning Options:** Used for acceleration, enrichment, and remediation.
3. **Flexible Pacing:** Allowing students the time necessary to become proficient in the content (some more, some less).
4. **Flexible Grouping:** Grouping students based on academic need within the content area. As the students’ needs change, so do the groups.
5. **Mini-Lessons:** Short lessons to introduce new content, usually as a general overview or “big picture” take on a topic. They can also be used to review a concept a student or group of students need to target a specific skill.
6. **Modeling:** Teachers model thinking processes and strategies. They model both discrete skills and the more general behaviors that effective citizens in a democratic society must demonstrate.
7. **Use of Academic Language:** Academic language refers to the oral, written, auditory, and visual language proficiency required to learn effectively. It is the language used in classroom lessons, books, tests, and assignments, and it’s the language that students are expected to both learn and achieve fluency. Teachers use and model the use of academic language as well as encourage students to use academic language.
8. **Clear Expectations:** Teachers explicitly define and articulate the Common Core Standards they expect students to learn. Students reflect on their progress on

assignments with respect to the standards. Descriptive criteria and models of work that elaborate these standards are displayed in every classroom. Students participate in evaluating their own work and in setting learning goals for themselves. The teachers clearly communicate this information to other school professionals, families, community members, and, most importantly, to the students.

9. **Academic Rigor:** Teachers design lessons that are engaging and meaningful. Students are expected to develop a firm understanding of the connection between thinking and knowledge. The curriculum encourages students to gain a deep conceptual understanding of topics or concepts and maintain a high level of engagement throughout the learning process.

10. **Immediate Feedback:** Teachers interact with students to provide them with immediate feedback, often in the form of follow-up questions, in order to uncover their underlying ideas and thinking processes. This methodology assists students in recognizing successful learning behavior and repeating them. Feedback is tied to the instructional outcome of a particular lesson.

11. **Direct Instruction:** Teachers use direct instruction to teach standards-based lessons.

12. **Appropriate Guided and Independent Practice Time:** Students are given adequate instruction and guided practice which is essential to be successful at independently applying or demonstrating a particular concept or skill.

13. **Accountable Talk:** Teachers facilitate the development of students' abilities to apply their conceptual understanding to respond to, and further develop, what others have said. The goal is for "student talk" to drive the learning process forward as much as possible.

14. **Discussion and Questioning Techniques:** Teachers use various questioning techniques that allow students to demonstrate and extend their thinking processes and deepen their conceptual grasp of content. Teachers plan questions so that they span all four Depth of Knowledge (DOK) levels.

15. **Experiential Learning:** Hands-on learning is emphasized for students to learn through direct experiences, how to make sense of the world, solve problems, use reference materials and learning aids, and gain understanding for themselves.

16. **Developing Higher-Level Thinking Skills:** Teachers help students develop the critical reasoning skills that will enable them to think flexibly, solve complex problems, and make sense of their place in the world around them. Teachers help students to move

beyond the factual knowledge level of Bloom's Taxonomy to the more sophisticated levels of comprehension, application, analysis, synthesis, and evaluation.

17. **Depth and Complexity Icons:** The Depth and Complexity Icons consist of 11 pictures or icons, each with a corresponding title and concept. The icons are tools teachers use in many different ways to extend and elaborate curriculum, helping students to delve more deeply into a topic of study, while viewing content from multiple perspectives.

18. **Integration of Arts:** The arts are at the heart of Colfax. Teachers use drama, dance, music, and visual arts to enhance and deepen the learning experience.

19. **Differentiated Instruction:** Teachers design lessons and assignments that have multiple entry and performance points, allowing all students to have access to the core curriculum.

20. **Small Group Instruction:** Teachers use small group instruction for preteaching, teaching and review. Small group instruction is based on need and is flexible allowing movement in and out of groups as necessary for student achievement.

### How the School's Instructional Methodologies and Curriculum Support Student Mastery

Colfax ensures the success of all students by adhering closely to the Common Core Standards, instructional framework, and designated teaching methodologies. Subgroups that are targeted include but are not limited to GATE, Special Education, English Language Learners, Under-Achieving/Non-Proficient, General Education, the socio- economically disadvantaged, homeless, and foster youth.

All components of Colfax's curriculum plan conform to the frameworks for California public schools and are Common Core aligned. Instruction is standards-based and assessed by the SBAC as scheduled by the Los Angeles Unified School District. Colfax continues to use district-provided periodic assessments including IAB's and program-based assessments to monitor the progress of all students. With the help of the Colfax LSLC/School Governance Body Curriculum Committees, programs and instructional resources will continue to be monitored to ensure their relevance to student learning. Colfax teachers will use the California content standards for English Language Arts, ELD, Math, Science, Social Studies, Technology, Physical Education, Health, and Art as the primary source for developing lessons and focusing on student learning. Students will be tested and graded upon these standards to demonstrate mastery. As our students demonstrate their needs for acceleration and/or intervention, LAUSD-adopted textbooks and appropriate supplemental resources will be provided.

### Technology

One of Colfax's goals outlined in the Colfax charter renewal was to increase the amount of technology integrated into the core curriculum. Currently, every classroom is outfitted with a SmartBoard that is utilized on a daily basis. This year, Colfax continues to maintain a one-to-one ratio of student to device in grades K-5. Additionally, students in TK have access to shared iPad carts. Computer literacy lessons are taught following the ISTE standards of Technology Education. Students are taught the basic skills needed to interact with a personal computer. The software used emphasizes the individual child's initiative and independence, allowing them to progress through an orderly series of structured learning activities at their own pace. The technology curriculum based on ISTE standards includes an online Typing Tutor program available to students 24/7. Language arts, social studies and math standards are integrated with technology projects. Additionally, the students learn coding and digital citizenship lessons and conduct internet research projects through their online classroom page.

Colfax is working to prepare students in grades 3 – 5 to take computer-based state standardized tests by having them practice with Interim Assessment Blocks (IABs) and unit assessments online. The IAB assessments are given monthly and mirror the SBA test. The teachers ensure that the students have enough practice with the format of each test, as well as the tools available to them on the test so that they are more prepared to take the state testing in the spring. Students with disabilities that have accommodations on their IEPs/504's are given those accommodations on the IABs as well, so they are able to practice using those accommodations multiple times prior to test day.

### **Transitional Kindergarten**

Charter School shall comply with all applicable requirements and District policy regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

Transitional kindergarten (TK) is the first year of a two-year kindergarten program for students turning four years old by the beginning of September. This is a special opportunity for the youngest students to become confident learners in a nurturing classroom community. This structure is designed to assist students with developing relationships, expressing their feelings, and learning to advocate for themselves socially, emotionally, and academically.

In the Colfax TK program, parents, teachers, and students are all partners in providing positive, emotionally supportive relationships that promote a healthy learning environment. Parent volunteers offer support during art, farm, and small group learning time. This year of TK is a cooperative effort that involves teachers, students, and the families.

The focus in TK is to enrich and challenge the students to become effective communicators who explore, navigate, and assess their own learning. Each TK student enters class with a unique set of skills, knowledge, and talents. An essential part of building community is appreciating the diversity that is brought to the classroom. Using activities and lessons from the Inner Explorer program, the children learn to listen, empathize, and communicate with each other. These important pieces help build relationships while acknowledging the whole child in learning and problem solving. A vital component of each day is when students gather together for morning meetings, learning a variety of ways to greet each other, practicing their skills, and sharing experience and knowledge. This daily practice allows each child an opportunity to give and take from our learning community.

Throughout each day, students work both cooperatively and independently during lessons that are presented during whole group, small group, and learning center time. Using Creative Curriculum Guided Edition, a fully integrated program that covers the California Preschool/Transitional Kindergarten Learning Foundations, students are provided a developmentally appropriate learning experience in all curricular areas. The students learn to share and build upon their prior knowledge and abilities. Students take brain breaks that involve music, movement, and stillness to help with focus. In addition to engaging in fun exercises outdoors, students participate in lessons on GoNoodle and Cosmic Kids Yoga online to help them keep their minds and bodies active in class. This year of TK allows students to explore the curriculum at a pace and level that meets their diverse needs.

### **Academic Calendar and Schedules**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, Title 5, section 11960. Charter School shall comply with all applicable District policies and procedures and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, including but not limited to provisions related to work year, academic calendars, and schedules.

Colfax Charter follows the Traditional Academic calendar set forth by the Los Angeles Unified School District. Below are the schedules for regular, banked day, minimum day, holidays and sample grade level schedules.

2025-26 COLFAX CHARTER ELEMENTARY BELL SCHEDULE

REGULAR DAYS- Monday, Wednesday, Thursday, Friday					
GRADE	Line up/In seat	Recess	Lunch (eat)	Lunch (play)	Dismissal
TK	8:05/8:10	9:40-10:00	11:20-11:40	11:40-12:00	2:33
K: K102, 4, 17	8:05/8:10	10:00-10:20	11:40-12:00	12:00-12:20	2:33
K: Rms 3, 8, 12	8:05/8:10	10:20-10:40	11:40-12:00	12:00-12:20	2:33
Grade 1	8:05/8:10	10:00-10:20	12:00-12:20	12:20-12:40	2:33
Grade 2	8:05/8:10	10:00-10:20	12:20-12:40	12:00-12:20	2:33
Grade 3	8:05/8:10	10:25-10:45	12:45-1:05	1:05-1:25	2:33
Grade 4 & 5	8:05/8:10	10:25-10:45	1:05-1:25	12:45-1:05	2:33

BANKED DAY-Tuesdays					
GRADE	Line up/In Seat	Recess	Lunch (eat)	Lunch (play)	Dismissal
TK	8:05/8:10	9:40-10:00	11:20-11:40	11:40-12:00	1:33
K: Rms 101, 4,12	8:05/8:10	10:00-10:20	11:40-12:00	12:00-12:20	1:33
K: Rms 3, 8,17	8:05/8:10	10:20-10:40	11:40-12:00	12:00-12:20	1:33
Grade 1	8:05/8:10	10:00-10:20	12:00-12:20	12:20-12:40	1:33
Grades 2	8:05/8:10	10:00-10:20	12:20-12:40	12:00-12:20	1:33
Grade 3	8:05/8:10	10:25-10:45	12:45-1:05	1:05-1:25	1:33
Grades 4&5	8:05/8:10	10:25-10:45	1:05-1:25	12:45-1:05	1:33

MINIMUM DAYS: 11/10/25 11/12/25 11/13/25 11/14/25 12/19/25		3/9/26 3/11/26 5/15/26 5/22/26 6/10/25			
GRADE	Line up/In seat	Brunch (35 mins)	EAT (15 mins)	PLAY (20 mins)	Dismissal
TK	8:05/8:10	9:50-10:25	9:50-10:05	10:05-10:25	12:58
K	8:05/8:10	10:15-10:50	10:15-10:30	10:30-10:50	12:58
Grades 1-2	8:05/8:10	10:25-11:00	10:25-10:40	10:40-11:00	12:58
Grade 3-5	8:05/8:10	10:45-11:20	10:45-11:00	11:00-11:20	12:58

## **Mathematics Placement Act**

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

## **WASC Accreditation**

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

## **PROFESSIONAL DEVELOPMENT**

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

The Local School Leadership Council along with District and State Initiatives, sets the Professional Development Plan for each school year. Professional development topics, ideas, and products are driven by student and staff needs. Colfax Charter participates in both local school site level and district professional development activities. In addition to any District or State mandated professional development, Colfax Charter shall have full autonomy in the selection of professional development programs for their employees to meet their site-specific needs. Professional development topics may include: technology training, differentiation strategies, ELD support, grade level articulation, grade level-specific conferences, Next Generation Science Standards, Thinking Maps, Write From the Beginning and Beyond, Depth and Complexity, and Common Core State Standards. District or state mandated professional development will be scheduled to meet compliance requirements with LAUSD or the state of California. This Professional Development Plan promotes the school's goals and academic initiatives.

## MEETING THE NEEDS OF ALL STUDENTS

### English Learners

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

As a District affiliated charter school, Colfax Charter implements the District's *English Learner Master Plan* and complies with all applicable federal and state laws and District policies and procedures encompassed in the *English Learner Master Plan*.

Students are initially identified as potential English Learners (EL) through the use of the home language survey, which is a part of the enrollment packet. If it is indicated that the home's primary language is anything other than English, parents receive notification that their student will be assessed on the ELPAC to determine English language proficiency. Once the student is determined as an English learner they will be provided instructional supports and resources and will take the ELPAC annually until that student has been re-designated as fluent in English.

At Colfax Charter, English Learners receive instruction as defined in the ELA/ELD framework. Targeted instruction and support or acceleration is provided based on students' proficiency levels as determined by the ELPAC. Designated and integrated English Language Development is provided to ensure access in all curricula areas. English Learners are monitored regularly to ensure minimum progress towards mastery is achieved and comparable to their fluent English-speaking peers. The principal and EL designee work closely with EL teachers to ensure the District's English Learner Master Plan is being followed and that all instructional accountabilities are met. At Colfax Charter, there is currently a low EL count school wide, therefore ELs are clustered together in one class per grade and receive 45 minutes of ELD instruction for levels 4 and 5 and 60 minutes of ELD instruction for levels 1 – 3 per day. Based on proficiency, students are identified as Emerging, Expanding or Bridging and are taught according to the ELD standards, which include three strands: Interacting in Meaningful Ways, Learning about How English Works, and Using Foundational Literacy Skills. In addition, instruction includes lessons that aim to increase the student's ability to communicate in respect to the three modes of communication: Collaborative, Interpretive, and Productive.

Instruction is targeted towards skill deficits based on results of state and district assessments as well as classroom performance. Lesson planning for small group instruction is designed based on the level of support needed by the students. Teachers incorporate resources and specific strategies to ensure comprehensibility such as SDAIE, the use of realia, think-pair-share, scaffolding, thinking maps, visuals, and teacher guided readings of complex text. Comprehension of complex text increases as teachers guide students through close reads and model how to identify main ideas and details. Speaking and listening is enhanced through the opportunities to exchange information and ideas and offer opinions on both fiction and non-fiction topics. Student-to-teacher and student-to-student dialogue increases as students gain confidence through the use of accessible prompt and response sentence starters. Students become proficient in the three areas of writing: narrative, informative, and opinion through the use of the Write From the Beginning curriculum. The CA ELD standards are taught in tandem with the CA CCSS. The EL teachers are provided with ongoing professional development to share instructional strategies to increase the number of students meeting criteria to reclassify. Topics include the CA ELD standards, ELPAC training, SMART START lessons, Designated/Integrated ELD, criteria for reclassification, report card guiding practices, instructional approaches and strategies, and CAASPP accommodations.

Each year the EL Designee, Principal and the teachers evaluate the EL program by:

- Administering the initial ELPAC to students that are identified on the Home Language Survey
- Monitoring that all EL students are assessed on the ELPAC annually
- Organizing the EL classrooms according to the Master Plan
- Monitoring ELD instruction and required daily minutes
- Providing information to parents regarding program options, results of assessments, and student progress towards reclassification
- Monitoring IReady data and grades of EL students at each reporting period

The Student Support and Progress Team (SSPT) meets several times a year to monitor the progress being made by English Learners towards their goals and to ensure reclassified students continue to meet district expectations. Additionally, the SSPT reviews data and classroom performance of Long Term English Language Students (LTELS) and individual English Learners who are not making minimum yearly progress. The team creates an action plan to align goals for improvement with targeted intervention and supports. The plan defines who provides the intervention and how often the intervention will occur. Teachers conduct progress monitoring and results are discussed at follow-up meetings to analyze effectiveness of the intervention.

The goal for the EL program is to ensure students are reclassified within 5 years of being in the program, if not sooner.

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

Charter School shall continue to use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing on a fee-for-service basis.

At Colfax, we are committed to challenging our gifted/talented students by differentiating instruction in a variety of ways. As a school community, we use Universal Design for Learning Guidelines to optimize choice and autonomy. We participate in a cluster model of GATE instruction, meaning that each of our classes in grades 3-5 have a group of GATE students. Furthermore, our grade level teams have weekly planning sessions, where they design and tailor lessons to meet the needs of the gifted learner. Teachers incorporate multiple means of representation and expression, including media, text, audio and visuals. They develop project-based learning opportunities, such as The Wax Museum in 4th Grade and an Earth Day project in 5th grade. Teachers provide choices based on student interests and learning preferences across the curriculum; and they also have flexible groupings centered around student strengths, interests and learning objectives. The result is a dynamic learning environment, where both student engagement and achievement are maximized.

Teachers supplement the ELA curriculum with novel studies, which allow students to delve deeper into stories, characters, and themes. The novel studies also foster critical thinking, spark discussions on real-world problems and solutions, and increase student engagement. Some of the book titles include, Because of Winn Dixie, The Hero Two Doors Down, and Bud, not Buddy. Teachers also incorporate Sandra Kaplan's icons of Depth and Complexity to prompt new thinking and foster deeper learning; oftentimes, the class discussions/writing lead to independent study projects. In the area of Mathematics, teachers challenge the gifted learner to represent their mathematical reasoning in different ways. Teachers incorporate Math Talk moves to foster mathematical discussion using the language of the discipline. Grade level teams plan and select multi-step problems that provide students with real world connections and increased rigor. Teachers accelerate and facilitate advanced questioning beyond the standards consistently (DOK 3 & 4); and provide further enrichment opportunities with applications such as Zearn and IXL.

Technology is also a critical component of our gifted program. Teachers work collaboratively to design digital cross-curricular projects based on student interest and state standards. Students complete research reports, drawing from multiple sources and present them in a variety of digital formats, including Google Slides, Google Documents and Scratch Coding Projects. Teachers also include technology throughout the instructional day across all academic disciplines; and students have opportunities to use a variety of applications and websites to support their learning daily: Discovery Education, Newsela, Flocabulary, BrainPop.

All GATE teachers understand their role in the implementation of depth, complexity, novelty, and acceleration across all core disciplines. They are encouraged to participate in 16 hours of yearly professional development.

### **Students Achieving Below Grade Level**

Colfax Charter is committed to providing opportunities that allow students to triumph over academic challenges. Students working below grade level are identified through classroom performance, classroom assessments, whole child 2.0 data, as well as District and State standardized assessments. Colfax Charter utilizes district formative assessments and state summative assessments that include the IABs and the SBA for grades 3 – 5. The DIBELS at risk reading screener is given yearly to all students in grades K-2, and IReady diagnostics are taken three times per year by all students in grades K-5 in both reading and math. CKLA assessments are administered periodically for grades K – 5. Data is collected from these different assessments and reviewed regularly by individual teachers as well as collectively at grade level meetings that include the principal, coordinator and SPED teachers. Data chats are conducted with students regularly. During these data reviews, students not achieving grade level standards are identified and are then provided with tier 1 and 2 intervention strategies with small group instruction. Students needing additional support may be eligible for additional support provided and or referred to the SSPT. Interventions for students achieving below grade level include:

Daily Classroom Support: Teachers provide robust first instruction in all curricula areas.

Students receive additional support in small groups with a focus on the specific area of need.

Classroom assistants provide additional reinforcement and support.

Accommodations are provided as needed.

Additionally eligible students receive Tier 2 and Tier 3 support from the reading interventionist.

Read Naturally: Students that are identified as struggling in fluency based on the IReady diagnostic are invited to attend after school intervention to practice fluency with the Read Naturally reading program.

Locally designed reading and math intervention is budgeted for each year as funds allow.

### **Socioeconomically Disadvantaged**

Colfax Charter is dedicated to the academic and personal success of all students. Socio-economically disadvantaged students are identified through the poverty indicator and free or reduced lunch program. The teachers, coordinator, and principal regularly review assessment data and classroom performance. Students not making adequate academic progress are targeted for tier 1 and tier 2 interventions. Students not responding to classroom interventions will be referred to our SSPT to identify additional supports and interventions.

These students can also be recommended to the above-mentioned programs to increase their access to the curriculum and academic success.

This subgroup at Colfax consistently achieves at higher levels in comparison to LAUSD as a whole.

### **Students with Disabilities**

Colfax Charter submitted their inclusion plan in the year 2020 and has been a full inclusion site ever since. This program is unique because of the collaboration between General Education and Special Education teachers and its requirement that students with disabilities spend 100% of the school day in general education classrooms with supports provided.

Essentially the collaboration and partnership between the General Education and Special Education Teachers is the key to this successful program. All faculty are trained in the various inclusion models and professional development opportunities to support students with special needs are provided to all faculty and staff.

### **Special Education**

The District shall continue to serve the needs of students with disabilities enrolled in District affiliated charter schools in the same manner as at any other public school of the District and shall be responsible for adhering to the provisions of the Individuals with Disabilities Education Act (“IDEA”), California special education laws and regulations, and District policies and procedures for special education to ensure that all students with disabilities are accorded a free appropriate public education (“FAPE”) as is required of all District authorized schools.

## **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 provided 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 or be required to waive their right to enrollment and/or continued attendance in a settlement agreement, on the basis of their special education eligibility.

The District Affiliated Charter School will comply with Sections 504 and 508 of the Federal Rehabilitation Act of 1973, 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 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 and submit to the District all required reports.

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. All employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

#### **b. Transferring Students**

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

#### **c. Assessments**

Unless circumstances indicate otherwise, the referral process shall include Student Support and Progress Team (SSPT) 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 teacher or other staff member’s request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15-day timeline.

Upon a parent/guardian's request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline; or decline to assess with an appropriate Prior Written Notice Letter. The District Affiliated Charter School may hold a SSPT meeting with the parent within 15 days to discuss the request in light of student records, available data, and student performance, but must still meet the statutory timeline for the assessment request. The District Affiliated Charter School may provide general education interventions through the SSPT process whether the special education assessment is conducted or not. If parent/guardian wishes to forgo the SSPT meeting, the District Affiliated Charter will develop the assessment plan, as noted above.

The LAUSD assessment plan describes the types of assessments that may be used to discuss potential eligibility of students for special education instruction and services at an IEP meeting. 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 met 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 pursuant to an IEP.

**e. Least Restrictive Environment**

The District Affiliated Charter School will ensure students with disabilities are served in the least restrictive environment as required by law. 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. Non-Discrimination**

The Charter is committed to complying with applicable laws, regulations, and policies regarding nondiscrimination. The Charter will conduct outreach activities to attract and enroll students, including students with mild to severe disabilities, that is diverse and comparable with resident schools with similar demographics with the goal of 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 and may not refuse or require waiver of enrollment rights based on a student's eligibility for special education. The District will make available to the District Affiliated Charter School reports indicating range of services and number of students served at individual District affiliated charter schools.

**g. 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 typically developing peers.

The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting 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 Federal and State laws and District policies and procedures.

**h. Student Discipline**

The District Affiliated Charter School will ensure that it complies 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 align with District 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 team

meeting as 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.

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

The District on behalf of and/or in conjunction with the District Affiliated Charter School 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.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, the District will be named as a respondent.

Whenever possible, the District and the District Affiliated Charter School shall work together to resolve the matter at an early stage (informal resolution session or mediation).

## **3. Complaints**

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

## **4. Funding of Special Education**

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

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



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

At its discretion, the District will make available training opportunities and/or information regarding special education to District Affiliated Charter Schools.

All District schools, including District affiliated charter schools, are required to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS.

### **Students in Other Student Groups**

Homeless Youth and Foster Youth are identified through the student housing questionnaire provided each year in the enrollment packet. The principal and homeless liaison work together to ensure equal access to the school curriculum as well as to provide families with information on how to access other resources as needed. Even though this is a numerically insignificant subgroup, the principal and homeless liaison will work with community agencies to ensure success of our Homeless and Foster Youth.

### **Sharing Promising Practices**

#### Instructional Rounds for PBIS and Academics

- Weekly grade level planning time
- Student data chats
- Local school designed interventions
- Mentor/mentee partnerships with NBC teachers
- Teacher-teacher observation cycles
- Teacher-led Professional Development
- Community-building activities:
  - ❖ Monday Morning Assemblies
  - ❖ Community playdates
  - ❖ Kinder Community Reading
  - ❖ World Fair

- ❖ Kidchella
  - ❖ Spooky Movie Night
  - ❖ New Families Welcome Picnic
  - ❖ Turkey Trot
  - ❖ Coolfax Podcast
  - ❖ “This Is Us” Multicultural Event
  - ❖ Spelling Bee
  - ❖ Readathon
- Robust Enrichment Program

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

*“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(c)(5)(B).)*

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

### **STANDARDIZED TESTING**

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

to the California Longitudinal Pupil Achievement Data System (CALPADS) in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

## **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

Charter School shall work toward aligning all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD's Local Control and Accountability Plan (LCAP) and Strategic Plan, as they may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

### **Colfax Charter Student Outcome Alignment to the LCFF State Priorities**

Colfax Charter aligns the outcomes of all students with educational goals, specific actions, and measurable outcomes in The Local Control Accountability Plan as outlined in Element One. The annual goals, for all students and for each subgroup of students, for each of the eight state priorities are as follows:

#### **1) Basic Services**

All students will receive instruction from teachers who hold appropriate California teaching credentials and have access to Common Core State Standards aligned instructional materials. The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the school charter.

#### **2) Implementation of Common Core State Standards**

Teachers will work with school leadership to develop and revise pacing plans that ensure the implementation of CCSS to all students. One hundred percent of teachers will provide high quality instruction within their classroom to ensure the effective implementation of the California Content State Standards.

### **3) Parent Involvement**

The school will increase the number of parents completing the school experience survey and increase training for parents on academic initiatives and ways to support their child's learning.

### **4) Student Achievement**

The school will increase the number of students achieving proficiency level and above as measured by the CAASPP SBA English Language Arts and Mathematics assessments annually and increase the number of English Learners who reclassify as Reclassified Fluent English Proficient. (See element 1 for current data)

### **5) Student Engagement**

The school will annually increase our attendance rate to 96% or higher, while decreasing chronic absenteeism by maintaining attendance incentives.

### **6) School Climate**

The school will maintain a 0% suspension and expulsion rate by promoting positive behavior supports that help to deter discipline issues.

### **7) Course Access**

The school will provide the core subjects of English Language Arts, Mathematics, History, Social Studies, Science, Health, Visual and Performing Arts, and offer a comprehensive enrichment program (technology, science lab, art, dance, green initiatives and music) to 100% of students.

### **8) Other Student Outcomes**

The school provides a comprehensive Intervention program in English Language Arts and Mathematics to students who need additional academic support.

## **MEASURABLE PUPIL OUTCOMES:**

## **SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

Grades K – 5 conduct three IReady benchmark diagnostic assessments (beginning, middle and end of year) throughout the school year in math and language arts. The beginning of the year assessment is given to all students to acquire a baseline for reading and comprehension levels, as well as which students are in need of intervention. The middle and end of year assessments are to reassess these students to ensure that the intervention strategies being applied are indeed working and provide data for continuing intervention needs.

Grades K – 2 give the required DIBELS Reading Difficulty Risk Screener (RDRS) once per year.

With the implementation of the SBA, students in grades 3 – 5 are given Interim Assessment Blocks (IABs) 2 times each month to assess the students in English Language Arts (reading/comprehension and writing) and Mathematics. The IABs are used to assess the students' knowledge in these areas. The scores are evaluated by the teachers and used to improve lesson planning/lessons within the classrooms, as well as apply intervention strategies for those students working below grade level.

In the spring, students in grades 3 – 5 take the summative SBA in English Language Arts and Mathematics. The results are sent directly to the Principal in the fall. Fifth grade students are given the California Science Test in the spring each year.

Additionally, ELPAC testing is performed yearly for English Language Learners.

Over the course of the Charter the summative assessments data is used to set goals for our future Charter term:

### **Measurable Goals for the Charter Term**

(Smarter Balanced Assessment & Science CST):

Based on Colfax's 2024 – 2025 SBA ELA scores, 78%

met or exceeded standard in ELA. *Our Measurable Goal is to increase 2% (or greater) the number of students who will score in the met or exceeded standard in English Language Arts (ELA). See LCFF State Priority Goal 1.*

Based on Colfax's 2024 – 2025 SBA Mathematics scores, 80% met or exceeded standard in Mathematics. *Our Measurable Goal is to increase 2% (or greater) the number of students who will score in the met or exceeded standard in Mathematics. See LCFF State Priority Goal 1.*

Based on Colfax's 2024 – 2025 SBA Science scores, 67% of 5th grade students met or exceeded standard in science. *Our Measurable Goal is to increase 2% (or greater) the number of students who will score in the met or exceeded standard in science.*

Based on Colfax's 2024– 2025 SBA ELA scores, 37% of Students with Disabilities met or exceeded standard in ELA. *Our Measurable Goal is to increase 2% (or greater) the number of students who will score in the met or exceeded standard in ELA. See **LCFF State Priority Goal 1.***

Based on Colfax's 2024 – 2025 SBA Mathematics scores, 53% of Students with Disabilities met or exceeded standard in Mathematics. *Our Measurable Goal is to increase 2% (or greater) the number of students who will score in the met or exceeded standard in Mathematics. See **LCFF State Priority Goal 1.***

100% of English Learners will advance one level on the ELPAC test each year according to the district's English Learner Master Plan. (AMAO1-ELPAC Annual Growth)

65% percent of students will have 96% or higher attendance. *See **LCFF State Priority Goal 2.***

## **MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT**

As a District Affiliated Charter School, Charter School shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, periodic and/or benchmark assessments. Charter School shall be responsible for paying all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

Colfax Charter utilizes standardized formative assessments. The expectation of each is for students to perform at or above grade level.

In addition, Colfax Charter utilizes authentic formative assessments. Authentic formative assessments are ongoing and can better evaluate the student over time and in a variety of settings. Authentic assessments may include, but are not limited to:

- Work samples
- Teacher-created tests
- Teacher observations, checklists, rubrics, and anecdotal records
- Publisher-provided criterion referenced tests
- Projects

- Student portfolios
- Interim Assessment Blocks (grades 3-5)

These types of assessments allow for meaningful application of essential knowledge and skills and provide a wealth of data for teachers to evaluate student improvement, performance, and achievement.

A variety of assessment tools are used in order to get a comprehensive representation of student achievement. Data is collected and studied by teachers independently and at grade-level collaboration meetings. Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers.

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

## DATA ANALYSIS AND REPORTING

Colfax Charter values data-based decision making to optimize its approach to meeting the needs of all students, monitor the school's overall progress, and establish future goals and interventions.

- Teachers and administrators use data from assessments (DIBELS, ELPAC, SBA Interim Assessments, SBA Summative Assessment, Eureka Math Module Assessments, and CKLA English Language Arts assessments) to identify and prioritize areas of need.
- District and authentic assessment (DIBELS, ELPAC, SBA-Interim Assessments, SBA Summative Assessments, Eureka Math Module Assessments, and CKLA English Language Arts Benchmark Assessments) results are communicated to parents (by teaching staff) throughout the school year.
- School-wide data is shared in a public forum at governance meetings and parent group meetings, when it's available, in order to discuss upcoming program development and education intervention priorities.

Students' progress is reported to parents in several ways. Individual classroom teachers are primarily accountable for assessing their students' achievements with regard to standards-based, grade-level work, and achievement of grade appropriate content standards. Student progress toward meeting expected student outcomes is monitored on an ongoing basis at each grade level

by regular student assessments aligned to the school's, District's, and state's curricular standards as appropriate for each grade level and content area.

Student progress toward achieving the school's desired grade-level standards is communicated to students' parents by providing timely feedback on class assignments, homework assignments, and by means of the 6-week Mid-Reporting Period Progress Reports, Progress Reports, and regular conferences with students' teachers.

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

Colfax Charter uses the LAUSD Progress Report. This report uses a 4-point scoring rubric that aligns with the common core state standards. The grading scale is as follows:

- 4 – Exceeds Grade Level Standards
- 3 – Meets Grade Level Standards
- 2 – Progressing Toward Meeting Grade Level Standards
- 1 – Minimal Progress Toward Grade Level Standards

The academic standards include specific learning topics in the different subject areas for each grade level.

English Language Arts includes:

- Foundational Reading Skills
- Making Meaning from Text
- Language Conventions, Effective Use of Vocabulary
- Effective Expression through Writing
- Effective Expression through Speaking and Listening

Mathematics Content includes:

- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Measurement and Data

- Geometry
- Number and Operations – Fractions (Grades 3 – 5 only)
- Counting and Cardinality (Kinder only)

Mathematical Practices include:

- Problem Solving and Precision
- Reasoning and Explaining
- Modeling and Using Tools
- Seeing Structure and Generalizing

Science includes:

- Content and Concepts
- Conducts Investigations
- Constructs Relevant Questions

History/Social Science includes:

- Content and Concepts
- Historical and Social Science Analysis Skills

Visual and Performing Arts includes:

- Music
- Dance
- Theater
- Visual Arts

Physical Education

Health Education

In addition, students are graded on Characteristics and Behaviors of a College – Prepared and Career – Ready Learner. Students are scored using the following scale:

C – Consistently

S – Sometimes

R – Rarely

They are scored in the following areas:

- Effectively Communicates and Collaborates
- Understands Others Perspectives
- Thinks Critically, Solves Problems Creatively, and Values Evidence
- Acts Responsibly, Ethically, and is a Productive Citizen
- Uses Technology and Digital Media Strategically and Capably

## **GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION**

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

## **ELEMENT 4 – GOVERNANCE**

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

## **GENERAL PROVISIONS**

As a District Affiliated Charter School, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall be in accordance with the provisions of this Charter and shall be consistent with all applicable

state, federal laws and regulations, District policies, and provisions of LAUSD collective bargaining agreements (CBAs). Adoption of any governance structure or model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Charter School shall adhere to the requirements of Article XXVII of the LAUSD-UTLA CBA, as it may be amended from time to time, including but not limited to provisions related to Local School Leadership Council composition and responsibilities, and provisions regarding councils and committees (e.g., Title I School Site Councils).

If the charter school has a separate charter school Governing Council  
Colfax is an LAUSD Affiliated Charter School governed by the School Governance Council. The Colfax Charter School Governance Council meets monthly to advise and support the school's administration. This group is made up of (7) elected parents, (5) teachers, (1) administrator, and (1) classified personnel totaling (14) members who work collaboratively on charter initiatives including Safety and the ISSP, Budget development, Strategic Planning, and Charter Enrichment Curriculum.

Charter School shall adhere to and implement all applicable District policies and procedures for compliance with California open meetings laws (i.e., the Brown Act and the Greene Act, as applicable) and the California Public Records Act.

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

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

The District reserves the right to appoint a non-voting single representative to Charter School's Governing Council.

## **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal and state laws and local regulations, and District policies and procedures, as they may change from time to time.

In coordination and consultation with the District, Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall notify parents, guardians, and staff in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

### **STAKEHOLDER INVOLVEMENT**

The parent community plays a very active role at Colfax Charter and their collaboration with faculty and staff is central to the school's success, helping to provide the most enriched education possible for all students. Parental involvement is also crucial in assisting with the ongoing process of reviewing and revising the school's educational programs. This is achieved through parent participation in Colfax's various councils and committees like the Local School Leadership Council (LSLC) and the School Governance Council (SGC). Throughout the year, information discussed at LSLC /SGC sessions regarding the goals of the Local Control Funding Formula will be used to formulate our yearly LCAP, and all parents are invited to speak their opinions on the LCAP during meetings held each Spring. These collaborative efforts among teachers and parents enables Colfax Charter to continue to manage the unique and changing needs of its students.

In addition to maintaining parent representation on LSLC and SGC, parents are also encouraged to volunteer their time and are given the opportunity to participate and be involved in their child's education. It is essential that parents, students, and teachers have a symbiotic relationship, working together toward the educational success of each child. A Welcome Packet given to each family at the start of the school year outlines the various ways to volunteer throughout the term. These include events such as the Beginning of the Year New Student Picnic, Back-to-School Night, Open House, School-wide Surveys, Parent- Teacher Conferences, classroom assistance, small group monitoring, campus beautification, and various fundraising events. Colfax Charter announces these opportunities via weekly Connect Ed blasts, as well as through the school's website, and weekly email communication through The Colfax Connection.

### **TITLE IX, SECTIONS 504 AND 508, AND UNIFORM COMPLAINT PROCEDURES**

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Sections 504 and 508 of the Rehabilitation Act

of 1973 (“Section 504” and “Section 508”), the Americans with Disabilities Act, and the District’s Uniform Complaint Procedures.

As a District affiliated charter school, Charter School shall adhere to all applicable federal and state laws and regulations, and District policies and procedures, regarding pupil fees, including but not limited to procedures related to complaints filed pursuant to Education Code section 49013.

Charter School shall comply with the requirements of Education Code section 52075 and District policies and procedures regarding the filing of complaints related to certain provisions of the Local Control Funding Formula legislation.

### **RESPONDING TO INQUIRIES**

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of the Charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

### **NOTIFICATION OF THE DISTRICT**

Charter School shall provide the appropriate Region and the Charter Schools Division with copies of all collective bargaining waivers and/or exemptions within 10 days of the execution date of the waiver/exemption.

Charter School shall notify the appropriate Region and the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints or notices, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Region in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Region immediately of any dire emergency or serious threat to the health and safety of students or staff.

### **STUDENT RECORDS**

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

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

### **PARENT ENGAGEMENT**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent/guardian cannot, has not, or will not provide volunteer service to Charter School. The Charter School may encourage parental/guardian involvement but shall notify the parents and guardians of applicant students and currently enrolled students that parental/guardian involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Education Code section 47605(n).)

### **FEDERAL PROGRAM COMPLIANCE**

As a District Affiliated Charter School, Charter School shall comply with and implement all applicable District policies and procedures related to the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs.

## **ELEMENT 5 – EMPLOYEE QUALIFICATIONS**

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

### **EQUAL EMPLOYMENT OPPORTUNITY**

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity in accordance with all applicable legal and District requirements. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability,

mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

## **STAFFING**

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects, and classes. Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

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

### **Certificated Personnel**

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

### **Classified Personnel**

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and

assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission.

## **ELEMENT 6 – HEALTH AND SAFETY PROCEDURES**

*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

*(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237.*

*(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.*

*(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)*

## **GENERAL PROVISIONS**

Charter School shall comply with all federal, state, county, and local laws and regulations, and District policies and procedures, related to health, safety, and emergency response and preparedness, as they may be changed from time. Charter School shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to child abuse and neglect reporting and awareness training, and allegations of employee–to-student sexual abuse.

## **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

As a District Affiliated Charter School, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergency response and preparedness, including but not limited to the required creation, maintenance, and implementation of an Integrated Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School's health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures. Emergency Preparedness Plans should include considerations and planning for students with special needs, including but not limited to those with medical, physical, communication, and/or intellectual disabilities. Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Integrated Safe School Plan) and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

As a District Affiliated Charter School, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, vendor/contracting entity employee who may have frequent or prolonged contact with students, and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening, as applicable. Charter School will ensure that students with individualized education programs ("IEPs") will continue to access their IEP special education program and related services, regardless of vaccination status. Charter

School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

### **SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Education Code section 234 *et seq.* and related District policies and procedures.

### **SUICIDE PREVENTION**

As a District Affiliated Charter School, Charter School shall comply with all applicable District policies and procedures related to suicide prevention and the requirements of Education Code section 215.

## **ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE**

*“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(5)(G).)*

### **COURT-ORDERED INTEGRATION**

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

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. Any provision of Integration Program resources to Charter School (e.g., Magnet, Permits with Transportation, and/or Transportation resources) is subject to change, in whole or in part, for budgetary and/or other reasons, at the sole discretion of the District.

## ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

*“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)*

### GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(e)(2)(A).) As an existing District school that has converted to become a District Affiliated Charter School, Charter School’s first priority is to admit students who reside in the former attendance area (boundary) of the school. (See Ed. Code § 47605(e)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(e)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance area (boundaries) of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(e).)

If, at any time during the school year, the total enrollment of Charter School approaches its operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance area (boundary) of Charter School, Charter School shall immediately consult and coordinate with its Region administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations (e.g., *Crawford v. LAUSD*) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within Charter School’s former attendance boundary who wish to attend.

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

## **Student Recruitment**

Colfax Charter will conduct two prospective parent tours per school year: in October and February. Interested families may receive enrollment information at the tour, on the Colfax Charter website, or by visiting or calling the Colfax school office. Potential students are informed via website, marquee, and word of mouth from neighborhood families, and all students are encouraged to apply. No additional recruitment opportunities are provided due to historically high enrollment within our local attendance boundaries.

## **Application Procedures**

### **Resident Boundary Students**

Resident attendance boundary students go directly to the school main office to enroll.

Prospective students who reside within the former attendance area (boundaries<sup>[1]</sup>) of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

### **Non-Resident Boundary Students**

The Charter School will follow LAUSD’s Choices process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below.

Charter School’s non-resident lottery applications will be made available each year through the On-Time LAUSD Choices Process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process.

## **Lottery Preferences and Procedures**

In conducting its admissions lottery, Charter School shall provide the following admission preferences, in the stated order of priority:

- **LAUSD Students**

- Siblings

- Prospective students who (a) are siblings of students enrolled in grades Tk-4 at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **second** admission preference.

- Other LAUSD Students

- All other prospective students who reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **third** admission preference.

- **California Students**

- Siblings

- Prospective students who (a) are siblings of students enrolled in grades TK-4 at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

- Other California Students

- Prospective students who reside in the State of California, but not within LAUSD boundaries shall have fifth admissions preference.

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist in the same priority order as above. As seats become available, Charter School shall fill the seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

During the month of February, after receiving the list of interested applicants from the Choices Program, the Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the date and procedures of the lottery shall be posted on Charter School's website (i.e., at least two weeks prior to the lottery) and made readily available in the main office.

Charter School shall hold its lottery in the auditorium, or equivalent alternative space on campus. Affiliated Charters, as aligned to District guidance, may opt to include a virtual option for families at the same time and/or in addition to the in-person lottery. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, [School officials will enter the lottery identification numbers into a random order generator to produce a randomized list of lottery participants. This list will establish the priority order for admissions, incorporating the aforementioned preferences.

Parent/guardians of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission, in accordance with the Choices notification timelines and will accept the offered seat in accordance with the Choices timelines. Parent/guardians of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parent/guardians of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

Non-resident boundary students who apply for admission after the On-Time application window will be added to the bottom of the waitlist in the order in which their applications are received. Choices Late Applications are processed on a first come, first-served basis beginning February 1st through norm day of the following school year. The school is responsible for contacting waitlisted and late applicants.

### **SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM**

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

### **MAGNET PROGRAM**

If an affiliated charter school is a full magnet or has a District-approved Magnet Center, selection to the Magnet Program (school or center) shall be determined in accordance with the rules and procedures established by District's Student Integration Services.

Students enrolled in the magnet program may take part in all programs and activities available to students at the Affiliated Charter school where they are enrolled.

### **HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and Regional Center meetings, that notifies parents/guardians that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable federal and state laws and related District policies and procedures regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

### **NON-DISCRIMINATION**

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

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

Charter School shall adhere to the District's policy consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

## **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

## **ELEMENT 9 – ANNUAL FINANCIAL AUDITS**

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

As a District Affiliated Charter School, Charter School will not provide for a separate audit but will be included in the annual audit for LAUSD.

## **ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES**

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

## **GENERAL PROVISIONS**

As a District Affiliated Charter School, Charter School shall comply with and implement all District policies and procedures related to student discipline and behavior, suspension, and expulsion.

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

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

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

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

## **STUDENTS WITH DISABILITIES**

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

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows applicable disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. An IEP team will meet to conduct a manifestation determination and to discuss, if appropriate, alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Section 504 Link Determination meeting to ask the following two questions:

1. Was the misconduct caused by, or directly and substantially related to the student's disability?
2. Was the misconduct a direct result of the Charter School's failure to implement the student's Section 504 plan?

## NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

## OUTCOME DATA

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

## READMISSION

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

## GUN-FREE SCHOOL ZONE ACT

Charter School shall comply with the Gun-Free School Zone Act and other applicable state and federal law.

## **ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS**

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

District employees working at or assigned to 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 provisions related to salaries, unemployment benefits, retirement systems

and benefits (including CalSTRS and CalPERS), health insurance, life insurance, and all other assigned compensation and benefits.

As LAUSD employees, Charter School's administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

## **ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

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

Students of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in a Charter School, except to the extent that such a right is extended by the school district.

A student residing within the territorial boundaries of the District who chooses not to attend a Charter School may contact School Management Services and Demographics to seek assistance in enrolling in a District school in accordance with District policies and procedures. Alternatively, the student may pursue an inter-district transfer, if available, in accordance with admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school's charter.

A student currently enrolled at Charter School who resides outside the territorial boundaries of the District and who chooses not to continue attending the Charter School may attend a public school within the student's school district of residence in accordance with applicable law and that school district's policies and procedures or seek enrollment at another charter public school pursuant to applicable law and the terms of that school's charter.

## **ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES**

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

As a District Affiliated Charter School, all administrators, faculty, and staff of Charter School are and shall be LAUSD employees. All Charter School employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.

## **ELEMENT 14 – MANDATORY DISPUTE RESOLUTION**

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

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

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

1) Notification of any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the District by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School:

[Colfax Charter Elementary School]  
c/o School Principal  
[4935 Colfax Ave,]  
[Valley Village CA, 91601]

To District:

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

2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The

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

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

## **ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES**

***“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. If the charter school leases or rents its facility from a related party or subsidiary, as identified in its audited financial statements according to generally accepted accounting principles in the United States, or owns its facility, the charter school shall include a statement describing its plans for the use of the facility in its final audit.” (Ed. Code § 47605(c)(5)(O).)***

### **CLOSURE ACTION**

In order to close Charter School, the LAUSD Board of Education must take a “Closure Action.” A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal

governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School's request to revert to a non-charter District school.

In the event of a Closure Action, unless the LAUSD Board of Education or its duly authorized designee expressly directs otherwise, Charter School shall revert to a District traditional school.

## **REVOCAION OF THE CHARTER**

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

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

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils, or otherwise takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for

Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

### **REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS**

In the event that Charter School seeks to revert voluntarily to non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status. Students enrolled at the District Affiliated Charter School at the time of reversion, who reside outside of resident school area (boundaries), can apply for continuous enrollment through permits, as applicable.

### **CLOSURE PROCEDURES**

In the event of a Closure Action, Charter School shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the LAUSD Board of Education or its duly authorized designee. If and to the extent that they are not already District property or rights, all assets of Charter School shall be automatically transferred to LAUSD. The District reserves the right to conduct a close out audit or other audit.

Charter School shall issue written notification of the school's closure as a District Affiliated Charter School, and reversion to a non-charter District school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District Affiliated Charter School and information regarding student enrollment and/or transfer options as appropriate. Charter School shall simultaneously provide a copy of the written parent notification to the appropriate Region Superintendent and Charter School's assigned Charter Schools Division administrator.

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

This Element 15 shall survive the revocation, expiration, termination, or cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation.

## **ADDITIONAL PROVISIONS**

### **FACILITIES**

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations. Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

### **FISCAL MATTERS**

As a District Affiliated Charter School, Charter School's fiscal operations will be supervised by LAUSD. Charter School shall adhere to all applicable District fiscal policies and procedures, including but not limited to policies and procedures related to budgeting, procurement, third party contracts, student body funds, student store, donations, fundraising, payroll and payment approval for goods and services.

### **LOCAL CONTROL AND ACCOUNTABILITY PLAN**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

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[1] For all District Affiliated Charter Schools, which are conversion charter schools, the term “former attendance area (boundaries)” includes those sending areas designated under the District’s Permits with Transportation (PWT) and Capacity Adjustment Program (CAP) programs.

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[A1] Please leave Term of Charter intact here. Term of Charter for High Performing charter schools will be adjusted per Board action.

[A2] This is only applicable to schools identified as High Performing charter schools by the CDE. Delete if the school is identified by the CDE as “Middle Performing” or “Low Performing.”