



LOS ANGELES UNIFIED SCHOOL DISTRICT

Open Charter Magnet School

A DISTRICT AFFILIATED CHARTER SCHOOL

5540 West 77th St.

Los Angeles, CA 90045

Renewal Charter Petition

Submitted

March 12, 2026

TERM OF CHARTER

JULY 1, 2026 TO JUNE 30, 2031

TABLE OF CONTENTS

Assurances, Affirmations, and Declarations	3
Element 1 - The Educational Program	5
Element 2 - Measurable Pupil Outcomes, and Element 3 - Method by which Pupil Progress Toward Outcomes will be Measured	60
Element 4 - Governance	64
Element 5 - Employee Qualifications	74
Element 6 - Health and Safety Procedures	76
Element 7 - Means to Achieve Racial and Ethnic, Special Education and English Learners, including redesignated fluent English proficient Pupil Balance.....	80
Element 8 - Admission Policies and Procedures	81
Element 9 - Annual Financial Audits.....	86
Element 10 - Suspension and Expulsion Procedures	87
Element 11 - Employee Retirement Systems.....	89
Element 12 - Public School Attendance Alternatives	90
Element 13 - Rights of District Employees.....	91
Element 14 - Mandatory Dispute Resolution.....	92
Element 15 - Charter School Closure Procedures.....	94
Additional Provisions	97

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

[Open Charter Magnet School] (also referred to herein as “[Open School]”, “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>Antoinette Cass, Principal</i>
• The contact address of Charter School is:	<i>5540 West 77th St, Los Angeles, CA 90045</i>
• The contact phone number for Charter School is:	<i>310-568-0735</i>
• Charter School is located in LAUSD Board District:	<i>4</i>
• Charter School is located in LAUSD Region:	<i>West</i>
• The grade configuration of Charter School is:	<i>K-5</i>
• Charter School’s scheduled first day of instruction in 2026-2027 is:	
• The current operational capacity of Charter School is: 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.	<i>394</i>
• The bell schedule (e.g. daily hours) for Charter School will be:	<i>M, W, Th, F 8:15a.m.- 2:40p.m. Tues. 8:15a.m. - 1:30p.m.</i>
• The term of this Charter shall be from:	<i>July 1, 2026-June 30, 2031</i>
• If Charter School is Low performing, per the CDE Performance Category, the term of this Charter, if approved:	<i>8</i>

SELF REFLECTION FOR DISTRICT AFFILIATED CHARTER SCHOOL

Open School is committed to our Charter, mission and vision. We are dedicated to making sure that every child that leaves Open School prospers. During our 2018-2025 charter term we have achieved the following record of performance as highlighted by several recent accolades and awards:

- 2023 Magnet Schools of America Magnet School of Merit
- 2024 Magnet Schools of America Magnet School of Merit
- 2025 Magnet Schools of America Top Magnet School of Excellence
- 2025-2029 Magnet Schools of America Nationally Certified School
- 2025 California Department of Education Distinguished School
- 2022-2025 Cotsen Fellowship for the Art of Teaching

The above-mentioned achievement from the CA Department of Education was based on the 2024 California Dashboard data indicating that all of our student groups achieved very high (blue) or high (green) performance ratings in academic performance, academic engagement and culture and climate.

The awards from the Magnet Schools of America national program are based on our track record of curricular excellence and thematic integration. Through applications, artifact collection, school site visits and interviews, Open School demonstrated our high level of academic performance and innovative practices.

We continue to focus on improving our math instruction for student outcomes. Through the Cotsen Post Fellowship Year program, we were able to implement curricular strategies and professional development to increase student math achievement. We have experienced a record of high performance and low growth on CAASPP over the last few years. Our efforts through the Cotsen programs have furthered our mathematical academic shift.

GOALS AND PHILOSOPHY

Mission and Vision

Open School is a unique, diverse, collaborative, dynamic, and joyous community of learners. Every learner will leave Open empowered and able to direct his/her own learning with enthusiasm and excitement and conduct themselves with integrity, initiative, and kindness.

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

As our world is changing rapidly, with innovations in science and technology, it is difficult to predict what our students will need to know and be able to do to be successful in college and their careers. We therefore need to not limit ourselves to teaching basic academic information and skills. Our students need to know how to learn for themselves, as well as how to interact effectively with people and information, and use technology tools appropriately and meaningfully. Students will

need to be able to ask thought-provoking and insightful questions, find, evaluate, communicate, organize, and apply information, collaborate, take initiative, assume leadership, take responsible risks, manage their time, work across disciplines, be creative, and use critical thinking and problem solving skills. Our curriculum and methodology allow us to foster and develop all of these academic and personal skills in our students.

Our curricular focus on thematic instruction provides our students with a framework with which to access what they are learning and connect it across subject areas. As people living in the 21st century, our students will have the facility to apply knowledge and experiences from one context to another, a key element for effective problem solving in unanticipated times. The emphasis on the complexities in the ways issues, information, and events are represented provides our students with experiences in exploring multiple perspectives. These experiences serve as foundations for further strengthening students' ability to analyze information in order to make wise decisions. Classroom projects and group assignments provide our students with many opportunities to practice clear communication and collaboration, allowing them to develop essential teamwork skills. Teachers do more than just provide opportunities for students to work together, they also facilitate the students' learning of effective ways to question, support, learn from, and extend each other's thinking and ideas.

Our school-wide emphasis on students taking responsibility for their own learning goes hand in hand with the expectation that students be independent thinkers and learners who are respected for their inquisitiveness and encouraged to solve problems creatively. Student independence is achieved through a consistent emphasis on literacy, writing throughout content areas, inquiry across the curriculum, a strongly developed grasp of basic skills, mathematical fluency paired with deep understanding, problem solving, and a hands-on science program. The integrated use of technology further empowers students as they confidently access, evaluate, assimilate, and share multiple sources of information and present what they have learned in a variety of ways.

The school-wide focus on respecting our environment also informs our students' learning. Hands-on experiences and in-depth inquiry personalize the children's relationship with their surroundings, and shared responsibility creates respect for and a commitment to the environment. Through explicit funding via grants, a robust garden program, a restored rainwater-collecting cistern, and our school-wide natural habitat, we are continuing to embed a lifelong love of the environment in our students. Their global awareness will allow them to continue to interact with the environment in a manner that is responsible, flexible, purposeful, and creative. The healthy sustenance of our planet depends upon people who are cognizant of the Earth's fragility and conscious of its underlying physical and biological principles. We are instilling this cognition in our students.

Graduates of the Open School will carry with them many empowering experiences preparing them to be both college and career ready, as well as responsible members of their communities. These experiences will help establish the students' deeply rooted self-concept as autonomous, productive, lifelong learners who are part of a larger, interconnected, interdependent global society. We strive to develop civic-minded thinkers with the ability to respectfully challenge their communities to bring about change.

We are proud of the educational legacy that the Open School provides for all stakeholders in our school community. The collaborative nature of our community, from teacher partnerships to student teams, and parent engagement, serves as a model for our students' future contributions and community participation. Together, we take our commitment to educating citizens for the 21st century seriously and feel that our school's climate and its programs demonstrate and celebrate our dedication to this goal.

How Learning Best Occurs

There are several key points in Open School's educational philosophy. Our philosophical context is derived from Piaget, Bruner, and Dewey in that we view children as naturally curious, motivated learners capable of integrating and categorizing experiences in order to add to their understanding of the world around them. We believe that our students are motivated by their identities and interests, and, through developmentally appropriate practices, should be guided in their ability to construct conceptual understandings from meaningful experiences. Through the use of our thematic and integrated curriculum, our teachers facilitate these experiences for their students, using current research to guide their practice.

John Dewey said, "Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; or the intentional noting of connections; learning naturally results" (Dewey, chap. 12). As Dewey states, we believe that learning happens best in context and through meaningful activities. Context enables students to recall, reuse, and connect what is learned to new experiences. A context-driven curriculum builds student interest and enthusiasm while also providing focal points for the infusion of standards. The teaching of basic skills then becomes a tool for student learning rather than the primary goal. Contextual focal points not only lead to a deeper understanding of what is being learned but also frame unexpected teachable moments as building blocks of a cohesive learning community.

We are committed to providing contextual focus points that are culturally relevant and responsive to the identities of the students in our classrooms. We have been inspired by Gholdy Muhammad's (2023, 2020) framework and strive to ensure that her five pursuits of identity, skills, intellectualism, criticality, and joy are reflected throughout our curriculum. Our students need to see themselves reflected in what they are learning, as well as learn about others, and become empowered to make a positive difference in their communities.

We also believe that learning is dynamic and happens best in a community. Teaching teams work together to establish their classroom environments to foster interaction and design learning experiences to be as collaborative as possible. There is a real hum of activity and a sense of purposefulness as you walk through the classrooms. This sense of purpose is not restricted to the classroom environment, but also extends to our garden, art studio, vocal and instrumental music environments, and physical fitness activities. Here teachers and specialists work collaboratively in order to deepen children's connections between the classroom, studios, garden, and playground. Differentiation is a cornerstone of our curriculum and is automatically built into the structure of learning. As much of what we do is individualized and guided by each student's achievement and needs, differentiation happens naturally as we work with small groups and have individual writing,

reading, and math conferences. Our goal each year is to take our students from where they are and go as far as we can with each one.

Carol Dweck's (2016) work on growth mindset strongly demonstrates the positive effects that student agency has on an individual's motivation to learn and challenge themselves and this research also informs our practice. Students who believe that their brains can grow and change through effort and hard work have higher levels of academic achievement than those who believe their brains are fixed. Our teachers and supervisory staff have integrated teaching about growth mindset into the curriculum, emphasizing the importance of being willing to take risks, make mistakes, persevere, and stretch oneself with hard work. The more students understand that their success is based on their own effort and initiative, and that failure and mistakes are a natural outcome of challenge, the more tenacious and resilient our students will be. We equip our students with a growth mindset.

As our school motto, "We respect ourselves, we respect others, and we respect the environment" indicates, we recognize that we cannot just teach cognitive skills, we also need to address our students' social-emotional well-being, as both areas are important for student success. Research has shown that Social Emotional Learning (SEL) can improve academic achievement by as much as 11 percentile points, increase pro-social behavior, improve how students feel about school, and reduce stress and depression (Durlak et al, 2011). Additionally, the self-regulation skills that are developed in SEL curriculums apply directly to the focus and management of the inherent frustrations encountered when learning something new. Because we so highly value the whole-child learning model and are constantly studying ways to effectively support our students' growth, we created our own SEL program, entitled Roots of Respect. This program is customized to our community to support our students acquiring and applying the knowledge, attitudes, and skills necessary for effective and responsive personal relationships, positive decision-making, and a healthy self-image.

Through the variety of educational experiences provided by the various educational programs, students are expected to take responsibility for, and ownership of, their learning. Small group instruction, cooperative group projects, one-on-one conferences with a teacher, independent study time, and whole group instruction are a few of the instructional configurations utilized at Open School. In their endeavors to construct their learning, our students are guided and supported by the model of the entire school community.

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

It is our belief at the Open School that we are able to maintain consistently high levels of achievement for all our students through the development and implementation of a comprehensive, constructivist, standards-based instructional program. Our educational efforts stem from a unified vision of learning and a school-wide commitment to pursuing and supporting high levels of excellence and expectation for both teachers and students. Our guiding principles are as follows:

- We are committed to being a community of respect; we respect ourselves, we respect others, and we respect the environment;
- Instruction is student-centered, hands-on, and project-based;

- Learning is fun, interactive, and meaningful;
- Learning is a social process that happens best in a dynamic, supportive, and effective community;
- We recognize and meet the needs of individual learners;
- Not all learning is classroom-based;
- Making connections to life experiences leads to meaningful and lasting learning;
- Contextual, interdisciplinary learning is more effective than teaching isolated information;
- Students need opportunities to explore, verbalize, question, think, create, and discover their own answers;
- Students are explicitly taught strategies for life-long learning, including independence, personal responsibility, and goal setting;
- It is important to have the opportunity to both succeed and fail, take risks, and learn from mistakes;
- Students need opportunities to learn using all modalities;
- Allowing students to make meaningful choices within a curricular context engenders ownership of learning;
- Our teachers are professionals who write their own curriculum and are supported in their professional growth;
- Observation, assessment, and reflection are used to guide future instruction;
- We mindfully examine our biases, seek to understand different perspectives, and are empowered to advocate for ourselves and others;
- We honor each individual, with their unique identities and experiences, for who they are and what they offer, and value our diversity as essential to a successful learning community.

Modern cognitive research has found that students learn best when they are given the opportunity to actively incorporate what they are studying into their own experiences, concepts, and understanding of how the world works. In a thinking curriculum, skills are best acquired in the context of meaningful learning experiences that build on a child's identity and interests. Having a hands-on, student-centered, and experiential curriculum provides for a greater depth of understanding in a wide range of knowledge areas. Our program goals are aimed at teaching the whole child and utilizing strategies that are student-centered and develop our student's academic, as well as social-emotional core. Our students become self-motivated, life-long learners because our curriculum supports a personal connection to what is being learned, inspiring them to love learning.

Bibliography

Dewey, John. 1916. *Democracy and Education: An Introduction to the Philosophy of Education*. Accessed March 2, 2026.

https://www.johndeweyphilosophy.com/books/democracy_and_education/Thinking_in_Education.html.

Durlak, Joseph A et al. "The impact of enhancing students' social and emotional learning: a meta-analysis of school-based universal interventions." *Child Development* vol. 82, no.1 (2011): 405-32. doi:10.1111/j.1467-8624.2010.01564.x

Dweck, Carol S. *Mindset: The New Psychology of Success*. Updated ed. New York: Ballantine Books, 2016.

Muhammad, Gholdy. *Cultivating Genius : An Equity Framework for Culturally and Historically Responsive Literacy*. New York, NY: Scholastic Inc., 2020).

Muhammad, Gholdy. *Unearthing Joy: A Guide to Culturally and Historically Responsive Teaching and Learning*. New York: Scholastic Inc., 2023.

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).)

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2026)											
GOAL #1											
<p><i>Open School is committed to Academic Excellence for all of our students.</i></p>	<p>Related State Priorities:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;"><input type="checkbox"/> 1</td> <td style="padding: 2px;"><input checked="" type="checkbox"/> 4</td> </tr> <tr> <td style="padding: 2px;"><input checked="" type="checkbox"/> 7</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;"><input checked="" type="checkbox"/> 2</td> <td style="padding: 2px;"><input type="checkbox"/> 5</td> </tr> <tr> <td style="padding: 2px;"><input checked="" type="checkbox"/> 8</td> <td style="padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> 3</td> <td style="padding: 2px;"><input type="checkbox"/> 6</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"> • <i>Review the administration and delivery of the core standards-based educational programs/services as well as school operations.</i> • <i>Implement a highly differentiated academic program with intervention and enrichment opportunities (push-in/pull-out models) to improve achievement in the areas of English Language Arts and Mathematics for all students, including Emergent Bilingual Students, Socio-economically Disadvantaged Students, and Students with Disabilities.</i> • <i>Provide training opportunities to explore current research-based professional development in order to integrate effective teaching strategies and innovative curricular components.</i> 											

Expected Annual Measurable Outcomes

Outcome #1:

Open School will annually increase the number of students who Meet or Exceed DFS in English Language Arts.

Metric/Method for Measuring:

On the Smarter Balanced Assessment, percentage of students whose Distance from Standard (DFS) score Meets or Exceeds in English Language Arts

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
				<small>(Not applicable if categorized as Low Performing)</small>	<small>(Not applicable if categorized as Low Performing)</small>	<small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	72%	74%	76%	78%	80%	82%
English Learners Students	*	*	*	*	*	*
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	50%	54%	56%	58%	60%	62%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	46%	48%	50%	54%	56%	58%
African American Students	65%	67%	69%	71%	73%	75%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	92%	93%	94%	95%	96%	97%
Filipino Students	*	*	*	*	*	*
Latino Students	63%	65%	67%	69%	71%	73%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	70%	72%	74%	76%	78%	89%
White Students	88%	89%	90%	91%	92%	93%

Outcome #2:

Open School will annually increase the number of students who Meet or Exceed DFS in Mathematics.

Metric/Method for Measuring:

On the Smarter Balanced Assessment, percentage of students whose Distance from Standard (DFS) score Meets or Exceeds in 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)	64%	66%	68%	70%	72%	74%
English Learners Students	*	*	*	*	*	*
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	40%	44%	46%	50%	52%	56%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	45%	49%	51%	53%	55%	57%
African American Students	48%	52%	54%	56%	58%	60%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	*	*	*	*	*	*
Latino Students	57%	59%	61%	63%	65%	67%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	56%	58%	60%	62%	64%	66%
White Students	81%	83%	84%	85%	86%	87%

Outcome #3:

Open School will annually increase the number of students who Meet or Exceed Benchmark in Science.

Metric/Method for Measuring:

On the California Science Test, percentage of students who *Meet or Exceed Benchmark*.

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)	74%	75%	76%	77%	78%	79%
English Learners Students	*	*	*	*	*	*
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*

Students with Disabilities	*	*	*	*	*	*
African American Students	59%	61%	63%	65%	67%	69%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	*	*	*	*	*	*
Latino Students	73%	74%	75%	76%	77%	78%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	78%	79%	80%	81%	82%	83%

GOAL #2	
Open School is committed to Joy and Wellness for all students.	<p>Related State Priorities:</p> <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 type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
	<p>Local Priorities:</p> <input type="checkbox"/> : <input type="checkbox"/> :

- | Specific Annual Actions to Achieve Goal |
|---|
| <ul style="list-style-type: none"> • Implementation of a Climate Advocate whose duties align with the Joy and Wellness of everyone on campus. • Implementation of a PSA counselor and School Psychologist to focus on the mental health of our students. • Family Engagement events focused on academic achievement and positive school culture. |

Expected Annual Measurable Outcomes

Outcome #1:
Open School will decrease our chronic absenteeism over the course of five school years.

Metric/Method for Measuring:
Open School will use attendance data to monitor the percentage of students who are chronically absent.

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)	12%	12%	11%	11%	10%	10%

English Learners Students	*	*	*	*	*	*
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	27%	26%	25%	24%	23%	22%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	15%	15%	14%	14%	13%	13%
African American Students	10%	10%	9%	9%	9%	9%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	11%	11%	10%	10%	9%	9%
Filipino Students	*	*	*	*	*	*
Latino Students	14%	14%	13%	13%	12%	12%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	6%	6%	5%	5%	5%	5%
White Students	13%	13%	12%	12%	11%	11%

Outcome #2:

Open School will increase students attending school 96% of the time or more.

Metric/Method for Measuring:

Percentage of students Proficient/Advanced in school attendance (96% or higher - attending 7 days or less)

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)	56%	56%	57%	57%	58%	58%
English Learners Students	*	*	*	*	*	*
Long-term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	33%	34%	35%	36%	37%	38%
Foster Youth Students	*	*	*	*	*	*
Homeless Youth Students	*	*	*	*	*	*
Students with Disabilities	59%	59%	60%	60%	60%	60%
African American Students	59%	59%	60%	60%	60%	60%

American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	77%	77%	78%	78%	78%	78%
Filipino Students	*	*	*	*	*	*
Latino Students	50%	50%	51%	51%	52%	52%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	56%	56%	57%	57%	58%	58%
White Students	58%	58%	59%	59%	59%	59%

Outcome #3:

Open School will maintain our commitment to students being in school, by limiting suspensions.

Metric/Method for Measuring:

Open School will use suspension data to monitor the percentage of students suspended.

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)	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	0%	0%	0%	0%	0%	0%
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%

GOAL #3

Open School is committed to Engagement and Collaboration.	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
Local Priorities:	
<input type="checkbox"/> : <input type="checkbox"/> :	

Specific Annual Actions to Achieve Goal

Working closely with families and community partners to develop and empower students to reach their full potential. Open School leverages resources and programs within the larger community to provide services that support the whole child.

Expected Annual Measurable Outcomes

Outcome #1:
Open School will increase our collaboration and engagement with our students in school wide decisions.

Metric/Method for Measuring:
On the School Experience Survey students reported, "I have a voice in decision making at this school."

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	71%	73%	75%	77%	78%	80%

Outcome #2:
Open School will maintain the number of students completing the School Experience Survey.

Metric/Method for Measuring:
Open School will track the number of students participating in the 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	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #3:

Open School will annually increase the number of parents completing the Open School's Program Evaluation Survey.

Metric/Method for Measuring:

Number of parents completing the Open School's Program Evaluation Survey.

APPLICABLE	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>
Parents (Guardians)	50%	55%	57%	59%	61%	63%

GOAL #4

Operational Effectiveness and Investing in Staff	Related State Priorities:
	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities:
	<input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal

Utilize the following general fund staffing and resources, as allocated by the District and based on enrollment and/or other factors, for purposes of maintaining and operating the school facilities:

- *Plant Manager*
- *Buildings and Grounds Worker*
- *Recruit and maintain highly effective teachers*

Expected Annual Measurable Outcomes

Outcome #1:

Open School will maintain the percentage of teachers who are appropriately credentialed for the students they are assigned to teach.

Metric/Method for Measuring:

Percentage of teachers who are appropriately credentialed for the student they are assigned to teach

APPLICABLE	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term

	(Based on most recent data available)			(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)
All Teachers	100%	100%	100%	100%	100%	100%

Outcome #2:

Open School will obtain the percentage of 25% of teachers completing the Educator Development and Support for Teachers (EDST).

Metric/Method for Measuring:

Percentage of teachers completing the Educator Development and Support for Teachers (EDST) .

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 On- Roster Teachers	37.5%	25%	25%	25%	25%	25%

Outcome #3:

Open School will continue to provide staff with the materials needed to do their jobs effectively.

Metric/Method for Measuring:

Staff responding to the School Experience Survey question, “I have the materials I need to do my job well.”

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 Staff	96%	96%	97%	97%	98%	98%

INSTRUCTIONAL DESIGN

Innovative Components and Key Features

Experiential learning in a humanistic environment is created at the Open School by offering a standards-aligned curriculum that is project-based. It is carried out in an open-structured, interactive environment designed to promote multi-sensory, multi-modal approaches to learning. The instructional program supports the children's ability to act independently and to assume responsibility for their learning, behavior, and the materials they use. The curricular structure encourages students to inquire, investigate, explore, problem-solve, construct, and create. For us, learning is not simply reading a textbook and answering the questions at the end of the chapter. Learning is doing, seeing, questioning, listening, reading, writing, experimenting, analyzing, relating, and most of all applying knowledge in ways that enrich our children's lives. Throughout the learning process we encourage and expect them to assume responsibility for themselves and their environment.

One of the fundamental means through which Open School implements its constructivist approach is through "cluster" teaching. A cluster consists of a multiage grouping of students that is team-taught by two teachers in an open-structured environment made from two connected, open-concept classrooms. Working together, each team of teachers creates their own cluster's curriculum, weaving together experiences, subjects, and projects that reflect their cluster's theme. This trans-disciplinary curriculum connects subject areas to central concepts or key ideas. Skills, activities, and projects are linked through higher order processes used to construct meaning, solve problems, and discover relationships. Our thematic approach, which is not textbook-based, puts the teacher in charge of the curriculum and its materials, and allows students' interests and identities to help frame and guide lessons and activities so that students connect their knowledge and understanding at a deeper level.

As each cluster is multiage, students have the opportunity to loop in their clusters. Looping is an educational model where students and teachers spend two consecutive school years together utilizing a planned two-year curriculum. For example, a first grader in a 1-2 cluster could loop as a second grader. Looping allows the teachers to start the year already familiar with the student, creating a clear academic and personal growth path, and building upon their existing relationships. The students are already familiar with the flow, routine, and expectations of their classroom, and are ready to assume their role as leaders in the classroom. Our goal is to have every student loop at least once while they are in Open School.

Teachers in this type of learning environment have a multitude of roles. Before learning begins, they spend a great deal of time creating the structure that enfolds and supports not just the projects, but also the climate and culture of the classroom. Teachers must create a theme, a "big idea," that will link together what is to be learned, and that will provide engaging and meaningful reasons for the learning to take place. Assignments and projects are then designed to both fit within the theme and support California's Common Core standards. These experiences further the students' acquisition of skills and concepts, as well as deepen their understanding of the theme that ties them together. The focus is not simply on learning about something, but also questioning it, thinking about it, and using what has been learned in a meaningful way. Such a curricular approach not only

conveys information but, perhaps even more importantly, sparks a love of learning and a problem-solving, ever-adapting approach to the world.

As students are actively involved in their own learning, the process is inherently individualized. While every student is held accountable for mastery of the academic standards, the way in which these standards are achieved may vary from student to student. Teachers scaffold and support learning where necessary so that each student achieves her/his highest possible degree of success. Our Resource and Gifted and Talented Education programs (GATE) are integrated into the classroom environment with the support of our Resource Specialist and GATE Coordinator.

Learning at the Open School takes place through a variety of organizational patterns: teacher-facilitated, small group lessons, students' independent activities, whole class instruction, small cooperative group activities, and one-to-one instruction. Since we believe that learning happens everywhere and from everyone, our groupings are flexible and designed to accommodate the goals and needs of the activity. In most circumstances, our groups are heterogeneous in nature so that a broad variety of perspectives, learning styles, and experiences are represented. If a teacher is working on a specific skill, however, groups might be organized around the degree of mastery of that skill. Students who are conducting research on a given topic might organize themselves into groups based on who is interested in a specific area of that topic.

Curricular Design: Cluster Configuration and Thematic Instruction

Green Cluster: K - 1

Christine Nagatsuka and Julienne Buendia

The Green Cluster theme is: "Who Am I? Discovering Myself And My World." The curriculum focuses on self-discovery and how we are connected to the world around us.

Throughout the year the children learn about themselves, their families, and different communities. They begin to express themselves in writing, through personal narratives, journaling and poetry. Student writing corresponds with authentic experiences they've had with their families, at school, and in new environments.

Later we take a deeper look into their families, their culture, and other cultures of the world community. They create unique self-portraits backed by lessons about the history of skin color and their ancestors. The children write "I Am" poems that highlight the uniqueness of each child. They share gratitude in a handwritten letter to each of the many caregivers that have cared and uplifted each of them.

Learning about the environment is another way the children learn about the world around them. We learn about life cycles by studying silkworms or butterflies from eggs through adults, and keep scientific journals on this process. We also learn about various plants and how they are affected by the changes in the environment and community.

As children develop beginning reading skills, math awareness, and problem solving skills, they also develop as learners and friends. We start the day with "Calendar." It is a time to gather together

and get ready for the school day. Some of the skills they are exposed to include learning the days of the week, ordinal numbers, patterns, the number line, the concept of odd and even, place value, counting by tens, fives, ones, and palindromes. Children learn to develop listening and math skills through calendar activities.

We have implemented a Cognitively Guided Instruction (CGI) approach to math. With this approach, the teachers facilitate discussions around the children's ideas and simultaneously support the building of mathematical concepts. This may come from an open-ended strategy called notice and wonder where the children are asked to talk about a particular image or math concept which allows for children to have an opportunity to access and share their ideas at any level. We use the CGI approach when the children count various collections of objects, or when helping to solve a math problem using an authentic, relatable experience. The CGI approach to math is foundational in fostering a collaborative and constructivist experience for our children.

Shopping Day is an example of a constructivist project that we have created with the help of our students. We culminate all of our math learning from the year by creating a shopping mall in our room, complete with stores, student-designed store fronts, actual inventory, and parent shopkeepers. The children shop throughout our Green Cluster Mall with real money. They make the transactions and have to make change from the coins that they are given.

Green Cluster emphasizes group cooperation and individual responsibility towards the community. Our activity-based program has many options from which children have choice, encouraging them to become independent, life-long learners. Our emphasis is on early literacy, critical thinking and problem solving skills. We use a variety of approaches to guide and inspire children to develop a love of learning.

Red Cluster: 1-2

Ariel Roth and Josephine Mesri

Red Cluster's theme is "Seasons of Change: How Community and Nature Grow Together."

At the beginning of each school year, we invite students to explore and celebrate identity. Using diverse literature, identity mapping, and family interviews, students learn about and share what makes each of us unique.

In Reader's Workshop, we intentionally weave together the themes of community, culture, and identity to help students see themselves and others reflected in the texts we explore. Through diverse read-alouds, guided discussions, and choice-based reading, students make meaningful connections between literature and their own experiences.

For science, Red Cluster observes their local environment and learns about the interconnectedness that allows nature to thrive. Students observe the plants and animals in our own school environment and conduct research within interest-based groups. In Writer's Workshop, students publish a hard-bound book to share their knowledge with the larger community.

Social Studies is a year-long celebration of heritage, beginning with Hispanic Heritage month, Black History Month, and the holidays and cultural traditions of all of our students. Family engagement is one of our top priorities during these celebrations. Families are invited and encouraged to come in and share in a way that feels personal and meaningful to them.

In math, our theme plays out through the use of identity-based word problems and literature which highlights the achievement of mathematicians of different backgrounds. We also draw inspiration for math discussions and activities from seasons and holidays that take place throughout the year.

Our literature-rich and child-centered environment challenges and encourages students to grow as learners, friends, and citizens of Open School and the world.

Silver Cluster: 1-2

Tina Wada and Kim Min

Silver Cluster's theme is "From Creatures to Calendar: Discovering Patterns and Cycles in the World Around Us." We spend the year examining the various cycles and patterns that take place in the world around us. We study nature year-round by observing and discussing the plants and animals in our school gardens and our community. We observe our environment so that the children begin to notice the subtle and obvious changes that occur throughout the year. Children learn about animal and plant life, and the cycles in which they naturally undergo. We take a very detailed look at the birds, mammals, insects, vertebrates, rodents, and the occasional reptile that share the wonderful Open School campus with us. Children then share their knowledge and expertise through the creation of a classroom-authored Open School Field Guide, as well as a student-authored digital field guide. Through this guide, the children's natural curiosity guides the formulation of questions, which are then researched and published by the students. The field guide serves as a culminating project, as well as an assessment tool, as the students use the research process and on-site observation to answer the student generated questions. Students also write a field guide play and present this to the community.

We teach a diverse population of students coming from many communities in Los Angeles, so students identify how they are the "same, same but different" from their peers. Students explore their own culture and learn about their classmates' cultures. Using the traditional calendar, we explore traditions from various cultures. For example, National Hispanic Heritage Month is annually celebrated from September 15th to October 15th. We learn about a Mexican holiday called The Day of the Dead which is celebrated November 1st and 2nd. It is a holiday of joyful celebration. Students explore the lives of people who made a difference and celebrate their achievements. This is a project based, student-driven project, that encompasses all subject areas; History (students choose a hero to focus on who made a difference), math (through symmetry of masks, making their own sugar skulls, and creating origami Monarch butterflies), science (migration patterns and life cycle of the Monarch butterfly), and language arts (reading about their heroes and using Thinking Maps to organize writing).

In addition, we develop cooking projects with the children to provide a rich cross-curricular experience. The cooking projects revolve around the various holidays that are celebrated in our classroom. For example, the students have the opportunity to make latkes. They read stories about

Hanukkah and why this holiday is part of the Jewish culture, which helps to build cultural awareness. Through this project, the children interact with mathematical concepts in real world ways from cutting the potatoes into halves, quarters, and thirds, to measuring out cups of flour and teaspoons of salt. The shared experience is drawn upon when the students engage in procedural writing about how to make latkes. The adjectives that are generated from the use of their senses, from the touch of the squishy shredded potatoes when they squeeze the liquid out, to the smells of the savory potatoes, to the delicious taste of the crunchy latkes, inform their writing. All food handling, preparation, and consumption are compliant with all LAUSD policies and procedures.

In Silver Cluster we emphasize the importance of community. We discuss various concepts that connect to our school-created Roots of Respect curriculum. We have discussed themes revolving around gratitude, perseverance, courage, and citizenship, to name a few. Our students hone their speaking and listening skills while learning to take turns and treat one another's ideas with respect and kindness. This creates a wonderful learning environment where students learn who they are and appreciate the diversity that surrounds them.

Indigo Cluster: 2-3

Chanel King and Erica Waring

Indigo Cluster's theme is "Wonder and Exploration". When our students have the freedom to explore, they have the opportunity to experience wonder and awe as critical thinkers. Using Project-Based Learning, students discover new ways to interact and problem solve by exploring the past, the present, and the future. Indigo's thematic curriculum is developed around student interests and wonderings. Indigo students also learn about diverse leaders who make a difference, their contributions, and their impact on the world.

Our Space Year (Year A) invites students to blast off on a magical, curiosity-filled journey through an inquiry-driven exploration of space, from our own solar system to the farthest reaches of the universe. Through hands-on investigations and student-led questioning, learners will dive into astronomy, planetary science, rocket and spacecraft design, and the study of galaxies and cosmic phenomena. This year-long theme nurtures curiosity, critical thinking, and confidence. It will spark imagination, and help students see themselves as brave scientists and creative problem-solvers. It's a joyful, wonder-filled celebration of learning, perfect for every child who loves to dream big!

During our alternate **Wings and Wonder Year (Year B)**, children will explore the science and creativity behind human flight. Through engaging, hands-on learning experiences, students discover how aircrafts are designed, how forces like lift and thrust help things fly, and how engineers and explorers have pushed the boundaries of what's possible. This theme nurtures curiosity, problem-solving, and a sense of wonder as students learn how imagination and scientific thinking come together to take us skyward.

Student creativity and ingenuity is an essential part of the Indigo Cluster experience. During "Engineering Wednesdays" in Indigo Cluster, the Engineering Design Process begins with a wondering. It involves asking a question or defining the problem, brainstorming solutions, and then accessing and using information as well as acquired knowledge to develop a solution. Students

create, build, and test their solutions and are not afraid to fail. They work, often cooperatively, to revise approaches and try again to improve their outcome.

In English Language Arts (ELA), the Indigo Cluster students dive into a variety of engaging texts. They read both fiction and nonfiction stories featuring diverse, interesting characters, settings, and real-world topics. Students will engage with both literary and informational texts. The curriculum is standards-based, allowing for academic growth and personal challenge. Through writing activities, students will create their own imaginative narratives, persuasive and opinion pieces on meaningful issues, and research reports on topics of their choice. Discussions and projects will help students strengthen their reading comprehension, critical thinking, cultural competence, and communication skills.

In Math, the Indigo Cluster students will apply their critical thinking skills to engaging, theme-based concepts aligned with the Common Core Standards. Students will explore measurement by calculating various distances, sizes, and patterns. They will use multiplication, division, and place value to solve real-world problems connected to the theme. Students will also collect and interpret data on selected topics, creating graphs and charts to show their findings. Through hands-on activities and problem-solving challenges, students will strengthen their math skills while making meaningful connections to their overall unit of study, adhering to the standard of making sense of problems and persevering in solving them.

Imagine the possibilities when a child is allowed to explore and construct knowledge through their experiences and interests. We provide a hands-on, project-based, thematic experience that allows children to touch, hold, and move to construct foundational knowledge. Technology and the arts are fully integrated daily and embedded throughout projects.

Orange Cluster: 2-3

Anne Granick and Tracey Maye

“When I see you through my eyes, I think that we are different.

When I see you through my heart, I know we are the same.” —Doe Zantamata

In alternating years, Orange Cluster’s theme is Discovering Diversity and Innovation.

In Discovering Diversity, our yearlong curriculum is developed around the unifying concepts of cultural diversity and human similarities. These themes will tie together and thread through most of our units of study.

In cooperative groups, children will become cultural anthropologists and museum curators researching diverse ethnic backgrounds. Small teams of students will focus on a specific ethnic group that makes up Los Angeles and the United States. These groups will study the experiences of either: Chinese Americans, African Americans, Irish Americans, Korean Americans, Mexican Americans, Native Americans, or Jewish Americans. The class will read, research, and learn about several aspects of that culture. They will create projects to share what they have discovered about their cultural group. The students will also create projects based on several class discussions throughout the year about the society we live in -- the United States of America -- and how it is formed by all of the cultural groups they are studying.

The year culminates in a Grand Opening of the Orange Cluster Museum. The students become docents and discuss their projects and knowledge with visitors from the school, the students' families, and the community at large. Through educating one another about the various cultures, they will help to build an atmosphere free of misunderstanding and discrimination. They will also create an appreciation for the differences and similarities between the various cultures and a respect for the multicultural community we live in.

In math, Number Sense Routines provide a starting point to develop the students' flexibility with numbers. Counting Collections, Cognitively Guided Instructional word problems, and Jo Boaler's low floor, high ceiling challenges will strengthen their problem solving skills and reasoning abilities. They also play math games that teach them negotiating, taking turns, strategy, logic, and perseverance. Children enjoy playing and math games provide a natural motivation to learn.

In science, we study the Physics of Toys through the topics of gravity, balance, spinning, rolling, magnetism, and air resistance. At the end of the unit, the students use recycled materials to build toys that demonstrate at least one of these principles of physics. We also study the Properties of Matter through hands-on experiments and investigations. Students learn how to make glue using everyday materials. Through research, repeated testing, and scientific observation, students work in heterogeneous groups to develop a glue which meets specific criteria that can be used for future class projects.

Our language arts program is well balanced. We provide the students with many opportunities to grow as readers and writers through Reader's Workshop, Writer's Workshop, word study, poetry, spelling, and various literature read alouds with diverse characters and by diverse authors. In Orange Cluster, we provide special projects like photography, visual arts, and multi-media presentations to provide students with diverse experiences to showcase their varied talents.

Our alternate year's focus is Innovation. While the focus of the year is different, the structure is similar. Students learn about a diverse group of inventors and their contributions to society. They also study the engineering process and how this supports the development of new innovations. Our year culminates in an Invention Convention highlighting all the students' innovative work throughout the year.

"In diversity, there is beauty and there is strength." –Maya Angelou

"Every person is born with a creative mind. Everyone has that ability."

–Mary Kenner, inventor who holds the record for the most U.S. patents awarded to a Black woman

Yellow Cluster: 3-4

Denise Benjamin and Erica Terry

Yellow Cluster's design-based theme is "We All Create: Designing Structures Helps Us Make Sense of Our World." The idea of building things as a way of developing skills and concepts runs throughout our curriculum, with the ultimate goal being planning, designing, building, and presenting a small-scale city of the future on a three-dimensional model that sits in our classroom.

Cooperative learning groups known as neighborhood teams each design and build one fourth of the model city. Our classroom management structure also reflects the city structure, as each child completes job applications, collects references, and is hired as a city commissioner (e.g. Human Resources, Building and Safety) and thus becomes an advisor in one aspect of city planning. Employees are paid for their classroom jobs in Yellow Cluster currency. They also earn bonuses, pay rent monthly for their land parcel, and are charged fines for breaking the student-designed rules. Elections are held three times a year for students who nominate themselves to hold leadership positions as mayor, assistant mayor, city clerk and city attorney.

The curriculum is culturally and personally relevant, as well as connected to the building of the city. Grade level standards, student identities, and personal and shared experiences are incorporated into hands-on, city-related projects. Our science and social studies foci, as well as our projects, alternate each year so that students who loop are learning about different topics. Themes or ideas often come from, or are connected to, our daily read aloud or current events. One recent project connected the founding of Los Angeles to our students' families' experiences in our city. After reading El Pueblo, which tells the story of the pobladores' journey to our area and the beginnings of the city, we went on a field trip to the area where the city was founded and visited Barbara Carrasco's mural, "LA History: A Mexican Perspective" at the Natural History Museum. Then, after a presentation from a muralist, students created their own versions of the Carrasco mural that shared the story of the founding of Los Angeles and wrote paragraphs explaining the story of our city. After interviewing family members about their family's journeys to and experiences in Los Angeles, students then created a mural that shared their own family's Los Angeles history and wrote an artist's statement explaining their process and inspiration. Math was connected as they calculated the distance the pobladores traveled in various units. The murals and writing were shared at our city presentation at the end of the year.

The building of the city also informs the curriculum. Grade level standards are incorporated into hands-on city-related projects. For example, as students study aspects of California history, they might plan exhibits for a California History Museum that will be built in the city. Science informs our building as we study such things as energy and motion and electricity so that we can plan energy sources and transportation in the city. Reading and research inform planning and decision making. Students write in a variety of genres, from informative paragraphs to persuasive pieces to narratives set in the city. Technology is used in a variety of ways to inform and extend classroom learning and projects. Instructional units, discussions, field trips, speakers, readings, current events, and family conversations form shared experiences, which, scaffolded by curriculum and skills, provide and frame a memorable project-centered experience.

Blue Cluster: 4-5

Lillian Alba and Stacy Barnhisel

The students in Blue Cluster learn the importance of being part of a community and responsibility to each other. Using the theme "Patterns of Change", we describe, analyze and find patterns in what we see happening in the world around us. We look for these patterns in the literature we read and the historical concepts that we study. We learn to understand the patterns we find there so that we can make sense and connections from the past in order to predict future patterns.

Blue Cluster stresses independence, work quality, and time management skills as students study our environment and our state's and country's history through simulations. Our curriculum encourages children to make appropriate choices, both academically and interpersonally. Students participate in whole group, small group, interest group, and cooperative group lessons. They learn to lead each other in a variety of settings and for a variety of purposes. They show leadership by taking ownership in a shared responsibility classroom. Through real world simulations students develop problem solving skills and conflict resolution.

They learn to analyze, infer, and make judgments as they write from a character's perspective that they have studied in literature. Students learn to look at the world like a poet rather than a scientist in our Writer's Workshop, where we teach our students to show and not tell in their writing. They learn to write from the heart rather than writing a grocery list of ideas.

Through Investigations, students learn the many possibilities to problem solving in scientific situations and mathematical ones. While exploring scientific topics in Life, Physical, and Earth Science, students use the scientific process skills of asking questions, making observations, gathering information, representing data, and drawing scientific conclusions based on their observations.

To illustrate this, students participate in an integrated thematic inquiry as part of a unit on survival. We use literature like Ninth Ward by Jewel Parker Rhodes. We investigate the question: How do hurricanes impact communities? Students find evidence in the fiction book, study science concepts related to hurricanes, create levees, and test them using engineering and design principles. Additionally, students study the communities of New Orleans where the story is set. They create New Orleans Parade Floats where they extend their knowledge by researching a question they have related to earlier study such as, "What was the influence of Jazz on New Orleans?" In groups, students research their question and write a research paper with the input of each group member. This new knowledge is then incorporated into the design of their float that is showcased in a culminating parade celebration with families.

Students in Blue Cluster participate in an additional music program in which they work weekly on learning how to use percussion instruments and compose original pieces that are performed as part of a final production. Students learn self-management, teamwork, and how to express their creativity in their small and large group ensembles. Their work culminates with a rousing performance filled with heart-thumping, foot-stomping, student-created musical pieces.

Purple Cluster: 4-5

Imani Blackwell and Richard Kane

Purple Cluster's thematic curriculum is anchored in the overarching question, "What is Advocacy?" This unifying focus is intentionally integrated across all content areas and supports students in understanding their role as informed, responsible members of their school, community, and the state of California. Students investigate and analyze collaboratively to discover real world problems and create real world solutions through authentic learning experiences such as tracking recycling projects and campus improvement initiatives. Students learn how informed advocacy leads to meaningful and sustainable change for topics that are important to them.

Our curriculum emphasizes the development of critical thinking, problem-solving, and civic responsibility. Students examine the human capacity to influence culture, impact the environment, and plan effective solutions to real-world challenges. While all subject areas are fully integrated, particular emphasis is placed on science, reading, and critical thinking, aligned with grade-level expectations and inquiry-based instructional approaches.

Students develop and demonstrate advocacy skills through structured opportunities for research, writing, oral communication, and public presentation. They engage in letter writing, speeches, presentations, and exhibitions of learning, while also studying historical and contemporary advocates to understand how informed action has shaped communities and institutions over time. Time and space is given for students to explore current events and people advocating for change to fuel their own passions and motivation.

Culminating projects vary by year and provide students with opportunities to apply academic skills in authentic contexts. Students are provided voice and choice to design and create their interdisciplinary culminating project. In one year, students assume the role of investigators and journalists, engaging in close reading, narrative writing, and inquiry-based science investigations. This work culminates in a Science Symposium, during which each student presents an original research project. In addition, students engage in interdisciplinary work in multiple content areas and create an end of the year play that showcases the literary texts students have analyzed, real world topics they have explored, and advocates and community heroes they have learned about. In an alternate year, students function as engineers and explorers, applying the engineering design process to identify problems, develop solutions, and evaluate outcomes. This year culminates in an Invention Convention, where students present original designs intended to address specific needs. Students also complete a research-based written study of an inventor, further strengthening informational reading and writing skills.

Across both years, environmental literacy serves as a central organizing theme, with particular attention to the role of water in human society. A working river model in the classroom provides ongoing opportunities for applied learning in science and social studies. Historical study alternates between California history and early American history. During our exploration of California history, students focus on the Los Angeles River through field studies, historical analysis, and applied design work supported by partnerships with the Friends of the Los Angeles River (FOLAR). During our American history year, students study the Missouri River and its significance within the Lewis and Clark Expedition.

Unique Features of the Open School Academic Program

The Open School has developed a comprehensive academic program that provides students with the skills they need as well as the scaffolding to incorporate them into their knowledge base. The next section details specific attributes that have contributed to the Open School's academic achievement. These have helped us to bridge the opportunity gap between students who underachieve and those who succeed.

Social Emotional Learning

We are committed to being a Community of Respect. Our students know from the start of school that our motto, “Respect yourself, respect others, and respect the environment,” will guide their behavior inside and outside the classroom.

At Open School, we have created a spirit of community that permeates everything we do, as demonstrated by the respect, caring, and commitment with which students treat each other. We emphasize the importance of our ability to live and work together, to accept and celebrate our differences, and to arrive at mutually satisfactory solutions to common problems.

Both school wide and in the classroom, students help establish the codes of acceptable behavior and are instrumental in fulfilling our school-wide goal of reducing incidents of name calling, teasing, bullying, and social exclusion. We have created a Solver Squad of upper grade students who volunteer their time at recess and lunch to help students talk through conflicts and support peaceful solutions.

We recognize the importance of teaching, not just cognitive skills, but also social emotional learning. As such, after much research, investigation, and discussion, we created our Roots of Respect program. This curriculum provides a literature-based framework for our teachers to create curricular experiences that increase and develop our students’ self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

There are ten words that are the foundation of our Roots of Respect curriculum: courage, leadership, empathy, integrity, optimism, gratitude, perseverance, responsibility, cooperation, and communication. Each year we focus on 5 of those words for 6-8 weeks each and embed a variety of experiences into the classroom and school environment. Students are immersed in learning about, identifying, and practicing the values and behaviors that correlate with that trait. Topics are introduced through discussion and related children’s literature, both fiction and non-fiction, and teachers create activities to engage the students in thinking about and practicing the behaviors represented by each word. As we move through the year, we strive to have our students see the connection between these traits and the ways in which we can respect ourselves, each other, and the environment.

Personal growth is also emphasized. Self-reflection and goal setting is established at the beginning of the year to help monitor progress. Students regularly evaluate their growth and participate in student-led parent/teacher/student conferences twice a year where they discuss personal responsibility, work habits, and contributions to the classroom community, review academic progress, and set goals.

Everything that happens at school sends a message to students about what we value and truly believe is important. Students culminate from Open School with the experience of having been a part of something greater than themselves. They realize the strength that lies in working together respectfully toward a common goal. Our school is a place where students make connections to one another, and come away informed, involved, empathetic, and compassionate. As reinforced every week at assemblies, “We are committed to being a community of respect.” Every Open School student, teacher, and staff member truly takes these words to heart.

Technology

In 1986, Open School's creativity and innovative ideas captured the attention of Apple Computer when the company chose the Open School as the home for its renowned "Vivarium" program, a comprehensive research project designed to explore ways of using technology to enhance the learning process. To facilitate the program, Apple donated nearly two hundred computers. Working together with the team from Apple, the school opted to integrate the computers into the classrooms rather than setting up separate computer labs. During the seven years of Apple's involvement at the Open School, computers became integrated into the curriculum as fully as books, pencils, and paper.

Although the Vivarium project was phased out in the early 1990's, the use of technology as a curricular tool continues to flourish at Open School. Students use technology for everything from journaling and story publishing to creating a variety of multimedia presentations and coding and game creation. Our technology plan emphasizes technology as a tool to be used by all students on a regular basis to support, amplify, and clarify the curriculum. Our Technology Team and our Technology Consultant work together to regularly coach our staff, support our infrastructure, and provide ongoing staff development.

While the District has provided an iPad for each student, we have classroom laptops that are used for projects that align better with what can be done with a laptop. We also have a variety of tools that are used for our students to learn about coding and robotics. We take advantage of tools that can be used to support all learners such as text-to-speech and speech-to-text. Teachers use a wide variety of technology tools to create materials used in lessons and share resources with each other and with families. We have also partnered with LAUSD's Information Technology Services to participate in their iDream initiative. Our goal is to provide cutting-edge technological opportunities for our students.

The three fundamental philosophical principles for using technology at the Open Charter School are:

- Technology is used primarily as a knowledge and creativity medium rather than an instructional delivery system;
- Technology is used to create mental bridges between hands-on knowledge and symbolic knowledge; and,
- Technology is driven by curricular needs and classroom use. Technology serves as an amplifying medium for the concepts brought forth from the curriculum.

Technology itself is not viewed as a "magic wand" that will solve all educational problems. It will not make every child a reader or enable all children to be mathematicians. But it can excite a child's imagination and open a host of experiences that can serve as hosts for meaningful skill application. If used properly in conjunction with a strong curriculum, a stimulating educational environment, and an active learning methodology, it can be a valuable tool.

Technology is fully integrated into our instructional program, as we view computers as a basic learning tool, much like a pencil or box of crayons, that gives both students and teachers valuable ways to explore, deepen, extend, and communicate skills and ideas. Students use computers and

iPads to gather and share information, as well as practice and develop a variety of academic skills. Teachers use technology to design many of their projects, assignments, and handouts. Technology projects go far beyond researching on the Internet and typing stories, as our students create things such as presentations, videos, animations, and games to enrich their learning experiences. We incorporate coding and robotics into the curriculum, designing opportunities and experiences that build from grade to grade.

Visual and Performing Arts

Open School views the arts as essential to the education of all students. Each of the arts disciplines (dance, music, drama, and the visual arts) encompasses a rich body of knowledge that enables students to understand their world in ways that support and enhance their learning in other subjects. Students learn in an in-depth way how to see what they look at, hear what they listen to, feel what they touch, and understand more clearly what they integrate into their own experiences.

Studying the arts helps all students exercise their cognitive reasoning and makes their experiences more joyful. Students' cognitive skills, such as language fluency and reading comprehension, are enhanced as they talk and write about works of art they have viewed, created, and performed. When students talk about works of art and performances, they engage in the process of analysis. When they discuss relationships between works of art, they synthesize perceptions and information about those works and their own experiences.

Of equal importance is how the arts help students gain insights into other cultures. Through the arts, students are able to discern their own lives and cultures more clearly. The arts help us to communicate with one another across language and cultural barriers.

In addition, integrating the arts and other core subjects strengthens the achievement of instructional goals. Building connections through the arts gives students opportunities to understand and discover relationships between and across the disciplines. Integration of the arts provides opportunities for thinking, feeling, and doing that enable students to perceive ideas or concepts through different lenses. By discovering and using authentic connections between subjects, students gain deeper understanding; they learn that various disciplines offer a different perspective on similar issues, ideas, concepts, or events from distinct perspectives and apply different methodologies to that analysis.

The three fundamental philosophical principles for arts education at the Open School are:

- The visual and performing arts have an intrinsic value and are indispensable in every student's education. They inspire self-confidence and help keep students interested in school;
- The arts assist students in learning other subjects and disciplines and can improve student performance in other subject areas. The arts engage a wide variety of students, especially those who make strong interpersonal connections through the arts; and,
- Through their exposure and knowledge of art forms, students can experience and enjoy the arts throughout their lives.

Our comprehensive arts education program has two components: (1) subject specific arts instruction in visual arts and music, and drama; and (2) instruction integrating arts within other core subjects. While we believe that the visual and performing arts need to be well integrated into the curriculum, we also believe that students need to be exposed to specialists skilled in the arts. Students need to understand the essential elements, knowledge, and skills of the arts disciplines. Our arts specialists offer students weekly instruction in the visual arts, music, and orchestra. We utilize Prop 28 money to bring specialists in dance, theater, and instrumental music to our students as well. There are also occasions when our art and music specialists collaborate to show how visual art and music can be interdependent.

Within the classrooms, arts experiences are embedded within the curriculum, connecting to classroom themes and other experiences. Each Cluster has at least one culminating experience that involves the students using the arts to present their project to their parents and other students. Our arts specialist supports many of these classroom presentations and guides our students through creating and sharing subject specific works.

The Learning Garden

The main goal of the garden program at the Open School is to deepen children's understanding of the natural world. Originally inspired by the Life Lab Curriculum developed in Santa Cruz, California, the garden program now takes its curriculum from a variety of outside sources and integrates the themes that take place in each individual cluster.

The Learning Garden program continues to be an integral part of the science curriculum at the Open School. Our garden — an outdoor lab that includes a pond, fruit trees, cactus garden, California wildflower garden, herb garden, vegetable beds, a rose garden, an insect and butterfly garden, animals, a greenhouse, tool shed, and worktables — has been, and continues to be, the center for students' hands-on instruction about how animals, plants, and environments are interconnected. Students design and carry out experiments, gather data about dynamic processes happening in the garden, and help the plants and animals thrive. As they grow and harvest food, connections are made to nutrition and healthy eating. Through this hands-on gardening experience, students strengthen their observation and classification skills and see natural patterns such as the food chain, the seasonal cycles of growth, watershed study, decomposition, and soil differences in their real-life context. Our Garden program makes science relevant and enjoyable. It reinforces concepts through deep experiences rather than through the rote learning of facts and supports a balanced curriculum in the Physical, Earth and Life Sciences.

In addition to the main garden area, we have planted areas throughout our campus. Our students are involved in the care and maintenance of all of these gardens. The purpose of the students maintaining the gardens is not just to take ownership and pride in the campus, but also that they may experience important teachable moments such as the life cycle of plants and the many living creatures that can be found amongst them. We have been working to enhance these learning areas, giving our teachers opportunities to create their own outdoor classroom environments.

Our garden specialists work with the cluster teachers to integrate garden science with other subjects. Students learn math by doing such activities as calculating germination rates, estimating seed

production, measuring garden beds, and mapping the natural ecosystems. Art is incorporated when the students create scientific botanical illustrations. Students learn about the cultural significance of plants in different time periods throughout history. Students keep garden journals that include record keeping of their experiments and reflections on their experiences in the garden.

Physical Education

The importance of a healthy mind and body is emphasized at the Open School. Our goal is for all students to improve their motor skills, understand good sportsmanship, and gain self-confidence and body awareness as they continue to grow and develop over time.

Our commitment to building a community of respect continues on the field and court. As students learn the rules of games, good sportsmanship is promoted and fair play is explicitly taught. They begin at an early age developing self-control and gross motor skills and then move toward contributing to a team working collaboratively. In every Cluster, we prepare our students to be physically fit according to grade level standards, which includes preparation for the California FitnessGram for our fifth graders.

With physical fitness comes proper nutrition. Eating the right foods can enhance your performance. Our students incorporate what they have learned from working in the Learning Garden to understanding how food affects the body. It is incredibly powerful and meaningful to plant a seed, watch it grow over time, and understand that the nutrients going into that plant will provide nourishment as a part of a balanced diet. As they have these learning experiences at Open School, it is our hope that students will continue making healthy choices and thrive.

Early Intervention and Enrichment

While we strongly believe that our thematic, integrated learning environment is conducive to meeting the needs of all students, we also understand that students have differing needs that must be addressed in varying ways. In order to support all of our students in achieving academic success, we individually identify and closely examine our students in order to design supports and interventions that best meet their needs.

We have a robust and very active Student Success and Progress Team (SSPT) that meets weekly. This team of teachers, school psychologist, resource specialist, principal, and parents acts as an “Open School Brain Trust” to delve into understanding each child that is presented and designing supports and accommodations to help each of them thrive.

As reading is a gateway skill to many aspects of academic success, we have focused many of our efforts on improving students’ reading skills and increasing the number of students who are proficient readers. Each teaching team chooses the assessments they feel best meet the needs of their classroom, though we all use the Columbia Teachers College reading assessment as one of our baselines. Some of the other assessments that we use are PAST/PASI, DIBELS, Zamorano, Basic Phonics Skills Test, sight word recognition tests, and phonemic awareness tests. These assessments, along with evidence from Reading Workshop conferences, teacher observations, anecdotal records, and teacher recommendations, along with state testing scores from the previous spring (in third through fifth grades), are used to identify students who need extra support and reading instruction. Teachers pinpoint students who are in need of intensive intervention to improve

their achievement. Instruction at each level is aimed at the specific needs of the child and is designed to strengthen those skills needed for increased independence in reading. We utilize both District-provided services, as well as classroom teachers, retired educators, and substitutes in our intervention program.

Our push in model for reading intervention supports our students' reading progress. Our early intervention program that serves kindergarten first and second grade students addresses the needs of many of our emerging readers right in their classroom settings. With a learning specialist, our students have the opportunity to get individualized instruction tailored to their specific needs. Groups of students from our primary grades meet with a learning specialist to practice letter names and sounds, blending of sounds to form words, recognition of common sight words, spelling of regular and irregular words, reading, fluency, comprehension, and vocabulary development. Children are reassessed midyear, and at the end of the year, as well as informally monitored throughout the year.

We also provide intensive, targeted intervention aimed at second through fifth grade students who are still having difficulty with blending and decoding regular and irregular letter patterns, spelling, vocabulary, reading accuracy, prefixes, suffixes, root words, specific spelling partners, and the chunking of longer words into syllables to promote the students' ability to read bigger words. Quick reads and purposeful re-readings are also used to increase reading fluency, especially with non-fiction text. This program is designed to prepare students for the increased demands of middle school and for the reading of academic texts.

This practice, along with our classroom teaching, allows us to address all aspects of supporting both developing and accomplished readers. Specific skills are targeted based on identified student needs and individual students receive the differentiated, focused support and encouragement they most need to improve their reading. Our growing school library collection, access to literature via technology, Book Swaps, author's visits, One School, One Book Program, and robust classroom libraries allow us to put literature into every student's hands so each child has equal opportunities to read a great variety of texts. Reading buddies, in which students are paired with others in a lower grade and read together regularly, and adult reading partners, allow students who may not have the chance to read to or with someone at home the chance to do so at school. We promote literacy by encouraging a culture of a love of stories. At Open School, it really is magical.

Our mathematics intervention and enrichment programs are supported by District-funded tutoring with Study Smart and a variety of extended learning opportunities, as well as our Curriculum Coordinator. Teachers, test scores, and Student Success and Progress Team meetings identify students who might benefit from more time with math concepts, whether to strengthen their skills, or extend what they already know. Our Curriculum Coordinator, or other skilled personnel, work with individuals or small groups to support each student's math journey. We have also held four, 4-week sessions of Steam in the Park, a three-hour Saturday school experience that provided small group instruction for students who needed some extra support in math and reading. Additionally, we have held after school Radical Math Hour, supported by a parent who is a math professor and teachers, to give students who have an interest in math, extra time to engage in mathematical thinking and discourse.

In both ELA and math, we continue to train our teachers and classroom aides in providing successful intervention strategies so that intervention can be provided within the general education classroom. We are reserving the right to exercise our charter and the district flexibilities in regard to selecting our personalized learning tools in math, English language arts, and science and for selecting or creating our assessment tools for the beginning of year and middle of year evaluations.

Black Student Achievement Program

Our Black Student Achievement Program (BSAP) reflects the district's commitment to addressing longstanding disparities in educational outcomes for Black students. Through BSAP funding, the school works to support culturally responsive curriculum and instruction, build meaningful partnerships with families and community organizations, increase staffing support, and address the academic and social-emotional needs of students. Grounded in the district's Tenet A: Black families and community partners together as one, our BSAP efforts prioritize strong relationships with families and create opportunities for engagement, dialogue, and collaboration with the BSAP team.

BSAP programming at our school includes a range of academic, enrichment, and community-building opportunities. These have included parent workshops and SEL learning through RethinkEd watch parties, culturally responsive enrichment such as Dance with the Artist Collective and Music Notes songwriting, and academic programs like STEM to the Future and Radical Math Hour. Through BSAP grant funding, the school also developed a Math Games Library and partnered with Black Wall Street to bring Get Lit programming to upper grade students with a focus on financial literacy and entrepreneurship. Additional initiatives include college and career pathway presentations by BSAP parents, a UCLA campus tour, culturally inclusive book access through Malik Books during Black History Month, and schoolwide celebrations such as the "We Are Black History" display, which helped launch our broader "We Tell Stories" initiative honoring the diverse identities and experiences of our entire community. BSAP at Open strengthens a rich, inclusive, and culturally responsive learning environment that supports the achievement, belonging, and empowerment of African American students while enriching the learning and cultural competence of all students.

Student Leadership

To build on our community of respect, our school encourages student leadership through Student Council. Civic duty, responsibility to the larger community, diversity, and equality are core ideas that we focus on in Student Council. Each cluster elects students to act as representatives of the student body. From that group, Student Council officers (President, Vice President, Ecology Coordinator, and Secretary) are determined through school elections.

These elections give our students the opportunity to experience the democratic process. Candidates need to demonstrate how they are striving to be model students who will contribute to our school community. Before the elections, candidates design campaign posters and deliver speeches at morning assembly. Each student in our school then casts their ballot to determine who will be our Student Council officers for the school year.

Once the Student Council has been established, the group meets every week to discuss school needs and concerns as cluster representatives. They then disseminate news and updates back to their class. Members also run the weekly morning assemblies, support playground rules, and assist with community relations. Representatives assist with school tours for prospective parents and visitors. Community service projects emerge from Student Council meetings. Oftentimes an article they have read in class, or something they have learned about connected to a topic they are concerned about in their world will inspire students, and they will then organize a school wide project. Examples of past efforts include an earthquake relief effort for Japan, raising money for Heifer International, and running a toy loan drive for the Department of Public Services.

Student Council members end the year with a culminating field trip that extends their learning into the larger community. For instance, visits to the Aquarium of the Pacific allow us to learn about ecosystems and the impact that humans have on the oceans and marine animals. We also experience reptiles and birds hands-on at the Eco Station, an environmental science museum and wildlife rescue facility where experts teach us about animal rehabilitation and habitat preservation.

Student Council recognizes the importance of student voice. Over the school year, representatives hone their leadership skills as they work on self-confidence, organization, and public speaking. Our Thursday assemblies are a fabulous opportunity for our students in leadership roles to practice these skills. Our assemblies are a time for the entire school to come together, build community, celebrate learning and growth, and share the greatness of Open School. Student Council leads the assemblies. Our hope is to have our students continue to be active participants and future leaders of our community, both here at Open School and beyond.

Enrichment Opportunities

Open Hearts

Open Hearts is our school's community service club and is organized under the auspices of the Hospitality and Volunteer Coordination Committee. With the guidance of committee staff, Open Hearts students volunteer their services in a creative, age-appropriate way and support various social causes. Through Open Hearts, our students learn about various social issues in our community and how to educate their peers about the same. They plan how they will support various initiatives and work to successfully execute those plans. The club empowers our students with the knowledge that every person, no matter how young, can make a difference for the better in our world.

In the past, Open Hearts has collected and donated candy to troops who are overseas via Operation Gratitude; created placemats that were delivered along with the Thanksgiving meals to Culver City's Meals on Wheels program; assembled and donated 40 welcome kits and over 100 toothbrushes to Covenant House, California; and raised funds for the LA Animal Services Kennel sponsorship program, which pays for food and shelter for a small animal for one full year. Open Hearts also connects their projects with things happening in our school community. For example, they recently conducted a stuffed animal and donation drive in coordination with our One School, One Book reading of Pocket Bear by Katherine Applegate.

Ecology Club

The student council Ecology Coordinator leads our Ecology Club in meeting weekly in the garden during lunch to tend to the plants, care for the animals, and enjoy the environment. Students have an opportunity to delve into composting, promote our recycling program, and create environmental art. There is a lot of work in keeping up the learning garden, from watering and weeding the plants, to feeding the animals (chickens, rabbits, fish, and turtles), to clearing algae in the pond. But there's also time to just enjoy the garden, whether by eating your lunch next to the pond, tasting fennel for the first time, or soaking up the sun on top of the fig tree.

Open Thoughts

At Open School, beginning with Green Cluster, our children learn to view life through a writer's eyes and ears. Year after year, children relish the thought that ideas initially spark in our minds and later flow through the tip of their pencils, igniting their voices and permeating the paper. Open Thoughts is a yearly anthology of Open School's students' writing and art. Each Open Thoughts edition is a collection of all of our students' writing and drawings, achieved over a year of exploration and growth. In 2026, volume 45 of our yearly anthology will be published, marking the value that we place on our children's thoughts, ideas and hearts.

Open School Musical

We recently brought back the Open School tradition of a school musical. A dedicated group of parent volunteers oversees this production, with all third, fourth, or fifth graders invited to participate, either as actors or as stage crew and behind the scenes support. The musical is double cast to allow for a larger number of students to have bigger roles and is performed four times for very enthusiastic audiences.

ELOP / Cultural Arts Enrichment

We have used our Extended Learning Opportunity Program and Cultural Arts money to give our students a wide variety of enrichment opportunities after school and on weekends. Some of the classes we have offered are Teach to Reach science, Lego Robotics, coding, Garden Club, basketball, capoeira, skateboarding, and hip-hop dance. We select cultural assemblies through the Music Center that support our curriculum and special cultural celebrations. We also have gone on numerous field trips, including visits to Underwood Farms, the California Science Center, the San Diego Safari Park, SoFi Stadium, and professional performances of *The Lion King*, *Matilda*, and *Cirque du Soleil*.

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.

As a magnet school, Open School does not have Transitional Kindergarten.

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.

We follow LAUSD's Board-Approved traditional academic calendar. Here is our instructional minutes chart.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Yes	135	323	36	265	9	253	0	0	180	36000	55422	19422
1	Yes	135	323	36	265	9	253	0	0	180	50400	55422	5022
2	Yes	135	323	36	265	9	253	0	0	180	50400	55422	5022
3	Yes	135	323	36	265	9	253	0	0	180	50400	55422	5022
4	Yes	135	323	36	265	9	253	0	0	180	54000	55422	1422
5	Yes	135	323	36	265	9	253	0	0	180	54000	55422	1422
6	No									0	54000	0	-54000
7	No									0	54000	0	-54000
8	No									0	54000	0	-54000
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

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.

Open School does not serve grades 9-12.

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.

There are many unique programmatic features that are key to our historical and continued success, one of which is found in our guiding principles: “Our teachers are professionals who write their own curriculum and are supported in their professional growth.” Our teachers are trained in constructivist teaching methodology, multiaged teaching, and create their own curriculum, while ensuring that lessons and key concepts are aligned to the standards (Common Core Standards, Next Generation Science Standards, and English Language Development Standards, Mathematics and English Language Arts). Within 1600 square foot classrooms, they teach in collaborative teams, sharing clusters of students from varying grade levels. Their thematic, teacher-created curriculum is developed in collaboration with their teaching partner. This extensive, collaborative process means that it takes a minimum of two years to begin developing a robust, project-based, constructivist curriculum and several subsequent years to further develop, refine and grow the initial curriculum. Our teachers choose to work at Open School in collaborative teams because they believe in, and are committed to, our constructivist model. They recognize, and are invested in, the high level of training, time, and hard work required to construct their own curriculum using our methodologies and philosophies.

At Open School, we strive to hire the most highly qualified teachers and are committed to maintaining the diversity of our fully credentialed staff. Due to our unique staffing needs, teacher candidates go through a rigorous hiring process. We aim to recruit professionals with concrete, constructivist teaching philosophies. Once hired, we make considerable financial and time investments to further train our teachers in constructivist methods and curriculum development. We hire and structure our teaching teams so that they are compatible and collaborative. Though Open School has limited teacher turnover, when hiring is necessary we are committed to sustaining a hiring process that is steeped in educational best practices for long-term institutional success. It is also essential that partnering teachers compliment one another’s teaching style. Our teachers must be able and willing to create a dynamic, student-centered, culturally responsive, project-based Common Core curriculum, which develops and appreciates over time. Our teachers must also possess a high comfort level delivering curriculums that are not publisher-created and that are responsive to students’ needs.

Teacher collaboration is a cornerstone of our learning community. Teachers and administrators work collaboratively to continually guide the evolution of our own learning. At our annual staff retreat, we reflect on the previous year’s successes and challenges. Using the information gleaned from our annual Program Evaluation Survey, as well as topics of concern developed through discussion, we set goals based on our guiding principles for growth and professional development for the year.

We plan and strategize to enhance our goals and support our continued growth as professionals. We carefully craft our professional development days in order to successfully implement our constructivist methods within the context of our mission statement, goals, guiding principles, and student achievement. It is essential that our staff development design reflects our commitment to these goals. As such, we utilize our charter and the district-offered flexibilities in regard to designing and providing our own Summer Professional Development sessions, as well as the Tuesday professional development days. Open School seeks out and designs professional development in such areas as Project-Based Learning, Cognitively Guided Instruction, student-centered learning, social emotional learning, and supporting the needs of all learners (ie GATE,

SPED, neurodivergent, EL). The opportunity to support our teachers with exactly what we as a community need to grow our skills and support our students is invaluable.

There are many elements of professional support at our school that foster individual and team growth. These informal structures are essential to our school's professional community and may be utilized by each teacher or teaching team in a manner that supports their needs for professional growth and/or assistance. Our weekly professional development trainings stem from the outcomes of our annual staff retreats and Instructional Leadership Team meetings. As a group, we analyze data, reflect on our classroom experiences, examine current research and educational publications, and decide what topics we want to pursue during our professional development time. We use a variety of formats for our sessions: Teacher Dialogues, technology training, grade level/cluster articulation, learning walks of various types, vertical teams, and staff presentations. Our retreats also serve as a time to foster consensus and group decision-making. We take time to participate in extensive team-building activities which are at the core of our ability to work collaboratively, create strong teacher buy-in, and adhere to one of the tenets by which Open School was founded, fostering a teacher and parent led school.

During Teacher Dialogues, we discuss current educational literature and research that is selected based upon specific topics that have been mutually agreed upon as areas of interest or need, with a recent topic being family engagement. The goal of our work together is to continue to improve our academic program to better meet the needs of all students. We constantly develop strategies to more effectively reach our students in the classroom as well as providing families with recommendations to how to support these efforts at home to improve student outcomes.

We also engage in technology training and coaching. Since technology is such an integral part of our school culture, we emphasize technology integration by regularly updating equipment and software and offering professional development time for teachers to strengthen their technology skills. Our technology team, led by our technology consultant, develops and teach educator in-services. Our technology plan focuses on the use of current applications to extend and support classroom goals and projects. The technology team also separately coaches cluster teams and individual teachers so they can effectively develop and design projects that support thematic instruction. These projects are a fluid part of classroom instruction and assessment. We believe that the focused training that is supported by our coaching format provides the needed scaffolding to realize this goal.

Each teaching team is responsible for designing the curriculum for their students. This design is responsive to thematic focus, student interests, age appropriateness, curricular standards, teacher expertise, current events, parent and volunteer expertise, field trip opportunities, and teachable moments. The curriculum is woven together to engage and challenge staff, students, and families. This artistry necessitates detailed organization, which is supported by weekly cluster planning time. Each team is allocated an hour and a half of planning time per week, built into the school day. Although this amount of time is insufficient to fully design and implement each cluster curriculum, the fact that it is part of the school day sends a strong message to our community that team planning is essential.

Open School teachers also utilize their planning time to observe one another teaching and implementing best practices. This collegial spirit develops comfort within our faculty and provides immediate, sustainable professional growth and development. Conference participation and attendance is also a major component of teacher interdependence.

Our teachers continuously participate in school-funded professional development opportunities. Teacher training consists of: Writers' and Readers' Workshop, Fosnot Math, Cognitively Guided Instruction, Family Engagement, Orton-Gillingham Strategies, Project Based Learning and Thinking Maps, to highlight a few. As a cohort of learners, we have also expanded our knowledge in the areas of Growth Mindset, Social Emotional Learning, Restorative Practices, Robotics, Coding, and STEM education, especially as it pertains to the Next Generation Science Standards. Most of these learning opportunities are for the entire staff, however, as a Cotsen Foundation Alumni School, we also value the importance of individual teachers seeking out and participating in individualized professional development opportunities and attending conferences to heighten and extend their own best practices.

Our professional development structure provides teachers with the opportunity to work with other teachers in, intensive, long-term explorations of curriculum and instruction. Through these professional development opportunities, our teachers not only become better teachers in their own classrooms, they also prove to be valuable resources for each other and the larger educational community.

As an extension of our learning, Open School teachers also facilitate a professional day of learning for visiting educators to Open School. These educators are typically interested in learning about constructivist teaching methods, and our teachers share their experience and practices. Moreover, because our teachers build their own curriculum in conjunction with the interests of their students, our collaborative methodologies are models for professional learning. There is an art and strategy to constructivist teaching, and our teachers share their craft.

The dedication of the teachers at the Open School is extraordinary, not only in terms of the hours devoted to the classroom, but also in their commitment to developing as professional educators. Open School utilizes our charter and the district flexibilities model to plan our school site designed summer professional development and banked time professional development.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

As a District affiliated charter school, Charter School shall implement the provisions of the District's *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*.

We adhere to federal, state, and District mandates regarding education for English Learners (ELs) to implement the provisions of the District’s Master Plan. English Learners are students whose native language(s) is not English and their overall performance level on the initial English Language Proficiency Assessment for California (ELPAC) is Novice EL or Intermediate EL.

IDENTIFICATION

EL students are identified through the LAUSD Home Language Survey (HLS) during the enrollment process. If a language other than English is indicated, the student is assessed to measure English proficiency. Students are evaluated annually, with a goal to achieve proficiency within five years. Reclassification requires meeting specific benchmarks, including ELPAC scores, periodic assessments, and teacher evaluation.

Support & Services: Identified ELs receive tailored instruction and the ELD program is supported by the English Learner Advisory Committee (ELAC) following LAUSD guidelines.

Potential Long-term English Learners (PLTEs) are identified when ELs have been in the program for 4 to 5.9 years as an English learner in grades 3 to 12. ELs in 6th through 12th grade who have been enrolled in a U.S. school for six or more years are identified as Long-term English Learner (LTEs). For these students, specialized monitoring or Individual Reclassification Plans (IRPs) may be used.

INSTRUCTION

EL students receive instruction in English utilizing linguistically appropriate and differentiated instruction to meet their unique language and learning needs. Teachers will select instructional materials and curricula that accelerate acquisition of academic English proficiency.

We partner with families to establish instructional goals for their child and review the reclassification criteria. Students will build their understanding of linguistic structures to apply their growing English language skills and academic vocabulary appropriate to their grade level.

In an effort to ensure the success of our ELs, there is a balanced approach of developing foundational language (grammar, vocabulary, communication), and at the same time connecting their understanding of language to other subjects like math, science, social studies, and the arts. Students will gain confidence in applying their language skills in complex academic content areas. For our ELs, the aim is to develop their proficiency in two linguistic dimensions: expressive skills (speaking and writing) and receptive skills (listening and reading). Teachers design lessons to foster students' communicative competence by using discipline-specific and general academic vocabulary during conversations, discussions, and in writing complex texts. We also integrate technology through the use of multimedia presentations—combining audio, video, images, and text—to increase English proficiency and academic engagement for language learners. Digital tools and interactive software improve comprehension and motivation.

Focused ELD Instruction is developed as an extension of research-based approaches, such as the Columbia Reading and Writing Project and Orton-Gillingham, with an emphasis for students to hone their linguistic tools needed to access grade-level academic content. We recognize that our EL population encompasses a range of students, each with their own particular needs. Students’

language development is therefore seen as a progression of increasing proficiency, starting with the knowledge that they already come to school with and building on additional language skills in reading, writing, speaking, and listening in English.

Emergent English Learners may require linguistic support when entering the English Language Development (ELD) program. However, students over time will be able to engage in learning with minimal support at a level of parity with English-proficient grade-level peers.

Students not meeting benchmarks receive intervention and targeted support. Specific rosters are used for identifying students as Potential Long-term English Learners (PLTEs) or Long-Term English Learners (LTEs).

MULTILINGUALISM - ASSET-BASED APPROACH

The language that children first learn to speak at home is viewed as a rich part of their culture, and is to be respected and valued (as demonstrated in one of our guiding principles – We honor each individual, with their unique identities and experiences, for who they are and what they offer, and value our diversity as essential to a successful learning community). We foster student identity in an asset-based and inclusive environment that celebrates diverse languages and cultures.

One way to promote our multilingual learners is through LAUSD's Pathway to Biliteracy Program, a plan to acknowledge the efforts of students who want to continue to expand their home language or to learn a new one. We are always learning from each other, and every voice matters. As we believe that student success is connected to family engagement, it is essential that we make every effort to reach out to our diverse community and provide clear school-home communication. Translation for school-home communication is available, including information on our website and weekly school newsletters, at parent conferences, and on school tours.

MONITORING

Monitoring of data will include a review of formative and summative data. District periodic assessments, reading risk screeners, and state tests will be used to set reclassification goals and guide instruction throughout the year.

Data is analyzed and various metrics, such as ELPAC scores, teacher evaluation and observations, curriculum mastery, and assessment results are reviewed. Student progress is monitored monthly to identify and immediately reclassify eligible students.

Specific leveled descriptors are used to mark proficiency in the various grade-level standards during reporting periods and are reviewed during student-parent conferences.

We continue to monitor the academic progress of Reclassified Fluent English Proficient (RFEP) students for at least four years following their reclassification using report card grades, periodic assessments, and ELPAC scores to ensure students are maintaining adequate academic achievement. The EL Designee and the SSPT (Student Support and Progress Team) identify students who may need additional support. If an RFEP student is not making adequate progress, the school will provide support, which might include academic interventions.

RECLASSIFICATION

Once ELs meet specific criteria required to demonstrate proficiency in English, they are identified as reclassified fluent English proficient (RFEP) students.

We will follow LAUSD guidelines on Reclassification which may include:

- ELPAC Scores: Students must achieve a Level 4 (Well-Developed) on the English Language Proficiency Assessments for California
- Academic Performance: demonstrate proficiency in English Language Arts or English Language Development
- Teacher Evaluation: Recommendations based on classroom performance
- Parent Consultation: Parents are notified and consulted regarding their child's reclassification
- Assessment Data: Review of standardized test scores to ensure they are at or approaching grade level.

Reclassification is essential to ensure students are no longer classified as EL and have access to the full curriculum.

PROGRAM EVALUATION

Program Evaluation allows us to analyze student proficiency gains, program implementation, and stakeholder feedback to ensure efficacy. In looking at our ELD program in totality, we examine school-wide formative and summative assessments, as well as stakeholder surveys, to identify successes and areas for improvement for the next academic cycle.

- Data Disaggregation: Analyze results from assessments (e.g., ELPAC, i-Ready, Columbia Reading, DIBELS) by grade level, subgroups, proficiency level, and years in program to identify specific areas to improve
- Develop an Improvement Plan: Use the data to refine the ELD program's vision, curriculum, and professional development needs for the following year as needed.

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.

The needs of our Gifted and Talented Students (GATE) and students achieving above grade level are addressed in an inclusive way, consistent with our individualized instruction philosophy. GATE students are fully included in the classrooms, and their needs are met by their classroom teachers. The guidelines for GATE instruction call for differentiated instruction, instructional strategies that suit the nature of gifted students, ample opportunities for higher-level conceptual thinking, and time for gifted students to work together.

Our ultimate goal is to provide all students with access to a rigorous, well-rounded curriculum, and to provide all students with extended, enriching, and critical thinking activities that have appropriate depth and pace. We adhere to the cluster-grouping model, in which students are thoughtfully

grouped together within a mixed-ability setting. These groups allow for enrichment and extension, depth and complexity, compacting and acceleration for our GATE and high achieving students. Groups can also be flexible and changed as students make progress. Because choice keeps students motivated, groups can be formed based on areas of interest.

We provide a text-rich environment and numerous opportunities for students to delve into subjects more deeply. Many projects are open-ended and give students and teachers a chance to adapt their assignments to suit their abilities, interests, and learning modalities. Students often work collaboratively, discussing ideas and concepts, and brainstorming solutions to math, science, and history problems.

We have two yearly parent education nights to assist parents in addressing topics of interest to the parents of Gifted and Talented children.

The Open School will continue to diligently screen for referrals across all subgroups in all categories of gifted identification by regularly monitoring data and conferring with teachers. Approximately 16% of our school population has been identified as gifted and talented in recent years.

Students Achieving Below Grade Level

While we strongly believe that our thematic, integrated learning environment is conducive to meeting the needs of all students, we also understand that students have differing needs that must be addressed in varying ways. In order to support our students to achieve at grade level, we individually identify and closely examine each student to design supports and interventions that best meet their needs.

We have a robust and very active Student Success and Progress Team (SSPT) that meets weekly. This team of teachers, our school psychologist, resource teacher principal, and parents act as an “Open School Brain Trust” to delve into understanding each child and designing supports and accommodations to help each of them thrive. Students who have an SSPT meeting are monitored by their cluster teachers, as well as an additional trusted adult, with follow up meetings scheduled to review progress and make further plans.

As reading is a gateway skill to many aspects of academic success, we have focused many of our efforts on improving students’ reading skills and increasing the number of students who are proficient readers. Teachers use a variety of assessments to pinpoint students who are in need of intervention to improve achievement. Instruction at each level is aimed at the specific needs of the child and is designed to strengthen those skills needed for increased independence in reading. We utilize both District-funded tutoring, as well as classroom teachers, retired educators, and substitutes in our intervention program. We have a school-created database that teachers use to keep track of student progress towards meeting grade level goals, and each teacher also keeps careful records monitoring student progress.

Our push in model for reading intervention supports our students' reading progress. Our early intervention program that serves kindergarten first and second grade students addresses the needs of many of our emerging readers right in their classroom settings. With Springboard and other approaches, such as Orton-Gillingham, UFLI and LETRS, our students get individualized instruction tailored to their specific needs. Groups of students from our primary grades practice letter names and sounds, blending of sounds to form words, recognition of common sight words, spelling of regular and irregular words, reading, fluency, comprehension, and vocabulary development. Each student's progress is monitored regularly and communicated to their teachers.

We also provide intensive, targeted intervention aimed at second through fifth grade students who are still having difficulty with blending and decoding regular and irregular letter patterns, spelling, vocabulary, reading accuracy, prefixes, suffixes, root words, specific spelling partners, and the chunking of longer words into syllables to promote the students' ability to read bigger words. Quick reads and purposeful re-readings are also used to increase reading fluency, especially with non-fiction text. This program is designed to prepare students for the increased demands of middle school and for the reading of academic texts.

Our mathematics intervention and enrichment programs are supported by District-funded tutoring and a variety of extended learning opportunities, as well as our Curriculum Coordinator. Teachers, test scores, and Student Success and Progress team meetings identify students who might benefit from more time with math concepts. Our Curriculum Coordinator, or other skilled personnel, work with individuals or small groups to support each student's math journey. We have also held 8 sessions of Steam in the Park, a three-hour Saturday school experience that provided small group experiences for students who needed some extra support in math. Progress is regularly monitored with work samples, test scores, and teacher-created assessments.

In both ELA and math, we continue to train our teachers and classroom aides in providing successful intervention strategies so that intervention can be provided within the general education classroom. We are reserving the right to exercise our charter and district flexibilities on selecting our personalized learning tools in math, English language arts, and science.

Socioeconomically Disadvantaged

According to the 2025 California Dashboard, our Socioeconomically Disadvantaged students performed in the medium range (yellow) in English Language Arts and the low range (orange) in Mathematics. To address these outcomes and student specific needs, the school will provide targeted math and reading enrichment and intervention through Expanded Learning Opportunities Program (ELOP) services, including small-group instruction focused on foundational skill development and extensions, structured literacy supports and extensions, and high-dosage tutoring, as well as enrichment. In addition, the school will strengthen connections with socioeconomically disadvantaged families by offering family engagement workshops, curriculum support sessions, and resources that build parents' capacity to support learning at home. Through these coordinated academic and family engagement efforts, the school aims to accelerate student achievement and reduce opportunity gaps. Students will be identified by using the LAUSD Whole Child 2.0 system. Progress will be monitored quarterly to make sure students receive the intended services.

Students with Disabilities

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

According to the 2025 California Dashboard, Black students performed in the high range (green) in both English Language Arts and Mathematics, Hispanic students performed in the medium range (yellow) in both areas, and White students performed in the very high range (blue). To sustain and build on these outcomes, the school will continue providing rigorous, standards-aligned instruction, differentiated support, and enrichment opportunities to meet the diverse needs of all student groups. Teachers will use ongoing data analysis to monitor progress, adjust instruction, and provide targeted support where needed, particularly to accelerate achievement for Hispanic students. Additionally, the school will maintain strong family engagement efforts, culturally responsive teaching practices, and access to enrichment programs to ensure all student groups continue to thrive and demonstrate high levels of academic success. Students will be identified by using the LAUSD Whole Child 2.0 system. Progress will be monitored quarterly to make sure students receive the intended services.

Sharing Promising Practices

As a High Performing School, we recognize that we have a responsibility to share promising practices with other schools and educators. As part of helping to grow our profession, our teachers present at various conferences and host student teachers and observers from local universities. We have been highly involved with the Cotsen Foundation for the Art of Teaching, where we have had the opportunity to both grow ourselves, and be a part of the growth of other educators and schools. We also plan on being a part of District-provided opportunities to share what we do.

In addition, we regularly host what we call our Institute, a professional day of learning for educators who come to Open School to learn about our constructivist teaching methods. During this day, classrooms are open for guided observations, and teachers provide related workshops and presentations for our visitors.

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.

See LCFF Table in Element 1.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

See LCFF Table in Element 1.

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.

Open School will monitor and measure student progress toward mastery of state standards by using the following assessment tools:

- CAASPP (Grades 3-5)
- RDRS (DIBELS - Grades K-2)
- Columbia Teachers College Reading Assessment (Grades K-5)
- Teacher-created assessments (Grades K-5)
- Project-based assessment (Grades K-5)
- Student Portfolios (Grades K-5)

Assessments are linked to key standards to help guide instruction and measure a student's growth. We are excited to have the opportunity given by our charter and the district flexibilities program to select, create, and design our own assessment tools that align with our curriculum, methodologies, and beliefs about best practices.

DATA ANALYSIS AND REPORTING

To evaluate the educational experiences for students at Open School, we utilize a variety of tools. Our approach to assessment has several guiding principles:

- Assessment is continuous and informs every aspect of instruction;
- Both formal and informal assessments are important for a teacher to truly understand his/her students;
- Assessment is integrated with learning;
- Every interaction with a student gives a teacher an opportunity to learn more about what that student knows and understands;
- Assessment involves what students know, do, and how they use what they know to learn;
- Assessment is developmentally appropriate;
- Assessment involves collaboration among teachers, students, and parents.

Currently, Open School utilizes a multidimensional approach to monitor student progress that includes both performance-based tasks and standardized measures. We believe an effective assessment program must be firmly rooted in the teaching process and be relatively simple, thereby enhancing, rather than negatively impacting, the natural teaching/learning interaction. We assess the attainment of student goals, benchmarks, and performance outcomes through rubrics, continuous progress records, classroom-based benchmark assessments, portfolios, performance tasks, standardized achievement tests, and individualized student/teacher conferences. We are planning to use our charter and the district flexibilities that we have been given to select and design beginning and middle of the year assessments that are developmentally appropriate and consistent with our curriculum.

We firmly believe that a crucial part of the educational process is supporting students in developing their capacity for self-assessment. Students use rubrics, self-evaluation forms, peer conferencing, and portfolios to evaluate their own progress. In student-led parent/teacher conferences, our students report on their own progress using rigorous standards to evaluate and communicate their own learning and set goals for future growth.

Open School uses a school-created progress report, which is aligned by grade level to the Common Core standards and mathematical practices, and reflects our commitment to personal responsibility

and developmental growth. Our progress report is disseminated to parents three times per school year, in conjunction with two student/parent/teacher conferences.

Our site-designed electronic progress report allows us to generate a variety of reports charting individual and group progress over time to more effectively meet student needs and inform our practices. We have also created electronic versions of the Columbia Teachers College Reading Workshop assessments that include reports that are linked to the report card database and which can also generate individual student and whole class group reports. These reports are used within classrooms and across the school to evaluate student progress, growth, and needs.

In addition to the assessment methods described above, Open School annually evaluates its overall educational program through a Program Evaluation Survey that is sent to all families. The results of this survey are shared with our staff and the Governing Council and used to inform potential changes. The degree of satisfaction with the school's program is extremely high among all stakeholders. Survey results over the last five year period indicate that parents believe the curriculum is developmentally appropriate, continuity and articulation between clusters is strong, the program has positively impacted children's work habits and social development, teachers have extremely positive relationships with the students, and families and staff collaborate and communicate effectively.

Through this multidimensional approach, we can create an authentic and comprehensive picture of student progress and are able to modify and adapt curricular instruction to meet both group and individual needs.

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 [Please refer to the Membership section below.

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

Purpose

The Open School is an affiliated charter school locally governed by parents, teachers, and administration in a dynamic and successful collaborative structure that focuses on the needs of the child. Parents are partners in education at the Open School. They are an integral element of our school, fully participating in every facet of the school program, from collaborative governance to classroom instructional design and support. Since our inception almost 50 years ago, our governing structure has consisted of a school-based management process designed to build consensus among faculty, administration, and parents.

The local governance of the Open School is conducted via the Governing Council. The Governing Council was established to promote a cooperative and positive effort among teachers, administrators, and parents to ensure the achievement of program goals and to develop the best possible educational program for all students at the Open School. The Governing Council acts as the primary decision-making body for the school.

The Governing Council is charged with prioritizing educational needs in order to encourage each student to realize his or her maximum potential. To support this goal, the Governing Council identifies budgetary priorities involving the use of discretionary funds, develops the school's Local Control and Accountability Plan (LCAP) and annual updates, evaluates the academic effectiveness of Open School's overall program, and makes recommendations for improvement. In order to develop the school's LCAP, the Local Control Funding Formula (LCFF) and the eight state priorities are explained to all stakeholders in a governing council meeting, with the overarching goal to align the LCAP with the school's charter and School Plan for Student Achievement (SPSA) when applicable. Other data, such as the LAUSD School Report Card, EL Progress monitoring, and other documentation are important to this process as well. After a full review of all stakeholder input, the leadership team presents the final LCAP to the Governing Council for its review and approval, prior to submission to LAUSD.

At Open School we communicate with our parents and teachers about the school's education program in several ways. For instance, staff development, governing council meetings, data review, and parent education nights to name a few.

Our website is a vital way of communicating and disseminating information to all of our stakeholders. Open School's website contains the latest news and updates for parents and the larger community. Our home page highlights the most current events, including a sidebar of upcoming activities. We also have dedicated sections of our website clearly demarcated with tabs for News, Calendar, Information on Events, How to Get Involved, After School, and Parent Resources.

Our website contains ways parents can volunteer and the necessary requirements.

Our teachers use the website as a source of effective communication with parents. Electronic messages are sent to parents via the website and are a well-developed resource for all school information.

Membership

Historically, we've had one council for the purpose of local school decision-making, rather than a School Site Council (SSC) and a Local School Leadership Council (LSLC). Our Governing Council is configured to represent both staff and parents. It is made up of 12 parents and 12 staff members. The parent representatives on the Council are 12 elected parents. The 12 staff members are 8 general education teachers, 1 teacher-at-large, the principal, the magnet coordinator, and 1 classified staff representative.

Compositionally, our governing council structure has been aligned with the configuration of SSC, which requires parity, rather than having more teachers, which is how an LSLC is structured. Since our inception nearly 50 years ago, our governing structure has consisted of a school-based management (SBM) decision-making process designed to build consensus among faculty, administration, and parents. Through the years, under our SBM model, we have been afforded the opportunity to make local school leadership decisions as a collaborative community, a process that we deeply value.

In addition, the decisions that the Governing Council has been responsible for in the past are not the same decisions that can be decided upon by an SSC. As outlined in UTLA/District CBA, Article XXVII, continuing our SBM model will allow us to, in addition to making decisions which fall under the purview of SSC, continue to make the following decisions: staff professional development, student discipline guidelines and code of student conduct, schedule of school activities, events and special schedules, guidelines for the use of equipment, and local budgetary matters. Through this Charter, we establish that we will have one Governing Council to represent our combined needs of the SSC and LSLC.

The Open School is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over the Open School. Governance at the school site level shall be in accordance with the provisions of this petition and will be consistent with all applicable state and federal laws and regulations and the provisions of collective bargaining agreements (CBAs). Any governance model in conflict with the above shall be null and void unless the appropriate parties

have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XVII of the LAUSD-UTLA CBA must be adhered to, particularly in regards to Local School Leadership Council composition and responsibilities.

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

Members of the Open School's Governing Council, any administrators, managers or employees, and any other committees of the Open School shall comply with federal and state laws, nonprofit integrity standards, and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest.

Governing Council elections are held each April for the following year, with parents electing parents and faculty selecting faculty representatives. Officers are then elected by all of the Governing Council members during the May meeting. Membership and its definitions, succession, voting rights, termination of membership, resignation, and vacancies are covered in detail in our By-Laws, Article III, Membership. The procedure followed for conducting elections and soliciting candidates is also delineated in our By-Laws, in Article IV, Elections, Sections 1-5.

Governing Council meetings are held one Thursday evening per school month, depending on the school calendar, and are open to everyone in the entire school community, though only elected Governing Council members can vote on matters put to Council vote. The Governing Council's Executive Committee, consisting of the President, Vice-President, Secretary, Treasurer, Principal, and Teacher Representative, sets the agenda based on input from the community. Parents are notified of the agenda 72 hours in advance of the meeting date. Our weekly "Thursday's Backpack" (school wide electronic newsletter) contains Governing Council agendas, meeting notices and Governing Council actions. The secretary of the Governing Council takes minutes at every meeting and once the full Governing Council has approved the minutes, they are made available via our website.

Committee Descriptions

Standing committees, composed of parents/guardians and faculty/staff members, carry out the majority of the Governing Council's work, overseeing areas such as budget, site maintenance, by-laws and charter review, staff selection, and communication, among others. (See committee descriptions below.) From time to time, as is deemed necessary by the Governing Council, task forces or subcommittees may be convened to address specific issues. The President of the Governing Council appoints the parent co-chairpersons of these task forces or subcommittees to fulfill the same responsibilities as standing committee chairpersons as described below.

All standing committees, with the exception of Staff Selection and Budget Committee (see Staff Selection and Budget descriptions below), adhere to the following membership, meeting procedures, as well as chairperson selection procedures. Standing committee participation is available to parents/guardians of currently enrolled students and all faculty and staff. Each standing committee is co-chaired by one parent/guardian and one faculty/staff member. The Governing Council's Executive Board may grant exceptions to the co-chair composition on an as-needed basis. Committee members select the parent/guardian chairperson, or the President of the Governing Council may appoint them. Parent/guardian chairpersons need not be elected members of the

Governing Council. Faculty/staff volunteer to serve as committee co-chairpersons at the beginning of each school year.

Standing committees have no fewer than two members, and there is no limit for a maximum number of members. Committee membership varies by committee, but each committee has an average of approximately 8 members annually. Committee chairpersons are responsible for convening and chairing all meetings and for reporting the outcome or progress of the meetings to the Governing Council. Committee meetings are scheduled in advance and posted to the school wide community on the school website and via email announcements. All parents/guardians and staff/faculty are invited and encouraged to attend all committee meetings.

The Governing Council has established committees that will continue to address the ongoing needs of the school. The following committees adhere to the membership, chairperson selection, and meeting procedures stated in the previous paragraph.

After School Committee

The After School Committee oversees all afterschool programs at the Open School, including Cultural Arts Passport (CAP) and Extending Learning Opportunity Program (ELOP) funding. The committee surveys the needs and interests of students and their families to offer various after school options, including District programs such as Beyond the Bell, Extended Learning Opportunity Program (ELOP Childcare) and fee-based supervision, such as STAR. In addition, families can elect to enroll in enrichment classes provided by District vendors, with such classes as yoga, skateboarding, martial arts, Lego robotics, chess, coding, sports, science, digital fabrication and more, there is a multitude of extended learning opportunities to choose from throughout the school year. The After School Committee will continue to bring educational and interesting choices for our students beyond the school day.

Bylaws, Charter, and Program Evaluation Committee

The Charter and Bylaws are the documents that govern the Open School. The Bylaws, Charter, and Program Evaluation Committee is charged with the responsibility of analyzing both the current Charter and Bylaws. The committee determines whether any amendments are necessary or advisable and brings the Bylaws and Charter into conformity with one another in the event of any discrepancies. Accordingly, the policy and process issues discussed in this committee are fundamental to the operation and governance of the school. The committee makes recommendations to the Governing Council for its consideration. Amendments to the Bylaws are made through the Governing Council. In addition, this committee also oversees the Governing Council elections in April of each year.

The Program Evaluation work begins each March as this committee reevaluates and, if necessary, redesigns the previous year's Program Evaluation Survey. Any additions or changes made are based on the previous outcomes, curricular or program changes at the school, and feedback from parents and teachers. Questions may be revised for clarity, or new questions may be added, and others deleted, to procure the information sought. Once the evaluation questionnaires are finalized, they are translated as needed and sent home electronically. The committee then reviews the responses, with results reported to the Governing Council and teachers. This information is then used to guide our annual staff retreat and plan for the upcoming year.

Communication Committee

The Communications Committee oversees our school website and newsletter. We reserve the right to utilize our established website and domain.

Community Building and Education Committee

This committee is responsible for planning and organizing events that celebrate, strengthen, and educate our school community with the goal of building an inclusive environment for students, families, and faculty. They create opportunities for parents and families to connect with one another and with staff by sharing resources and facilitating conversations around topics that matter to our community and reflect the school's values. Through these efforts, the committee helps foster a strong sense of belonging and inclusivity across the school.

The committee organizes a variety of family engagement and parent education events throughout the year, including literacy nights, after-school math workshops, Math Game Night, and family engagement training and planning with guidance from Ari Gerzon-Kessler. In collaboration with the BSAP Parent/Community Representative and BSAP Designee, the committee also supports workshops on social-emotional learning and culturally responsive topics identified through family input and surveys. They additionally support the "Life After Open" presentation to assist culminating students and their families as they research and prepare for local middle school options.

Furthermore, the committee supports community-building traditions such as Open Culture Week, during which students learn from families and honor the diverse cultures and identities represented in our school. They also organize cultural presentations and parent sharing opportunities throughout the year and coordinate educational programming for students during the school's two annual conference weeks so teachers can meet with every student and their family for student-led conferences. Through these efforts, the committee helps create spaces for families to connect, build their capacities, share their voices, and contribute to a welcoming and inclusive school community.

English Learner Advisory Council

The English Language Advisory Council adheres to the State and District guidelines of ELAC. Currently, based on enrollment requirements of 21 or more students, we are not required to have an ELAC; however, we will adhere to all necessary mandates required for establishing an ELAC if our numbers change.

In lieu of an ELAC, we do have a Bilingual Advisory Committee. The committee supports the needs of our Language Learners as well as the Pathway to Biliteracy. They discuss issues of importance to English Language Learners and their parents. Examples of such issues include home language communication, monitoring the progress of EL students and their path toward redesignation, parent involvement, student attendance and the use of funds to support the needs of English Language Learners.

Volunteer Coordination Committee

This committee works with our Parent Representatives and Climate Advocate to recruit volunteers for school wide needs and to process volunteers. They also assist with welcoming new families at events such as our Back-to-School Picnic and recruiting for our valet drop-off program. The committee is dedicated to helping match volunteers with jobs that suit their specific interests,

talents, and schedules. One of the first events of the year that the committee organizes is the Open School Family Mentor Program that introduces new students and their families to the Open community by pairing incoming families with returning families. The program strives to ensure that incoming families transition to their new school environment as smoothly as possible. The function of the Volunteer Coordination Committee changes, as it is responsive and adaptive to the needs of our school community.

Library Committee

The Library Committee implements school wide literacy activities and oversees the operation of our school library. Recently these events have included: themed annual read-a-thons in which the entire school, students and staff, compete against each other to read the most minutes; book fairs during student-led parent/teacher conference week; vacation challenges during which students track their reading; One School, One Book, a community reading experience; a book swap program, and regular author visits.

School Safety Committee

The School Safety Committee has a broad and vital function: to outline the Safe School Plan and implement procedures in the event of any natural disaster or unsafe situation that may occur. This committee oversees emergency/earthquake preparedness, identifies safety hazards, plans procedures in the event of a lock-down, and reports its recommendations and progress to the Governing Council.

Site Committee

The Site Committee is responsible for the maintenance and improvement of the physical site of the school. This committee works collaboratively with the district to plan and implement improvements needed to both maintain the quality and integrity of the school program and meet District guidelines. This committee also researches and seeks outside funding opportunities for such improvements.

The next two committees, the Budget Committee and the Staff Selection Committee, adhere to different criteria for parent members. These criteria are explained within their respective sections.

Budget Committee

The Budget Committee is responsible for overseeing the financial administration of the school. The Committee parent co-chair is also the Treasurer of the Governing Council. There is one faculty/staff member co-chair who volunteers at the beginning of the school year. Committee membership is open to parents/guardians of currently enrolled students and all faculty and staff. This committee has no fewer than two members, and there is no limit for a maximum number of members. The number of committee members is not specified.

This annual Open School budget (which includes District funds, grants, donations and fundraising revenues) optimizes the use of these resources in order to best meet the school-wide goals and priorities that support our quality learning community. Block grant funding supports responsive distribution of allocated monies and allows this committee the flexibility needed to use the funds effectively. The voting members of the Governing Council approve the annual Open School budget in May for the following school year.

Staff Selection Committee - Teacher Selection Process

The Staff Selection Committee is available to parents/guardians of currently enrolled students who have been at the school for at least two years and to all faculty and staff. It is co-chaired by one parent/guardian and one faculty/staff member. Committee members select the parent/guardian chairperson, or the President of the Governing Council may appoint them. Parent/guardian chairpersons need not be elected members of the Governing Council. Faculty/staff volunteer to serve as committee co-chairpersons at the beginning of each school year. This committee has no fewer than two members, and there is no limit for a maximum number of members.

A key factor in our successful educational program is our high level of teacher expertise, historically drawn from a diverse and broad teacher pool. We choose qualified applicants who possess skill sets that meet our particular curricular needs. In order to find these qualified candidates, we need flexibility to recruit, interview, and choose teachers in accordance with the Personnel Commission and LAUSD HR Policies. The Open School has had limited teacher turnover. However, when selection is necessary, we are committed to sustaining an autonomous process that is steeped in educational best practices for long-term institutional success. We require selection procedures that sustain the continuity of our teaching teams and maintain the quality of our unique, school-funded teacher training and professional development.

At the Open School, the employee selection processes are rigorous and deeply rooted in consensus and community buy-in. We remain committed to the phases of our selection process to always hire the most effective candidates. The Staff Selection Committee is responsible for the discrete nature and validity of the process. The Staff Selection Committee is comprised of teachers from each cluster, as well as the resource specialist, parents, classified personnel representative, and administrators.

At Open School we follow all LAUSD guidelines for selecting teachers. In addition, we have a four-phase selection process once a candidate meets LAUSD standards and guidelines. Phase one begins by advertising the position and soliciting applications. The entire selection committee screens the resumes for basic criteria such as relevant experience, familiarity with constructivist practices, team teaching ability, appropriate credentials, and academic expertise. Qualified candidates who are selected matriculate into phase two of the selection process and are scheduled for an initial interview with a sub-committee, which includes administrators and a subset of parents and teachers. Candidates for whom this group finds qualified move into phase three. Phase three consists of the candidate doing a demonstration lesson, preferably in their own classroom, which is observed by the sub-committee. Candidates then have a second interview with the entire selection committee. The selection committee uses a predetermined rating scale to rate the candidates individually. Based on the rating scales and discussions, the committee creates a list of candidates they find eligible for employment at the Open School. Top candidates from the eligibility list move into phase four. In phase four the candidates meet individually with their potential teaching partner and possibly an administrator and other teachers. In order to promote a powerful collaborative working environment, the team teacher, in collaboration with the principal, has the final decision in the selection of his/her partner.

Administrator Selection Process

Our administrator selection process mirrors our teacher selection in many ways. In phase one we advertise and recruit viable candidates. Once we receive an ample number of qualified applicants, the entire selection committee, with involvement of the Region Director, reviews all the applications using a predetermined rating scale. Qualified candidates are selected to matriculate into phase two of the selection process and interview with the entire committee. To prepare for the interview, all candidates are encouraged to familiarize themselves with our school charter. Phase two also includes a writing component. The selection committee rates the candidates on their interview and written response, using a predetermined rating scale. Once a candidate has successfully completed phase two, they tour the campus and observe classrooms. We take this time to answer any questions they might have. Phase three may consist of all or some of the following components: a sub-committee visitation to the candidate's current school site (upon permission), a second committee-wide interview, and/or a meet and greet of the applicant with members of the Open School's stakeholder groups. These additional components may be necessary to make a final decision between top candidates from our eligibility list. After our process, final candidates will be submitted to the Region Superintendent for final selection.

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

Open School is a liberal art themed, hands-on, constructivist, and project-based school. We attract families looking for a Liberal Arts program with an emphasis on project-based learning and a commitment to the values of diversity, community, and collaboration. To help prospective families learn more about our program, we offer several tours during the application period, welcoming prospective families to learn about Open School. We explain our unique educational approach,

including team teaching, looping, project-based learning, thematic curriculum, transportation, and multiage classrooms. As a part of the school tour, we also include a clear explanation of the magnet application process and its point system. We host steady numbers of applicants across different demographic populations. We consistently receive over 500 applications each school year for approximately 70 spots, with many of the selected families choosing our school because it reflects Los Angeles' rich diversity. Due to our high number of applicants, we are looking to grow our population.

Another recruitment effort is our online presence. With our website, Facebook, and Instagram, we aim to reach an even wider audience. Our website provides translation in 30 different languages to provide access to important school information, including enrollment and school tour opportunities. Also, we strategically disseminate our school tour flyers to preschools located near existing bus stops.

To gauge the effectiveness of our various outreach efforts, we survey visitors to tell us how they heard about Open School (i.e. via friends, social media, recruitment fairs, etc.). Our surveys indicate that families mostly hear about us from word of mouth, especially from current and former families.

As a magnet school, our recruitment efforts span all of the LAUSD enrollment boundaries. We translate our flyers into various languages and post them in communities across Los Angeles. Open School benefits from LAUSD's Transportation for All initiatives which provide busing for our students who live outside of a 1-mile radius. Our bus stops cover a wide area of Los Angeles, with about 60% of our students not residing in our local area and some traveling over an hour to get to school. The results of busing provide us with our rich diversity (Multi-ethnic 23%; White 28%; African American 25%; Latino 18%; Asian 7%) and support our goal to maintain a racially balanced enrollment. We also review data on subgroups to counter underrepresentation.

As a magnet school, prospective families apply via the LAUSD Choices Application. LAUSD's Choices Application is available in seven different languages and is accessible from our website, and a paper version is available in Los Angeles at public libraries and all schools. Through our website we also provide access to LAUSD's Magnet Site where information can be gained from about how to apply and a detailed explanation of the magnet priority point system.

Our recruitment efforts at Open School historically yield maximum enrollment year after year.

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 (boundaries¹) 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.

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

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.

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)(l).)

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:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- B. Was the misconduct a direct result of the Charter School’s failure to implement 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:

Open Charter Magnet School
c/o School Principal
5540 West 77th Street
Los Angeles, CA 90045

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.

REVOCATION 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, imprest funds, 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).)