



LOS ANGELES UNIFIED SCHOOL DISTRICT

El Oro Way Charter for Enriched Studies

A DISTRICT AFFILIATED CHARTER SCHOOL

12230 El Oro Way

Granada Hills, CA 91344

Renewal Charter Petition

Submitted

February 13, 2025

TERM OF CHARTER

JULY 1, 2025 TO JUNE 30, 2030

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

El Oro Way Charter for Enriched Studies] (also referred to herein as “El Oro Way]”, “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).)

- 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:	SooJoon Choi
• The contact address of Charter School is:	12230 El Oro Way Granada Hills, CA 91344
• The contact phone number for Charter School is:	818.360.2288
• Charter School is located in LAUSD Board District:	3
• Charter School is located in LAUSD Region:	North
• The grade configuration of Charter School is:	TK - 5
• The number of students in the first year of this charter term will be:	477
• The grade level(s) of the students in the first year will be:	TK-5
• Charter School's scheduled first day of instruction in 2025-2026 is:	August 11, 2025
• 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.	477
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Single Track
• The bell schedule (e.g., daily hours) for Charter School will be:	8:05am - 2:28pm
• The term of this Charter shall be from:	July 1, 2025-June 30, 2030
• If Charter School is Low performing, per the CDE Performance Category, the term of this Charter, if approved:	July 1, 2025-June 30, 2027

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

El Oro Way Charter for Enriched Studies, an affiliated charter school of the Los Angeles Unified School District, (LAUSD), is located in Granada Hills at the northern edge of Los Angeles. The school provides a high-quality educational program to the Granada Hills community while also welcoming students from beyond its immediate residential boundaries, enriching its diversity. This diversity—spanning socio-economic backgrounds, primary languages, and ethnicities—creates a dynamic learning environment that reflects and deepens the cultural richness of Los Angeles within an intimate school setting. El Oro Way continually evolves to meet the needs of its students.

The school's commitment to academic excellence is reflected in the 2024 California Dashboard data:

- English Language Arts: All students scored 11.1 points above standard on the CAASPP SBA (Green designation).
- Mathematics: All students scored 8.6 points above standard on the CAASPP SBA (Green designation).
- English Learners: While performing below English-only students, they demonstrate significant growth upon reclassification. English Learners are 97.9 points below standard, recently reclassified students are 58.2 points above standard, and English-only students are 17.8 points above standard. Due to the number of English Learners and recently reclassified students, no color designation is assigned.

This record underscores El Oro Way's commitment to fostering academic success and continuous improvement.

Key features of El Oro Way Charter's innovative practices are in the enrichment of the high-quality instructional program through science-Habitat Classroom, art, physical education, and technology. As a unique Habitat Classroom showcasing the California native landscape, it serves as a hub for the integrated lessons in social studies, science and art that have been developed by the teachers for delivery to the students. These lessons incorporate visiting the Habitat. Art enrichment, in addition to what is provided by LAUSD, continues through teachers' implementation of standards-based art lessons through supplemental supplies from the charter block grant. Depending on calendar constraints, spring art showcases have been held both stand alone or in conjunction with Open House. For physical education, El Oro Way has relied on the partnership with the community to participate in psycho-motor programs with YMCA coaches to enrich physical education provided by classroom teachers. The additional coaches and expertise provides the students with added opportunities for health and wellness. Lastly, technology has developed quite rapidly in the last charter petition period. Students now have individual devices and so the Computer Lab has been transformed to a Technology Lab where coding and robotics lessons are completed. Due to the success of these key features, despite the district-wide enrollment decline, El Oro Way has maintained strong enrollment numbers and currently has a waitlist of approximately 200 students.

El Oro Way strives to meet the needs of student populations as presented. The most recent special population is the marked increase in English Learners, particularly newcomers from Armenia and Ukraine due to changes in global politics. As a response, El Oro Way refined intervention programs to better support them. Small group, in school intervention was created for newcomers to provide curriculum targeted for international newcomers. Under the supervision of the EL Designee, an instructional aide provided EL curriculum in phonics and vocabulary to supplement the classroom instruction.

During and after the COVID-19 pandemic, El Oro Way Charter was challenged in providing high quality instruction to students in a safe setting. The school adapted to distance and hybrid learning models before transitioning back to in-person instruction. Throughout these shifts, El Oro Way prioritized both academic instruction and students' social-emotional well-being. Though the COVID 19 pandemic related closures recedes into the past, the lasting effects on student social emotional needs linger. We continue to emphasize the integration of social emotional curriculum integrated and provided by the classroom teachers while the school counselor provides both consultation to teacher and special presentations to classrooms. Revised school-wide positive behavior interventions and supports (PBIS) and diversity-focused community events have been implemented. Office referrals and incident reports have significantly declined and civility in interactions between the parent community and school staff have also improved. These indicate the successful integration of social emotional learning strategies into both students' daily learning and school operations.

STUDENT POPULATION TO BE SERVED

Currently, El Oro Way Charter for Enriched Studies serves 429 students from both within and beyond its residential boundaries. Students in UTK-5th grade come from diverse ethnic, linguistic, and socio-economic backgrounds, representing communities such as Granada Hills, Northridge, Santa Clarita, and Sylmar. As of January 2025 (FOCUS report), the student demographic breakdown is as follows:

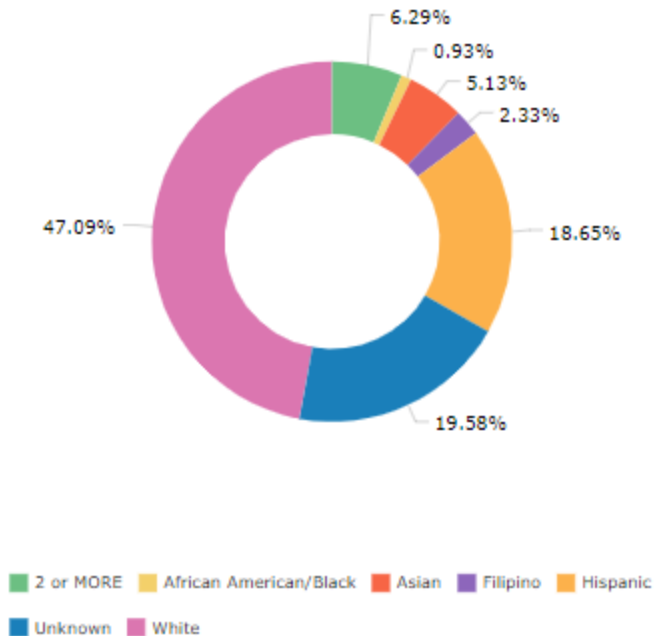
- **6%** Two or more ethnicities
- **1%** African American
- **5%** Asian
- **2%** Filipino
- **19%** Latino
- **20%** Unknown
- **47%** White (including a significant number of students from Armenia, Germany, and Russia)

Enrollment : View by Ethnicity / Gender



Graph View

Table View



El Oro Way serves students of all abilities and backgrounds:

- **41%** Socio-economically Disadvantaged
- **0%** Foster Youth
- **10%** Gifted and Talented
- **6%** Special Education
- **12%** English Learners
- **3.4%** Reclassified Fluent English Proficient

El Oro Way's educational program is designed to serve its diverse student population through:

- **Academic Excellence:** The school consistently performs above state standards, as demonstrated by CAASPP SBA results.
- **Innovative Educational Programs:** Intervention strategies, social-emotional learning initiatives, and positive behavior supports have led to measurable improvements in student engagement and well-being.
- **Support for Numerically Significant Student Groups:** Targeted interventions and tailored resources support English Learners, socio-economically disadvantaged students, and students requiring special education services.
- **Continuous Improvement:** The school identifies and addresses challenges, such as the evolving needs of its English Learner population, by adapting its curriculum, support services, and community engagement efforts.

El Oro Way Charter for Enriched Studies remains dedicated to fostering academic achievement, social-emotional growth, and inclusivity, ensuring that all students thrive in a supportive and dynamic learning environment.

GOALS AND PHILOSOPHY

Mission and Vision

El Oro Way Charter for Enriched Studies is dedicated to cultivating an innovative, engaging, and safe learning environment where dynamic, hands-on experiences enhance a rigorous academic curriculum for all students.

Our Motto:

"I Am Able..."

El Oro Way Charter for Enriched Studies envisions a dynamic, academically rigorous learning environment that meets and exceeds California Department of Education (CDE) standards while nurturing the intellectual, social, and physical development of every student. Our commitment is to equip students with the skills necessary to succeed in the 21st century, inspire a lifelong love of learning, and foster meaningful partnerships with families and the broader community.

Our school community prioritizes critical thinking, independence, and creativity, ensuring a holistic approach to education. We strive to build a model of excellence in public education through a learning program that:

- Integrates the arts—music, dance, visual arts, and theater—into a standards-based curriculum to enrich student learning.
- Provides hands-on, investigative learning experiences, including outdoor science exploration in our Outdoor Habitat Classroom.
- Engages students in cutting-edge technology, including coding and robotics, within our Technology Lab.
- Emphasizes social and community values that promote self-esteem, respect, and appreciation for diverse cultures and learning styles.

El Oro Way fosters an inclusive and culturally responsive academic environment that embeds social-emotional learning and encourages student agency, collaboration, and achievement. We actively involve all stakeholders—parents, students, faculty, administration, and community partners—in ongoing dialogue and initiatives aimed at continuous school improvement and student success.

Regular parent workshops will empower families with strategies to support their children's education, while ongoing professional development for educators will promote excellence, collaboration, and innovation. Through a focus on student learning, critical thinking, and problem-solving, we ensure that education remains a positive, engaging, and transformative experience for all learners.

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

To thrive as effective citizens in the 21st century, students must develop a broad spectrum of cognitive, technological, and socio-emotional skills. This includes proficiency in information literacy, media analysis, and digital communication, cultivated through critical thinking, collaboration, adaptability, and self-awareness. In today's rapidly evolving global society, students must possess the agility to pivot and contribute meaningfully in diverse and dynamic environments.

The digital revolution has fundamentally transformed how people communicate, learn, and work. Dr. Douglas Kellner of UCLA emphasizes that this shift will likely surpass the impact of the transition from oral to print culture (Kellner, 2001). Tony Wagner, in *The Global Achievement Gap*, identifies six essential skills for 21st-century success:

- Critical Thinking and Problem Solving
- Collaboration Across Networks and Leading by Influence
- Agility and Adaptability
- Initiative and Entrepreneurialism
- Effective Oral and Written Communication
- Accessing and Analyzing Information
- Curiosity and Imagination

Beyond technological advancements, the U.S. economy has undergone significant restructuring, requiring students to cultivate creativity and innovation to remain competitive. The *Rising Above the Gathering Storm* report (2007) underscores the necessity of fostering an environment that drives new industries and well-paying jobs. To prepare students for postsecondary education, career training, and the workforce, the California Department of Education (CDE) has established Career Ready Practices (www.careertech.org), which emphasize key competencies that can be nurtured at the elementary level.

El Oro Way Charter for Enriched Studies is dedicated to fostering an engaging, innovative instructional program that equips all students with the skills to succeed in higher education and future careers. Our key objectives include:

- **Maximizing Student Success** through state academic standards, performance assessments, iReady diagnostics, differentiated instruction, and comprehensive student evaluations (portfolios, parent-teacher conferences, and interim district assessments).
- **Expanding Multimodal Learning** to accommodate diverse student needs, including those performing below grade level, Gifted and Talented students, Special Needs learners, and Emergent Bilinguals.
- **Utilizing Data-Driven Instruction** to refine teaching methodologies and support professional development for highly qualified educators.
- **Integrating Technology** through platforms like Schoology to facilitate independent projects and collaborative learning.

- **Embedding Social-Emotional Learning (SEL)** using research-based programs such as Second Step, FOCUS, Every School Safe (Sandy Hook Promise), Common Sense Media, and LAUSD PBIS/Restorative Practices.
- **Fostering Kindness and Inclusion** through schoolwide campaigns and events promoting cultural appreciation, empathy, and community engagement, such as “Apples & Honey for All,” “Fruits and Veggies from Around the World,” “Sweets from Around the World & Traditional Regalia,” and “Kindness Week.”
- **Strengthening Community Involvement** by encouraging local participation in Habitat Workdays, Earth Day Celebrations, and PTA-sponsored events.

Through continuous collaboration and articulation with neighboring middle and high schools, El Oro Way will continue to lay a strong foundation for an exceptional public education, ensuring that all students graduate as capable, engaged, and adaptable 21st-century learners.

How Learning Best Occurs

El Oro Way fosters a culture of educational excellence and social responsibility by prioritizing student-centered learning in a collaborative environment. Teachers, parents, and community members work together to create a dynamic educational climate that reflects our school’s values and shared commitment to student success.

Research from the **Partnership for 21st Century Learning (P21)** and the **National Academies of Sciences** emphasizes that learning is most effective when students engage in inquiry-based, interdisciplinary, and technology-integrated instruction. Learning thrives when all stakeholders—educators, families, and the community—actively contribute to a supportive and enriching environment. By emphasizing collaboration, shared decision-making, and responsibility, we ensure that students receive a well-rounded education tailored to their individual needs. El Oro Way upholds a tradition of academic excellence, fostering lifelong learning in a safe, encouraging, and rigorous setting.

Highly qualified educators and support staff provide diverse, inclusive classrooms where all students can thrive. Instruction is guided by best practices from **Universal Design for Learning (UDL)** and **Culturally Responsive Teaching (CRT)**, incorporating clear expectations, rigor, multiple modalities, and differentiated instruction to accommodate diverse learning styles and backgrounds.

Our holistic approach broadens student learning experiences beyond academics. We offer enrichment opportunities in art, drama, horticulture, music, movement, technology, and media literacy. Research from the **Harvard Center on the Developing Child** underscores the importance of social-emotional learning (SEL) in fostering student resilience, motivation, and academic success. At El Oro Way, we integrate SEL principles into daily instruction to ensure a well-rounded and emotionally supportive learning experience.

"Learning is most effective when it inspires an appetite for more and a desire to share knowledge with others." — *Dirt on Learning* by Thom and Joanie Schult

By valuing every voice—students, teachers, parents, support staff, and the community—we strive to create a thriving educational environment where learning is meaningful, enjoyable, and transformative, preparing students for success in an increasingly complex and interconnected world.

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

The academic program at El Oro Way empowers students to cultivate self-motivated, competent, and lifelong learners who are equipped to excel in school and beyond. Our curriculum is designed to cultivate the talents, interests, and the scholastic aptitude of students through an interdisciplinary approach to study. The goal is to provide a learning environment that extends beyond mastery of skills. We strive to weave interdisciplinary themes of global awareness and civic literacy into content knowledge, while nurturing lifelong skills that will prepare them for complex life and work environments in the 21st century.

By embedding critical thinking, creative problem-solving, collaboration, and effective communication into daily learning experiences, we empower students to take ownership of their education. Clear expectations and success criteria set by educators encourage students to set personal learning goals, monitor their progress, and refine their strategies through reflective self-assessment and constructive feedback. This approach instills a growth mindset, fostering the confidence and perseverance needed to navigate challenges and continuously improve. With clear expectations and criteria set by our teachers, students are encouraged to take more initiative in their own learning and to develop tangible goals. Students make incremental checks to ensure progress toward their long-term strategic goals, develop questions to analyze past experiences, and make relevant improvements. Empowering our students to become actively involved in their own educational experience helps produce responsible and contributing members of society.

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, 2025)	
GOAL #1	
Proficiency for All <ul style="list-style-type: none"> Consistent with its charter, the school will annually maintain or increase the number of students achieving proficiency level or above as measured by the CAASPP SBA English Language Arts and Mathematics assessments. The school will meet or exceed state targets schoolwide for English learners, low income students, foster youth, and for all numerically significant subgroups, as required by law and charter. 	Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> The school will annually maintain or increase the number of students achieving “proficiency” or equivalent on CAASPP English Language Arts and Mathematics assessments. The school will meet or exceed state targets for English Learners, low income students, foster youth, and for all numerically significant subgroups. For English learners, the school will meet annual LCAP targets. The school will increase the number of English learners who make adequate annual progress by 10% each year. The school will increase the number of English learners who reclassify as Reclassified Fluent Proficiency (RFEP) by at least 2% each year. 	
Expected Annual Measurable Outcomes	
Outcome #1: The school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to (1) yield improved performance academic outcomes for all students, including English learners; (2) meet district benchmark performance targets, and (3) design and deliver appropriate professional development. The school will provide or obtain training for certified staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications. The school will continue to use the Smarter Balanced Summative Assessments for ELA, Math, and Science. Results from these assessments are just one piece of information to help our teachers and staff understand how well our students are mastering grade level standards. Our data is regularly compared to our similar affiliated charter schools as well as our local resident schools.	
Metric/Method for Measuring:	

CAASSP SBA Data - ELA

APPLICABLE STUDENT GROUPS	Baseline 2023/2024 (Based on most recent data available)	2025- 2026	2026- 2027	2027- 2028 (Not applicable if categorized as Low Performing)	2028- 2029 (Not applicable if categorized as Low Performing)	2029- 2030 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	57%	58%	59%	60%	61%	62%
English Learners Students	8%	10%	12%	14%	16%	18%
Socioeconomically Disadvantaged Students	51%	55%	58%	60%	61%	62%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	38%	40%	42%	44%	46%	48%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	53%	54%	55%	56%	57%	58%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	59%	60%	61%	62%	63%	64%

*Student group not numerically significant at this time (i.e., less than 30).

Metric/Method for Measuring:

CAASSP SBA Data - MATH

APPLICABLE STUDENT GROUPS	Baseline 2023/2024 (Based on most recent data available)	2025- 2026	2026- 2027	2027- 2028 (Not applicable if categorized as Low Performing)	2028- 2029 (Not applicable if categorized as Low Performing)	2029- 2030 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	53%	54%	55%	56%	57%	58%
English Learners Students	23%	24%	25%	26%	27%	28%
Socioeconomically Disadvantaged Students	48%	49%	50%	51%	52%	53%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	47%	49%	51%	53%	56%	58%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	54%	55%	56%	57%	58%	59%

Outcome #2:

The school will meet or exceed LAUSD's reclassification target rate of 22%.

The school will conduct an annual review of English learners to ensure adequate yearly progress and access to core curriculum. The school will ensure programs for English learners are designed to include the California English Language Development Standards.

The school currently has a 10% reclassification rate and will work to meet and exceed LAUSD's reclassification target of 22%

Metric/Method for Measuring:

ELPAC Data, Reclassification Rates.

APPLICABLE STUDENT GROUPS	Baseline 2023/ 2024 (Based on most recent data available)	2025- 2026	2026- 2027	2027- 2028 (Not applicable if categorized as Low Performing)	2028- 2029 (Not applicable if categorized as Low Performing)	2029- 2030 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Students	10%	13%	14%	15%	15%	15%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #3:

The school will continue to maintain the percentage of LTELs to 15% or less of all ELs (LCAP Target)

The school currently has no Long Term English Language Learners (LTEL) students. The school will conduct an annual review of Probable Long Term English Learners (P-LTELs) to ensure adequate yearly progress and access to core curriculum. The school will ensure programs for English Learners are designed to include the California English Language Development Standards and that P-LTEL students have access to interventions to help them access the California English Language Development Standards.

Metric/Method for Measuring:

Percentage of LTEL Students

APPLICABLE STUDENT GROUPS	Baseline 2023/2024 (Based on most recent data available)	2025- 2026	2026- 2027	2027- 2028 (Not applicable if categorized as Low Performing)	2028- 2029 (Not applicable if categorized as Low Performing)	2029- 2030 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Students	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

GOAL #2						
<p>100% Attendance The school will annually increase the number of students that attend 173-180 days each school year (i.e., achieve individual attendance of 96% or higher)</p> <p>The school will decrease by 1% annually the number of students missing 16 days or more each school year or an attendance rate of 91% or lower schoolwide</p>	<div style="text-align: center;">Related State Priorities:</div> <div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/> 1</div> <div><input type="checkbox"/> 4</div> <div><input type="checkbox"/> 7</div> </div> <div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/> 2</div> <div><input checked="" type="checkbox"/> 5</div> <div><input type="checkbox"/> 8</div> </div> <div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/> 3</div> <div><input type="checkbox"/> 6</div> </div> <div style="text-align: center; margin-top: 10px;">Local Priorities:</div> <div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/>:</div> <div><input type="checkbox"/>:</div> </div>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Increase annually the percent of students attending 173-180 days with the penultimate goal of 100%. Maintain attendance incentive programs Utilize PSA counselors to contact families whose student is absent more than 7 days during the school year Decrease the number of students missing 16 or more school days each year 						
Expected Annual Measurable Outcomes						
<p>Outcome #1: The school will annually increase the number of students achieving an individual attendance rate of 96% or higher.</p> <p>Metric/Method for Measuring: Percent of Students with Attendance Rate of 96% or Above</p>						
APPLICABLE STUDENT GROUPS	Baseline 2023/2024 (Based on most recent data available)	2025-2026	2026-2027	2027-2028 (Not applicable if categorized as Low Performing)	2028-2029 (Not applicable if categorized as Low Performing)	2029-2030 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	56.4%	58%	59%	60%	61%	62%
English Learners Students	55.4%	56%	57%	58%	59%	60%
Socioeconomically Disadvantaged Students	53.7%	55%	56%	57%	58%	59%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*

Latino Students	47.3%	49%	50%	51%	52%	53%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	54.7%	56%	57%	58%	59%	60%
Outcome #2: The school will decrease by 1% annually the number of students missing 16 days or more each school or an attendance rate of 91% or lower school wide.						
Metric/Method for Measuring: Percent of Students with Attendance Rates of 91% or Lower						
APPLICABLE STUDENT GROUPS	Baseline 2023/2024 (Based on most recent data available)	2025-2026	2026-2027	2027-2028 (Not applicable if categorized as Low Performing)	2028-2029 (Not applicable if categorized as Low Performing)	2029-2030 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	16.2%	15%	14%	13%	12%	11%
English Learners Students	24.6%	23%	22%	21%	20%	19%
Socioeconomically Disadvantaged Students	22.7%	21%	20%	19%	18%	17%
Foster Youth Students	**	***	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	23.7%	23%	22%	21%	20%	19%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	15.8%	14%	13%	12%	11%	10%

GOAL #3						
Parent, Community, and Student Engagement • Increase the number of parents completing the School Experience Survey • Train parents on academic initiatives by providing a minimum of six workshops annually	<div style="text-align: center;">Related State Priorities:</div> <div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/> 1</div> <div><input type="checkbox"/> 4</div> <div><input type="checkbox"/> 7</div> </div> <div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/> 2</div> <div><input type="checkbox"/> 5</div> <div><input type="checkbox"/> 8</div> </div> <div style="display: flex; justify-content: space-around;"> <div><input checked="" type="checkbox"/> 3</div> <div><input checked="" type="checkbox"/> 6</div> </div> <div style="text-align: center; margin-top: 10px;">Local Priorities:</div> <div style="display: flex; justify-content: space-around;"> <div><input type="checkbox"/>:</div> <div><input type="checkbox"/>:</div> </div>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> • The school will increase the number of parents completing the School Experience Survey • The school will increase the percentage of parents who agree/strongly agree in the prompts for Parent Engagement. • The school will increase the percentage of parents who agree/strongly agree in the prompts for Parent Engagement Involvement. • Maintain an effective program for interactive parent and family involvement that includes meaningful opportunities for providing and gathering parental input for decision-making, sharing and receiving information, and teaching and learning how to support the educational program. • Provide guidelines for parents to express and resolve concerns, in accordance with the charter. 						
Expected Annual Measurable Outcomes						
Outcome #1: Increase the number of parents completing the School Experience Survey Metric/Method for Measuring: LAUSD Parent School Experience Survey						
APPLICABLE STUDENT GROUPS	Baseline 2023/2024 (Based on most recent data available)	2025- 2026	2026- 2027	2027- 2028 (Not applicable if categorized as Low Performing))	2028- 2029 (Not applicable if categorized as Low Performing)	2029- 2030 (Not applicable if categorized as Low Performing)
Parents Completed	92%	2.5%	93%	93.5%	94%	94.5%
Overall Parent Engagement	86%	86.5%	87%	87.5%	88%	88.5%
Overall Parent Involvement	91%	91.5%	92%	92.5%	93%	93.5%

GOAL #4						
Ensure School Safety <ul style="list-style-type: none"> Strive to achieve zero suspension incidents Maintain the number of expulsion incidents at 0% Increase the percentage of students who feel safe on school grounds 	<div style="text-align: center;">Related State Priorities:</div> <div style="display: flex; justify-content: space-around;"> <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 </div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 </div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6 </div> <div style="text-align: center; margin-top: 10px;">Local Priorities:</div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/>: <input type="checkbox"/>: </div>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> The school will continue to implement positive behavior plans and social emotional learning activities The school will continue to promote and strengthen home-school partnerships to manage discipline. The school will increase the percentage of students who feel safe on school grounds. Safety Committee consisting of all stakeholders meets monthly to discuss safety concerns and implement increased safety measures. 						
Expected Annual Measurable Outcomes						
Outcome #1: Strive to achieve zero suspension incidents for all subgroups.						
Metric/Method for Measuring: School Suspension Data						
APPLICABLE STUDENT GROUPS	Baseline 2023/2024 (Based on most recent data available)	2025-2026	2026-2027	2027-2028 (Not applicable if categorized as Low Performing)	2028-2029 (Not applicable if categorized as Low Performing)	2029-2030 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	0.2%	0%	0%	0%	0%	0%
English Learners Students	1.6%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0.5%	0%	0%	0%	0%	0%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*

Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	0.5%	0%	0%	0%	0%	0%

Outcome #2:

Maintain the number of expulsion incidents at 0% across all subgroups.

Metric/Method for Measuring:

School Expulsion Data

APPLICABLE STUDENT GROUPS	Baseline 2023/2024 (Based on most recent data available)	2025- 2026	2026- 2027	2027- 2028 (Not applicable if categorized as Low Performing)	2028- 2029 (Not applicable if categorized as Low Performing)	2029- 2030 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners Students	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	0%	0%	0%	0%	0%	0%

GOAL #5						
Provide For Basic Services <ul style="list-style-type: none"> • Maintain the number of teachers that are appropriately credentialed for the students they are assigned to teach at 100% • Maintain the percentage of teachers completing the Teacher Growth and Development Cycle • Continue to grow the percentage of school-based staff attending 96% or above • Maintain the percentage of schools providing students with standards-based instructional materials by meeting Williams Act requirements at 100%. • Reach 100% of facilities that are in good repair. 				Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> • Family counselors will continue to be purchased to provide counseling services for all students in need of social emotional assistance • Continue purchasing general supplies and IMA • Centralized support from the District provided to the school 						
Expected Annual Measurable Outcomes						
Outcome #1: Maintain the percentage of teachers that are appropriately credentialed for the students they are assigned to teach at 100%. Metric/Method for Measuring: Annual review of school compliance with credentialing and assignments requirements.						
APPLICABLE STUDENT GROUPS	Baseline 2023/2024 (Based on most recent data available)	2025-2026	2026-2027	2027-2028 (Not applicable if categorized as Low Performing)	2028-2029 (Not applicable if categorized as Low Performing)	2029-2030 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%

Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100%	100%	100%	100%	100%

Outcome #2:

- School will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the charter.
- Each EL student will have full access to ELD program materials and any supplemental materials needed to provide the student access to core instruction.
- Each student with an IEP will have full access to all instructional materials necessary to participate fully in the program set forth in the IEP.

Metric/Method for Measuring:

Annual Williams instructional materials review and certification process; annual budget review; annual inventory.

APPLICABLE STUDENT GROUPS	Baseline 2023/2024 (Based on most recent data available)	2025- 2026	2026- 2027	2027- 2028 (Not applicable if categorized as Low Performing)	2028- 2029 (Not applicable if categorized as Low Performing)	2029- 2030 (Not applicable if categorized as Low Performing)
Williams Instructional Materials	100%	100%	100%	100%	100%	100%
Budget Review	100%	100%	100%	100%	100%	100%
Inventory	100%	100%	100%	100%	100%	100%

Outcome #3:

The school will achieve and maintain an overall “good” rating or better on annual review(s) of school facilities.

Metric/Method for Measuring:

Internal and/or District annual review(s) of the state and condition of its facilities; ongoing maintenance and repair log, with bi-annual inspection of school facilities by Plant Manager and Principal.

APPLICABLE STUDENT GROUPS	Baseline 2023/2024 (Based on most recent data available)	2025- 2026	2026- 2027	2027- 2028 (Not applicable if categorized as Low Performing)	2028- 2029 (Not applicable if categorized as Low Performing)	2029- 2030 (Not applicable if categorized as Low Performing)
Facility Inspections	100%	100%	100%	100%	100%	100%

GOAL #6						
Broad Course of Study • In addition to the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science, the school will offer a comprehensive enrichment program (Science, Tech Lab, Dance, Music, Art, and Physical Education) to 100% of its students every year. • All students will use the schoolwide Eureka Math Program. • All students will use the i-Ready Reading and Math MyPath Program to supplement and support targeted reading instruction.				Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
• Conduct an annual review of the school's master schedule, student schedules, and other information • Provide off-site professional development for both Lucy Calkins Writing Program and Cognitive Guided Instruction for newer teachers, as school budget allows. • Continue the on-site training of teachers and paraprofessionals in Lucy Calkins Writing Program • Provide professional development for the i-Ready Reading Program for teachers and paraprofessionals.						
Expected Annual Measurable Outcomes						
Outcome #1: The school will provide a comprehensive enrichment program including Science, Tech Lab, Dance, Art, Music, and Physical Education to 100% of students. Metric/Method for Measuring: Annual review of master schedule and student schedules for all applicable subgroups.						
APPLICABLE STUDENT GROUPS	Baseline 2023/2024 (Based on most recent data available)	2025-2026	2026-2027	2027-2028 (Not applicable if categorized as Low Performing)	2028-2029 (Not applicable if categorized as Low Performing)	2029-2030 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*

Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100%	100%	100%	100%	100%

Outcome #2:

Maintain 100% of students using i-Ready Reading and Math MyPath Program.

Metric/Method for Measuring:

Review of iReady usage reports.

APPLICABLE STUDENT GROUPS	Baseline 2023/2024 (Based on most recent data available)	2025- 2026	2026- 2027	2027- 2028 (Not applicable if categorized as Low Performing)	2028- 2029 (Not applicable if categorized as Low Performing)	2029- 2030 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100%	100%	100%	100%	100%

Outcome #3:

Maintain training of all teachers and paraprofessionals in state and district priorities and initiatives.

Metric/Method for Measuring:

Review of school professional development schedules.

APPLICABLE STUDENT GROUPS	Baseline 2023/2024 (Based on most recent data available)	2025- 2026	2026- 2027	2027- 2028 (Not applicable if categorized as Low Performing)	2028- 2029 (Not applicable if categorized as Low Performing)	2029- 2030 (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100%	100%	100%	100%	100%

INSTRUCTIONAL DESIGN

Our curriculum aligns with California CCSS, NGSS, and LAUSD initiatives. We prioritize student-centered learning through a balanced, research-based approach. El Oro Way uses data-driven instruction, analyzing student work and employing a cyclical plan-do-study-act (PDSA) process. Regular assessment of student progress, including all subgroups, informs instructional refinement. Our framework ensures effective teaching strategies to meet the diverse needs of all learners.

Using the concepts of backwards planning and Understanding by Design, curriculum will be systematically planned, providing students with a steady, consistent staircase to

success. El Oro Way teachers and leadership will work together to innovate and adapt continuously as we provide research based practices such as Dr. Kaplan's Icons for Depth and Complexity, Thinking Maps, and concept based math instruction to ensure mastery of the Common Core Standards for all students. We believe that it is our professional and ethical responsibility to provide daily instruction for each child in every classroom that includes the following:

- Clear expectations
 - o State standards are clearly expressed using student friendly language
 - o Rubrics and criteria charts, both teacher created and student created, are developed which align with state standards
 - o Conceptual knowledge (knowing what to do)
 - o Procedural Knowledge (knowing how to do something)
 - o Reasoning (knowing when/where/why to do something)
- Rigorous curriculum
 - o Critical thinking strategies in all academic areas include:
 - o Scholarly Behaviors (Depth and Complexity)
 - o Revised Blooms Taxonomy
 - o Webb's Depth of Knowledge
- Varied opportunities for collaboration and student interactions
 - o Pair-share instruction
 - o Cooperative learning opportunities across the curriculum
 - o Choral reading, chanting
 - o Literature circles
 - o Writing process, which includes peer revision and peer editing
- Differentiated curriculum
 - o Tiered assignments
 - o Compacting
 - o Independent study
 - o Scaffolding technique - Thinking Maps, Accountable Talk, and pre-teaching of concepts
- Differentiated instruction
 - o Whole group, small group, and individualized instruction
 - o Multi-media, technology enriched learning
 - o Team teaching
 - o Graphic organizers and mind maps
 - o Specially Designed Academic Instruction in English (SDAIE)
 - o Direct instruction
 - o Guided practice
- Experiential learning
 - o Student centered learning
 - o Independent work time, research, and projects
 - o Use of manipulatives and realia
 - o Hands-on inquiry-based learning through labs and simulations
 - o Internet connectivity and collaboration
 - o Field trips
- Integration of the arts
 - o Music class

- o Visual arts instruction across the curriculum
- o Theater and dramatic arts activities

El Oro Way's instructional approach is rooted in rigorous, student-centered learning that aligns with California CCSS, NGSS, and LAUSD initiatives. Key points include data-driven instruction and the Plan-Do-Study-Act (PDSA) process, where we continuously refine our teaching to meet the diverse needs of all students. Utilizing backward planning and Understanding by Design, we provide a structured, research-based curriculum that fosters deep understanding and mastery of state standards. Additional features of our instructional model include clear expectations, rigorous curriculum, collaborative learning, differentiated instruction, experiential learning, and arts integration. By incorporating strategies such as Depth and Complexity, Thinking Maps, cooperative learning, and inquiry-based exploration, we ensure students develop critical thinking, problem-solving, and communication skills. Our commitment to high-quality instruction supports academic excellence, engagement, and equitable access for all learners.

Curriculum and Instruction

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

El Oro way Charter for Enriched Studies continues to pursue multiple and varied professional development opportunities to constantly improve instruction while staying current with standards as specified in our vision. The scope and sequence of skills to be taught across the grade levels and the different subjects the school plans to teach have been outlined below. All California State Standards will be addressed with grade level planning so students receive consistent instruction.

English Language Arts

- Provide a rigorous curriculum that meets or exceeds CCSS for language arts.
- Develop reading, writing, speaking, and listening skills to support learning across disciplines.
- Utilize diverse, CCSS-aligned resources, including Amplify Reading, Core Literature, Junior Great Books, iReady, 95% Phonics Intervention, and Heggerty, to meet students' varying needs.
- Foster critical thinking through analysis, justification, and theorization in writing.
- Strengthen grammar, spelling, oral communication, and active listening through direct instruction and integrated language development.
- Enhance vocabulary through written and oral application.
- Promote higher-order thinking using Bloom's Taxonomy, Kaplan's Depth and Complexity, and Webb's Depth of Knowledge.

- Implement a schoolwide writing program with *Writing Rope* and *Write from the Beginning and Beyond*.
- Integrate technology for presentations, project exhibits, and digital portfolios.
- Encourage creative writing, including storytelling and poetry.
- Dedicate a minimum of two hours daily to language arts instruction in K-5.
- Curriculum and resources may be updated to follow CA and LAUSD curricular updates and adoptions and remain current with updated instructional standards and materials.
- Universal Transitional Kindergarten:
 - Introduce and reinforce letter names and sounds through music, dance, and play.
 - Use kinesthetic activities (e.g., playdough, shaving cream, salt trays) for letter formation.
 - Engage in whole-body phonological awareness through TPR, rhythm sticks, musical instruments, and sensory activities.
- Some examples of grade level enrichments include:
 - Author studies on David Shannon, Mo Willems, Kevin Henkes, and Laura Joffe Numeroff.
 - Book Buddies: During Dr. Seuss week third grade students pair up with a Kindergarten student to read and share bookmarks they have created.

English Language Development

- Students will demonstrate progress through reading, writing, speaking, and listening in English.
- Students will use prior knowledge to integrate English language acquisition in all content areas.
- Students will proceed toward the goal of reclassification by increasing ELA grades, periodic assessment performance bands, and ELPAC scores.
- Teachers will implement a rigorous curriculum to ensure meeting and exceeding the State and Common Core Standards.
- Teachers will implement the English Learner Master Plan with fidelity through designated and integrated ELD instruction.
- Teachers will use SDAIE techniques across all curriculum areas to promote understanding and develop students' mastery of English.
- Curriculum and resources may be updated to follow CA and LAUSD curricular updates and adoptions and remain current with updated instructional standards and materials.

Math

- Provide a rigorous curriculum that meets or exceeds state standards for mathematics.
- Develop mathematical proficiency by applying concepts and computational skills to various problem-solving processes.

- Utilize research-based programs such as Eureka Math, Model Draw for Word Problems, Great Minds In-Sync, and Marcy Cook to support conceptual understanding and fluency.
- Additional curriculum and resources to follow CA and LAUSD curricular updates and adoptions and remain current with updated instructional standards and materials.
- Foster deep understanding of mathematical practices to cultivate lifelong problem-solving skills.
- Develop understanding of key mathematical domains, including operations, algebraic thinking, patterns, functions, geometry, statistics, and probability.
- Apply math skills to real-world problem-solving situations, reinforcing relevance and critical thinking.
- Strengthen reasoning by recognizing relevant information, checking work, and verifying solutions.
- Identify appropriate operations for solving word problems, improving logical reasoning.
- Integrate math across disciplines, including music, dance, science, art, technology, and history, to enhance conceptual connections.
- Develop students' skills using mathematical tools and hands-on manipulatives such as protractors, computers, rulers, compasses, place value blocks, and fraction tiles.
- Curriculum and resources may be updated to follow CA and LAUSD curricular updates and adoptions and remain current with updated instructional standards and materials.
- Some examples of grade level enrichments include:
 - 100th day of school with crafts and counting activities with a focus on place value – sets of ten. 100th Day Celebration - Activities with a focus on place value – sets of ten such as counting objects to 100, counting by 10s and 5s to 100, addition, friendly letter writing, sequencing activities completed
 - Pi Day; Discuss concept/ do various activities around circumference measuring diameter, literature about Pi Day, art focused on circles/collaborative art.
 - Area Robot: Students construct a paper robot. Each body part has a different area and must be calculated. Students must find the total area of the robot using composite figures.
 - Fraction Art and Stories: Each student picks a different animal to create a class zoo. Students must use different colors and tell the fraction of each color. Students should include fractions greater than one whole. Students write a short story to go with their animal
 - Math Jenga: Student work together in groups answering questions based on the color of the Jenga tile. Students solve each problem on their own and then share their answers/explain their solution.
 - Life-Sized Bananagrams: Students work in groups collaboratively to play a game of Bananagrams against other teams. Game focuses on improving spelling skills, vocabulary recognition, overall language development.

History/Social Studies

- Provide a rigorous curriculum that meets or exceeds CCSS for history-social studies, using the *History Alive* series.
- Additional curriculum and resources to follow CA and LAUSD curricular updates and adoptions and remain current with updated instructional standards and materials.
- Develop students' understanding of their place in the world by exploring communities, cities, states, and countries within geographical and historical contexts.
- Teach critical thinking skills to analyze historical events, identify patterns, and make connections over time.
- Strengthen research skills by engaging with primary sources to understand historical perspectives and evidence.
- Interpret geographical and historical information to draw conclusions and understand cause-and-effect relationships.
- Enhance learning through role-playing, simulations, and interactive experiences that bring history to life.
- Honor and celebrate diversity through integrated curricular activities, such as exploring global agriculture, climate, and cultural influences on civilizations.
- Recognize and respect students' native languages in daily classroom routines and discussions.
- Celebrate cultural heritage through holiday performances and school-wide initiatives.
- Foster global awareness by expanding students' understanding from local communities to an interconnected world.
- Encourage responsible citizenship by engaging students in community service initiatives such as hunger relief, recycling, and clothing donations.
- Curriculum and resources may be updated to follow CA and LAUSD curricular updates and adoptions and remain current with updated instructional standards and materials.
- Some examples of grade level enrichments include:
 - "Friendsgiving" - Social emotional, learning about caring for others, family and celebrations
 - Winter Holiday Program - Holidays around the world, performing arts (singing and dancing, poetry) songs and/or dances from different cultures
 - Students create Native American stories using hieroglyphics on "bear skin" paper. Stories can be inspired by Native American stories they have heard, Students share their stories in the Habitat once completed.
 - Third grade students create small baskets focusing after learning about different resources that CA Native Americans used and how/why they were used.
 - Multi Cultural Art: Students create different art work based on different cultures such as Native American Heritage Month, Black History Month, Hispanic-Heritage Month.

Science

- Provide a rigorous curriculum that meets or exceeds Next Generation Science Standards using the FOSS from UC Berkeley's Lawrence Hall of Science..
- Guide students to develop an understanding of the three disciplinary core ideas (content,), and cross-cutting concepts in the following domains:
 - Physical Sciences
 - Life Sciences
 - Earth Space Sciences
- Engage in the 8 science practices throughout the disciplines, which help students understand how science knowledge develops and how scientific investigation and inquiry is supported:
 - Ask questions and define problems for further exploration
 - Develop and use models to represent abstract concepts
 - Plan and carry out investigations and learning to fine-tune their research methods
 - Analyze and Interpret data so as to bring out their meaning and relevance in scientific inquiry
 - Use mathematics and computational thinking and merging the two fields of science and engineering
 - Construct explanations for scientific phenomena and design engineering solutions under specific constraints and criteria
 - Read, interpret, and produce scientific and technical text as a fundamental practice in our science instruction
 -
- Seven Cross-Cutting Concepts are used to bridge Disciplinary Core Ideas to the Scientific and Engineering Practices
 - Patterns
 - Cause and Effect
 - Scale, Proportion, Quantity
 - Systems and System Models
 - Energy and Matter
 - Structure and Function
 - Stability and Change
- Conduct investigations
- Apply scientific method to explore and discover new products and ideas, students learn to form questions, research, hypothesize, gather, and analyze information and draw conclusions for their data
- Engage in argument, using evidence to defend a new ideas
- Encourage students to use a variety of ways to present their research, including through writing and use of technology
- Investigate annually a local and relevant phenomena to address standards and instill science literacy.
- Access students' prior knowledge.
- Curriculum and resources may be updated to follow CA and LAUSD curricular updates and adoptions and remain current with updated instructional standards and materials.

- Some examples of grade level enrichments include:
 - Students work in groups to create and build enclosures for farm animals. This STEM activity encourages teamwork in order to build a structure with only one moving part (door, gate, etc.)
 - Study trees throughout the seasons, parts of trees, what trees need to survive (ongoing throughout the year)
 - Field Trip to Underwood Family Farm - education about plants and animals
 - Comparing and contrasting live animals (in spring)
 - States of matter (popsicle experiment - solid, liquid, back to solid)
 - Construct sound Spoon-Gong systems and use mirrors and flashlights, or the sun, to redirect light paths in Sound and Light. Air and Weather allows us to design pinwheels, parachutes, and air balloon rockets. And our culminating Plants and Animal unit has us growing various plants to add to a living terrarium system.
 - Crayfish Investigation and Stories: Students spent several weeks observing crayfish. Students create art work that includes the life cycle of a Crayfish. Students also complete Day in the Life of a crayfish that must include true facts/structures of a crayfish
 - Testing engineering process by creating wheel and axel systems and how far the can go using a ramp
 - Physical science (mixtures/solutions, chemical/physical changes) - making flubber, mystery powders, flying film canisters, separating mixtures, UV beads, making butter, separating milk molecules, ooblek, lava cake, shrinky dinks
 - Earth science (astronomy, weather)- lunar lander build, water cycle model
 - Life science (plants, body systems) - owl pellets, pig heart dissection, planting in the habitat

Technology

- Incorporate technology into all areas of the curriculum
- Allow students to demonstrate creative thinking to develop innovative products and processes using technology
- Guide students to use digital media to communicate and work collaboratively
- Teach students to apply digital tools to gather, evaluate, and use information
- Help students apply their critical thinking skills to plan and conduct research
- Provide technology instruction for K-2 students with a focus on the following areas:
 - Mastery of basic keyboarding skills (function of various keys, speed, and accuracy, using the home keys)
 - Basic internet research skills, safety, and responsibility
 - Introduction to tables and spreadsheets
 - Introduction to word processor skills
 - Introduction to creating informative presentations
 - Multimedia presentation

- Tech Lab and comprehensive coding and robotics program beginning in Kindergarten to complex robotics by Fifth Grade.
- Provide technology instruction for students in grades 3-5 with a focus in the following areas:
 - A 1-to-1 Chromebook program that incorporates the best practices of a traditional program with a modern, blended learning approach
 - Google Classroom – LMS implementation
 - Collaborative work through Google Apps for Education – Drive, Docs, Sheets, Slides, etc.
 - Digital portfolios
- Curriculum and resources may be updated to follow CA and LAUSD curricular updates and adoptions and remain current with updated instructional standards and materials.

Visual and Performing Arts

•Music

- Teach students to process, analyze, and respond to sensory information through the language and skills unique to music
- Apply instrumental musical skills using class sets of instruments and portable keyboards. Expose students to a wide-ranging variety of recorded music for listening, to develop an appreciation of music and an understanding of the historical contributions of music.
- Allow students to apply what they learn in music across subject areas.

•Theatre

- Provide opportunities for students to express themselves and demonstrate core curriculum knowledge on the classroom stage
- Perform curriculum-based plays published by Bad Wolf Press, as well as original plays, written by staff members.
- Learn from the traveling theatre teacher as she models lessons on the 6 elements of drama with groups of students
- Encourage students to apply theatre skills to literature, science, and social studies

•Visual Arts

- Deliver content using the Art Express and Arts Attack series
- Expose students to cross-cultural artistic masters and encourage them to both recognize and emulate their form.
- Provide opportunities for students to practice art in the classroom, in our Art Studio, and outdoors
- Learn from the traveling art teacher as she models lessons on the 7 elements of art with groups of students
- Use our state-of-the-art kiln is used to finish students' clay sculptures
- Encourage students to apply visual arts skills across other subject areas

•Dance

- Give students opportunities to develop movement skills, emphasizing the elements of time and space

- o Encourage students to create and communicate meaning through the performance of dance
- o Provide opportunities for 4th and 5th graders to learn and perform historically relevant dances by participating in ballroom dance instruction
- o Encourage students to apply what they learn in dance to learning across subject areas

Arts curriculum and resources may be updated to follow CA and LAUSD curricular updates and adoptions and remain current with updated instructional standards and materials.

Health and Physical Education

- Foster students' foundation of health addressing the three parts of health (mental/emotional, physical, social/family) are interconnected and contribute to overall well being
- Provides our students with healthy minds and bodies
- Enhances the concepts of team sports and good sportsmanship while incorporating fairness in competition
- Enhances all aspects of development including academic performance, movement knowledge, motor skills and self esteem
- P.T.A. traditionally funds our Y.M.C.A. psycho-motor program provided to grade levels K-5 to supplement the CCSS and is implemented by classroom teachers at all grade levels

Social-emotional Learning

- Evaluate the effect of how the six pillars of character implemented schoolwide contributes to a school culture of social responsibility
- Continue reinforcement of character through a rotating focus and awards at monthly assemblies
- Supplement further character education with information obtained from programs such as Second Step and Focus
- Empower students' conflict resolution skills by communicating with "I" messages
- Engage students to solve conflicts through a restorative process such as the Restorative Rainbow
- Inspire and call students to be active leaders in contributing to environmental health

Intervention program

EL Oro Way Charter provides multiple interventions to students. To identify the needs of students, at the start of the school year, teachers and staff review disaggregated assessment data, including standardized tests, report card grades, and end of year periodic assessment data. The data is re-examined after the completion of the beginning of the year periodic assessments and reviewed again after the completion of the middle of the year periodic assessments. Students are identified for participation in

interventions based on the data above. Both in-school and after-school intervention are designed depending on the particular school year's resources. Sample academic interventions include:

- Small group phonics program to students in grades 3-5 for short sessions during the ELA instructional block.
- Small group math fluency program in addition/subtraction to students in grades 1-2 and multiplication/division to students in grades 3-5 for short sessions during the math instructional block.
- Small group newcomer ELD program for both phonics and vocabulary to students new to the country during the school day.
- Small group vocabulary program targeted for English Learners during the school day.
- After school intervention classes taught by classroom teachers to grade level groups of students. Instruction includes phonics, vocabulary, and reading comprehension.
- After school virtual tutoring programs in both reading and math for grades 1 – 5.

Curriculum is selected and prepared by the classroom teacher and intervention teacher and instruction is delivered by teachers and/or a team of trained paraprofessional educators.

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.

El Oro Way provides the universal transitional kindergarten program for students in accordance with LAUSD policy. Students are provided instruction in accordance with State guidelines and standards. UTK students are housed in the kindergarten area of school, playing and eating lunch on the same schedule as the kindergarten students. They participate in all enrichment programs at the school.

Universal Transitional Kindergarten (UTK) has developed at El Oro Way Charter for Enriched Studies. It began with one transitional class and has now grown to two classes. UTK provides an early childhood educational program that builds a bridge between preschool years and traditional Kindergarten. Students in UTK are provided with opportunities to gain familiarity with highly structured learning and basic reading skills. This helps meet the academic demands in Kindergarten. UTK eligibility is based on each individual child's date of birth.

Our school's UTK program provides children with an in-depth and well-planned classroom program that build necessary social and academic skills. This paves the way for success in the elementary school experience. The program is based on the California Kindergarten Common Core State Standards with focused instruction in Language Arts through the use of Ready to Advance (in conjunction with thematic units) and numerous other phonics resources. UTK also provides basic math skills, which

include an introduction through exposure to My Math, Math Our Way and daily calendar activities. Social Studies and Science are taught in accordance with LAUSD and State guidelines.

UTK participates in El Oro Way programs and events along with the Kindergarten classes. Activities are often modified, and scaffolds are provided so that UTK students are able to access the content in a more interactive and kinesthetic manner. This allows them to participate in, and begin to acquire, the necessary skills to transition to Kindergarten standards in the future. California UTK Standards require that the curriculum be closely related to the Common Core Kindergarten Standards with similar content provided in a more developmental manner. Students are not expected to master Kindergarten Curriculum, but are exposed to the standards. This exposure creates familiarity that increases confidence, enhances skills, and allows for frustration levels to decrease in most social, academic and artistic areas.

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.

The El Oro Way school year will operate on the LAUSD calendar with 180 days of instruction composing the school year. All LAUSD school holidays will be observed as a typical traditional track elementary school. El Oro Way students in grades UTK-5 receive 323 instructional minutes on Monday, Wednesday, Thursday, and Friday. On Tuesday banking days, students receive 263 instructional minutes. Students receive 253 minutes on Minimum Days. The instructional schedule is designed to fulfill the California Ed Code minimum number of minutes, as set forth in E.C. 47612.5.

The UTK students and program follows the same schedule as the K students and receive the same number of instructional minutes as the K students.

Regular Day Schedule

Grades	Class Start	Recess Start	Recess End	Lunch Start	Lunch End	Recess 2 Start	Recess 2 End	Dismissal	Instruction Mins	Required Mins
Grades K	08:05 AM	09:40 AM	10:00 AM	11:40 AM	12:00 PM	12:00 PM	12:20 PM	02:28 PM	323	323
Grades 1,2,3	08:05 AM	09:40 AM	10:00 AM	12:05 PM	12:25 PM	12:25 PM	12:45 PM	02:28 PM	323	323
Grades 4,5	08:05 AM	10:00 AM	10:20 AM	12:30 PM	12:50 PM	12:50 PM	01:10 PM	02:28 PM	323	323

Professional Development Schedule

Grades	Class Start	Recess Start	Recess End	Lunch Start	Lunch End	Recess 2 Start	Recess 2 End	Dismissal	Instruction Mins	Required Mins
Grades K	08:05 AM	09:40 AM	10:00 AM	11:40 AM	12:00 PM	12:00 PM	12:20 PM	01:28 PM	263	263
Grades 1,2,3	08:05 AM	09:40 AM	10:00 AM	12:05 PM	12:25 PM	12:25 PM	12:45 PM	01:28 PM	263	263
Grades 4,5	08:05 AM	10:05 AM	10:25 AM	12:30 PM	12:50 PM	12:50 PM	01:10 PM	01:28 PM	263	263

Minimum Day Schedule

Grades	Class Start	Recess Start	Recess End	Lunch Start	Lunch End	Recess 2 Start	Recess 2 End	Dismissal	Instruction Mins	Required Mins
Grades K,1	08:05 AM	10:00 AM	10:15 AM	10:15 AM	10:35 AM			12:53 PM	253	253
Grades 2,3	08:05 AM	10:25 AM	10:40 AM	10:40 AM	11:00 AM			12:53 PM	253	253
Grades 4,5	08:05 AM	10:55 AM	11:10 AM	11:10 AM	11:30 AM			12:53 PM	253	253

Sample Daily Schedules

Regular Days:

UTK, TK, Kindergarten

8:05	Breakfast in the Classroom Attendance Calendar Math
8:20	English Language Arts
9:40	Recess
10:00	English Language Arts continued; English Language Development - Integrated
10:30	iReady MyPath - Reading
10:45	English Language Development - Designated
11:15	Mathematics
11:40	Lunch & Lunch Recess
12:20	Mathematics continued
1:30	Science / Social Studies / Health / Art
2:10	iReady MyPath - Math
2:28	Dismissal

Grades 1-3

8:05	Breakfast in the Classroom Attendance Daily Spiral Review – Math / ELA
8:20	Mathematics
9:20	iReady MyPath - Math
9:40	Recess
10:00	English Language Arts; English Language Development - Integrated
11:15	iReady MyPath - Reading
11:35	English Language Development - Designated
12:05	Lunch and Lunch Recess
12:50	English Language Arts continued
1:30	Physical Education / Science / Health / Social Studies/ Art
2:28	Dismissal

Grades 4-5

8:05	Physical Education
8:20	Breakfast in the Classroom Attendance
8:45	English Language Arts; English Language Development - Integrated
10:05	Recess
10:25	English Language Development - Designated
10:55	Mathematics
12:00	iReady MyPath – Math & Reading
12:30	Lunch and Lunch Recess
1:10	Science / Social Studies/ PE / Health / Art
2:28	Dismissal

Early Dismissal Days:

UTK, TK, Kindergarten

8:05	Breakfast in the Classroom Attendance Calendar Math
8:20	English Language Arts
9:40	Recess
10:00	English Language Arts continued; English Language Development - Integrated
10:30	iReady MyPath - Reading
10:45	English Language Development - Designated
11:15	Mathematics
11:40	Lunch & Lunch Recess
12:20	Mathematics continued
1:28	Dismissal

Grades 1-3

8:05	Breakfast in the Classroom Attendance Daily Spiral Review – Math / ELA
8:20	Mathematics
9:20	iReady MyPath - Math
9:40	Recess
10:00	English Language Arts; English Language Development - Integrated
11:15	iReady MyPath - Reading
11:35	English Language Development - Designated
12:05	Lunch and Lunch Recess
12:50	English Language Arts continued
1:28	Dismissal

Grades 4-5

8:05	Physical Education
8:20	Breakfast in the Classroom Attendance
8:45	English Language Arts; English Language Development - Integrated
10:05	Recess
10:25	English Language Development - Designated
10:55	Mathematics
12:00	iReady MyPath – Math & Reading
12:30	Lunch and Lunch Recess
1:10	Physical Education
1:28	Dismissal

Minimum Days:

UTK, TK, Kindergarten

8:05	Breakfast in the Classroom Attendance Calendar Math
8:20	English Language Arts
10:00	Brunch
10:35	English Language Arts continued; English Language Development - Integrated
11:00	English Language Development - Designated
11:30	iReady MyPath - Reading
11:45	Mathematics
12:53	Dismissal

Grade 1

8:05	Breakfast in the Classroom Attendance Daily Spiral Review – Math / ELA
8:20	Mathematics
9:20	iReady MyPath - Math
9:35	iReady MyPath - Reading
10:00	Brunch
10:35	English Language Arts
11:35	English Language Arts; English Language Development - Integrated
12:05	English Language Development - Designated
12:35	iReady MyPath - Reading
12:53	Dismissal

Grades 2-3

8:05	Breakfast in the Classroom Attendance Daily Spiral Review – Math / ELA
8:20	Mathematics
9:20	iReady MyPath - Math
9:35	iReady MyPath - Reading
9:55	English Language Development - Designated
10:25	Brunch
11:00	English Language Arts
12:30	English Language Arts; English Language Development - Integrated
12:53	Dismissal

Grades 4-5

8:05	Physical Education
8:20	Breakfast in the Classroom Attendance
8:45	English Language Arts; English Language Development - Integrated
10:00	iReady MyPath – Reading
10:25	English Language Development - Designated
10:55	Brunch
11:30	Mathematics
12:30	iReady MyPath – Math
12:53	Dismissal

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	134	323	39	263	10	253			183	36000	56069	20069
1	Yes	134	323	39	263	10	253			183	50400	56069	5669
2	Yes	134	323	39	263	10	253			183	50400	56069	5669
3	Yes	134	323	39	263	10	253			183	50400	56069	5669
4	Yes	134	323	39	263	10	253			183	54000	56069	2069
5	Yes	134	323	39	263	10	253			183	54000	56069	2069
6	No												
7	No												
8	No												
9	No												
10	No												
11	No												
12	No												

As an LAUSD affiliated charter school, Charter School follows LAUSD's academic calendar.

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.

El Oro Way does not serve students in 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.

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to staff professional development. Professional development is built upon school-wide needs and the interests of teachers and administration. The topics are aligned with the District's banking time professional development priorities and developed with the input of El Oro Way's Grade Level Chairs and teachers. The Grade Level Chairs will determine topics for Professional Development by the end of the school year, for the upcoming year, focusing on the areas of curriculum, technology, innovation, character education, intervention, Emerging Bilinguals, differentiation strategies, Special Education, and safety. All professional

development topics and needs will be based on student data and the needs of our students. Professional development sessions will include utilizing El Oro Way teachers with varieties of expertise, as well as other experts and consultants from the District, local universities, or educational publishing companies. Professional development may also include grade and cross-grade level small groups, and after-school learning communities to explore ways to elevate teaching and learning. The Grade Level Chairs will work with the administration to ensure flexibility and that Professional Development meets the needs of the teachers so they may better serve our students' needs. In addition to learning and implementing research-based instructional strategies, professional development will focus on helping our teachers provide a consistent curriculum with iReady diagnostic assessments and individualized learning MyPath for reading and math, Great Minds, Thinking Maps, the Next Generation Science Standards (NGSS), supporting students from all subgroups who need accommodations, and differentiation strategies, technology literacy, and promoting social/emotional and growth mindset. Our commitment to continuous learning is unwavering. Our professional development and budget will be aligned with our students' needs, always basing our decisions on sub-group and whole school data. Both quantitative and qualitative assessments indicate that students are improving in all areas due to our belief that adult learning and reflection is critical to student growth.

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*.

El Oro Way Charter School is committed to meeting the diverse linguistic and academic needs of English Learners (ELs) and Standard English Learners (SELs) in accordance with LAUSD's Master Plan. Our instructional program is designed to ensure that all English Learners acquire English proficiency, access rigorous academic content, and are prepared for reclassification and long-term academic success.

Educational Programs for English Language Acquisition

El Oro Way implements both Designated and Integrated English Language Development (ELD) to support language acquisition. Instruction is provided by credentialed teachers who are trained in both ELD standards and best practices for EL instruction.

Designated ELD is delivered daily in all classrooms and focuses explicitly on building English language skills—listening, speaking, reading, and writing. Instruction is aligned to the California ELD Standards, with lessons designed to meet students at their proficiency level. Teachers utilize Amplify CKLA Language Studio, a curriculum that provides rigorous and engaging language instruction.

Integrated ELD is embedded across all subject areas throughout the school day. Teachers use the California ELA/ELD Framework to guide instruction, ensuring ELs access grade-level content while building academic language. Strategies include scaffolding, modeling, collaborative conversations, and structured academic discussions.

Instruction is differentiated using Universal Design for Learning (UDL) to provide multiple means of engagement, representation, and expression. This ensures that students at all proficiency levels have meaningful access to the full curriculum.

Use of ELPAC Data to Accelerate Progress

El Oro Way uses ELPAC (English Language Proficiency Assessments for California) data for planning and instructional decision-making. The EL Designee and instructional staff analyze ELPAC results to:

- Identify each student's proficiency level in listening, speaking, reading, and writing.
- Develop targeted supports and instructional groupings in both Designated and Integrated ELD.
- Inform reclassification readiness and intervention plans.
- Guide professional development on effective strategies to address skill gaps.
- ELPAC data is compared to internal measures, including iReady, DIBELS, and curriculum-based assessments, to personalize instruction and ensure that ELs make adequate annual progress toward English language proficiency.

Meaningful Access to the Curriculum

To ensure that ELs at all levels of English proficiency have meaningful access to the curriculum's rigorous, standards-based instruction, El Oro Way uses a range of evidence-based instructional strategies:

- Specially Designed Academic Instruction in English (SDAIE) strategies such as visual aids, realia, graphic organizers, manipulatives, and thinking maps.
- Scaffolding techniques that support language acquisition while engaging in academic content.
- Collaborative learning structures to promote peer-to-peer interaction and oral language development.
- Culturally relevant teaching practices to affirm students' identities and enhance engagement.

These strategies are implemented schoolwide and are aligned with both the CA Content Standards and the ELA/ELD Framework, ensuring ELs build language and content knowledge simultaneously.

Annual Evaluation of the EL Program

El Oro Way conducts an annual evaluation of the EL program to measure its effectiveness and inform improvements. The EL Designee, alongside the leadership team, reviews:

- ELPAC growth data
- Reclassification rates

- Academic performance (SBA, report card grades, periodic assessments)
- Progress on intervention plans
Feedback from teachers, families, and students
Findings are shared with stakeholders through ELAC and Local School Leadership Council (LSLC) meetings and inform professional development, resource allocation, and instructional planning.

Monitoring EL and RFEP Progress

The EL Designee leads a comprehensive monitoring process for both current ELs and students who have been Reclassified as Fluent English Proficient (RFEP). Current English Learner progress is reviewed using a combination of ELPAC, DIBELS, iReady, classroom assessments, and grades. The Student Support & Progress Team (SSPT) meets twice per year to review data and adjust supports. RFEP students are monitored for four years post-reclassification to ensure continued academic success. Data reviewed includes assessment results, grades, and teacher input. Families receive regular progress reports that include grades, test scores, attendance, work habits, and any interventions in place or recommended.

Monitoring Long-Term English Learners (LTELs)

El Oro Way implements a targeted system to monitor and support Long-Term English Learners (LTELs) and At-Risk LTELs:

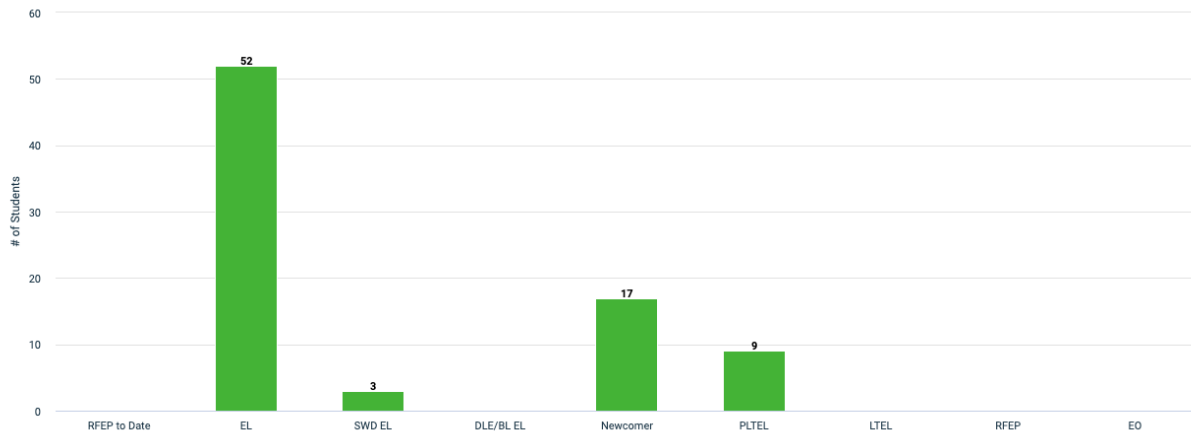
- Data-driven review of ELPAC scores, academic performance, and language development.
- Individual goals are set for each LTEL, with progress monitored through biannual SSPT meetings.
- Targeted interventions include additional small-group instruction, after-school tutoring, and extended learning opportunities.
- Teachers and the EL Designee collaborate to analyze effectiveness and adjust instructional strategies as needed.

By aligning all aspects of its English Learner program with LAUSD's Master Plan, El Oro Way ensures that every EL student has access to high-quality instruction, timely supports, and a clear path to reclassification and long-term academic success.

[TK-12] Language Classification & Reclassification



"EL" includes SWD EL, DLE EL, and all typologies of Newcomer, PLTEL and LTEL. "LEP" is the legacy term for "EL"; some metrics still use it as they are drawing from legacy LAUSD tables.



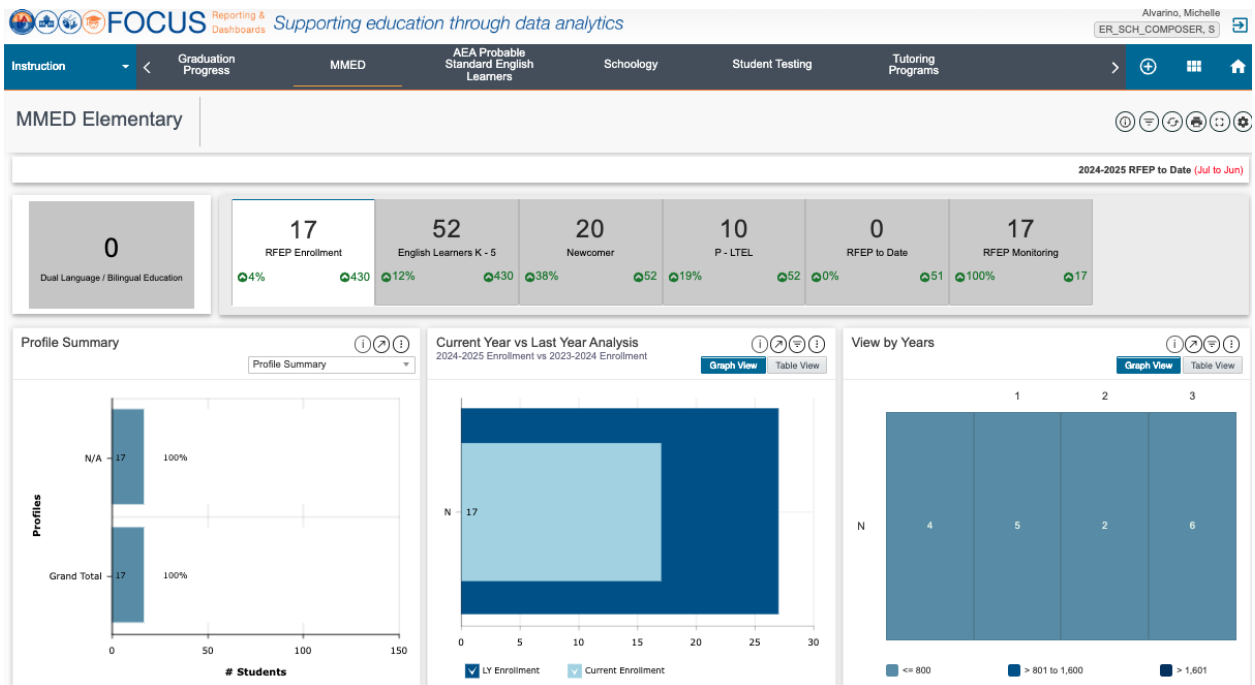
The chart below show the number of students that reclassify. Although District reclassification criteria has shifted from year to year, El Oro Way is consistently able to reclassify English Learners well before they culminate elementary school.

[TK-12] Language Classification & Reclassification



"EL" includes SWD EL, DLE EL, and all typologies of Newcomer, PLTEL and LTEL. "LEP" is the legacy term for "EL"; some metrics still use it as they are drawing from legacy LAUSD tables.

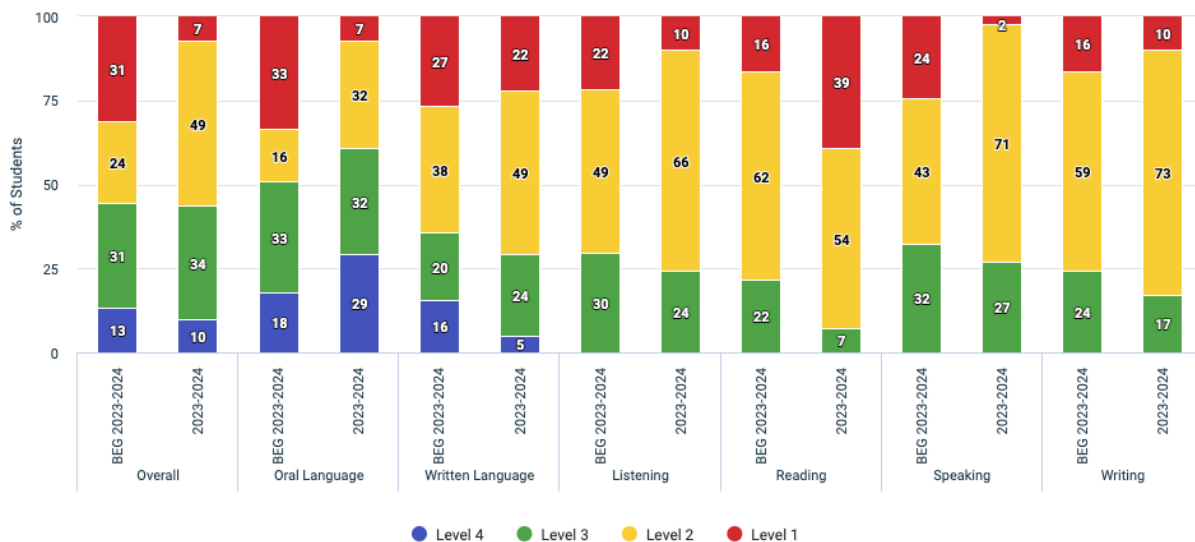




The chart below shows the number of students who meet ELPAC growth by scoring Proficient on the English Language Proficiency Assessment for California in the school year 2023/24.

Beginning-of-Year and End-of-Year ELPAC Summative Overall and Claims Performance Levels

Within which ELPAC Summative performance level are students beginning the year? Within which ELPAC Summative performance level did students end the year?



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.

El Oro Way ensures gifted and high-achieving students receive appropriate educational support by:

- Identifying students through standardized assessments, teacher referrals, and classroom performance.
- Classrooms with identified GATE clusters of students will provide differentiated instruction through depth, complexity, and enrichment opportunities across subjects.
- Classrooms with high achieving students with potential for identification for GATE will also provide differentiated instruction through the strategies
- Offering specialized programs, including technology integration, STEM initiatives, and independent study projects.

El Oro Way promotes high-level thinking and academic excellence, with 16.4% of students in grades 2-5 identified as gifted in intellectual, high achievement, visual, and performing arts categories. All second-grade students take the OLSAT-8, a nationally standardized assessment measuring verbal and non-verbal reasoning, to qualify for the high achievement category. Additionally, teachers refer students demonstrating advanced abilities—based on classroom performance and CAASPP results—for intellectual testing. To ensure timely identification, second-grade teachers initiate referrals upon receiving OLSAT results, with additional referrals accepted throughout the year. As an affiliated charter school, El Oro Way submits a fee-for-service request to the Charter Schools Division and LAUSD GATE office for screening.

Students who excel academically but do not meet official GATE criteria still receive differentiated instruction aligned with state and national standards. Advanced learning opportunities incorporate Depth and Complexity, Depth of Knowledge, Bloom's Taxonomy, and Thinking Maps. Enrichment activities include independent research, creative problem-solving, curriculum acceleration, and compacting. Instruction is further enhanced with technology, including student devices, projectors, and interactive flat panels beginning in 2024-25. Additional programs such as coding, robotics, small-group investigations, and subject-based independent study further challenge students.

Student progress is monitored annually using LAUSD assessments, including DIBELS, iReady, and SBA. The GATE Coordinator, a classroom teacher, oversees the program, tracking student achievement through district data and report cards. Identified students in grades 3-5 are clustered per the LAUSD model, with classroom teachers delivering differentiated instruction. GATE progress is reviewed each reporting period, and the annual GATE Program Review is submitted to the LAUSD GATE office.

The GATE Coordinator and school leadership oversee student progress by:

- Using district assessment tools such as DIBELS, iReady, and SBA.

- Tracking student performance through report cards and classroom evaluations.
- Conducting regular progress reviews and submitting an annual GATE Program Review to LAUSD.

All program documents are available for public review in the Main Office.

Students Achieving Below Grade Level

Students performing below grade level are identified through a combination of classroom assessments, anecdotal records, classroom observations, and district and state standardized assessments. El Oro Way Charter for Enriched Studies uses a variety of standardized summative and formative assessments to identify students in need of support, including:

- **CAASPP/SBA** for Grades 3-5 (yearly)
- **ELPAC** (yearly)
- **Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Reading Assessments** (beginning, middle, and end of year)
- **i-Ready Reading and Math Diagnostic Assessments** (Beginning, Middle, and End of Year)
- **Eureka Math Assessments** (Beginning, Middle, and End of Year)
- **Science CST** (5th grade only – yearly)

Teachers independently review and analyze data from these assessments. They also meet weekly in grade-level team meetings to discuss student performance. Additionally, the administration reviews the data and collaborates with teachers to determine ongoing strategies for using the data throughout the year.

Once students are identified, they are referred to the Student Support and Progress Team (SSPT), where their educational goals and intervention plans are discussed and developed. The following intervention programs and support services are offered to meet the educational needs of these students:

- **Learning Center:** A team of teacher and paraprofessionals provide small-group instruction to help students master specific skills. Programs like Orton-Gillingham, 95%, and Heggerty Phonemic Awareness and Phonics are used to offer individualized reading instruction. These interactive programs engage students to foster success in reading.
- **After School Intervention:** Teachers provide small-group instruction to reinforce basic skills. This research-based intervention program is designed in collaboration with classroom teachers and specialists. Pre-and post-tests are used to monitor student progress. Data from these assessments is analyzed at the end of each session to adjust intervention groups and inform SSPT meetings for further support if needed.
- **Daily Intervention:** Teacher assistants work in small groups with students by grade level to help them master ELA and Math skills. Short, focused intervention periods are based on student needs as identified through data analysis.

The progress of students performing below grade level is closely monitored throughout the year. Teachers regularly assess students using the various assessments mentioned earlier. Data from these assessments is reviewed and analyzed to inform the grouping of students for interventions and identify areas of improvement.

The administration, in collaboration with teachers, regularly discusses student progress and adjusts intervention strategies as needed. Additionally, the SSPT continues to track progress and may modify goals or interventions based on individual student needs.

Through these continuous monitoring practices, the charter school ensures that students achieving below grade level receive the support they need to make academic progress and meet grade-level expectations.

Socioeconomically Disadvantaged

El Oro Way Charter identifies socio-economically disadvantaged students through the LAUSD More Than a Meal Campaign to gather eligibility for free and reduced-price meals. These students are also identified through interactions with parents/guardians, as well as by classroom teachers, who may recognize socio-economic challenges that affect student participation and learning.

To identify the needs of socio-economically disadvantaged students, at the start of the school year, teachers and staff review disaggregated assessment data, including standardized tests, report card grades, and end of year periodic assessment data. To meet the unique needs of socio-economically disadvantaged students, El Oro Way Charter provides a comprehensive approach that includes academic support, enrichment opportunities, and access to essential services. These students, like all students, benefit from an enriched curriculum that includes music, dance, art, science, physical education, theater, and media lab, all of which broaden their education and life experiences.

Academic support is provided through the intervention programs described previously, which include:

- Learning Center: A team of teacher and paraprofessionals provide small-group instruction to help students master specific skills.
- After School and Daily Intervention: Teachers and assistants work with small groups to reinforce core academic skills in ELA and Math, tailoring interventions to meet individual needs.
- In addition to academic support, socio-economically disadvantaged students are given access to events and services designed to address their broader needs, such as:
- Basic Supplies Distribution: In collaboration with the LAUSD School Mental Health department, students and their families are offered access to events for the distribution of essential supplies.
- Thanksgiving Baskets: In partnership with the YMCA, the school provides Thanksgiving baskets to help support families during the holiday season.

These services and enrichment opportunities are made available through ongoing collaboration between school administration, classroom teachers, support staff, and parents/guardians.

The progress of socio-economically disadvantaged students is closely monitored in the same way as all students at El Oro Way Charter. Teachers and staff regularly review assessment data, including standardized tests, classroom assessments, and anecdotal records, to identify academic progress and areas needing additional support. Data is reviewed after the completion of the beginning of the year periodic assessments and reviewed again after the completion of the middle of the year periodic assessments. Through regular collaboration between teachers, specialists, and administration, students' academic growth is evaluated during grade-level meetings and bi-weekly check-ins. Socio-economically disadvantaged students are specifically monitored to ensure they are receiving all necessary interventions and services. The success of their participation in enrichment programs, as well as their overall engagement in school events, is also tracked to ensure they are benefiting from a holistic educational experience.

Additionally, the school administration continues to work closely with parents/guardians to ensure that students' needs are addressed comprehensively and that no student is excluded from any school event or program. Through these measures, the school ensures that socio-economically disadvantaged students are supported academically, socially, and emotionally, and that they have the resources needed to thrive in their education.

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 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 accorded a free appropriate public education ("FAPE") as is

required of all District authorized schools. The District Affiliated Charter School will also ensure that no student otherwise eligible to enroll in the District Affiliated Charter School will be denied enrollment, or be required to waive their right to enrollment and/or continued attendance in a settlement agreement, on the basis of their special education status.

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 will either (1) develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline; or (2) within 15 days convene an SSPT meeting to review and discuss the request in light of student records, acquired data and student performance. If at the end of the SSPT meeting parent/guardian agrees to waive the request for assessment, the District Affiliated Charter School shall document the agreement in writing and may attempt general education interventions through the SSPT process. If the parent/guardian does not agree to waive the request for assessment, then the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

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

e. Least Restrictive Environment

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

f. Inclusion

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The District Affiliated Charter School's outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP 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 non-disabled 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 District policies and procedures.

h. Student Discipline

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of

cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP 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 determine 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 respondent-s. Whenever possible, the District and the District Affiliated Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

3. Complaints

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

4. Funding of Special Education

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

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

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

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

At enrollment and annually in the beginning of the school year, The Student Residency Questionnaire is sent home with all students. Once returned all homeless students are documented in MISIS and the forms are retained in a confidential binder in the main office. Also, students in subgroup foster youth (homeless youth) are identified by the Department of Child and Family Services and assigned a licensed clinical social worker by the district. This lcsw student support specialist, SSS Counselor, carefully monitors both (homeless, foster youth) groups of students' progress and holds monthly check-ins with school administrators. As needed, he/she will link families with needed services (food banks, family housing, etc.) and work with DCFS workers to obtain needed referrals for mental health issues. In addition, the SSS counselor conducts a yearly Profession Development session that provides valuable information to all staff. This information helps to support the student's social, emotional, and academic needs. During this Staff Development session, staff members gain clarity as to how to best support these students.

On a day-to-day basis, homeless and foster youth would be supported in the same way as socioeconomically disadvantaged students (as mentioned above) based on their educational and social-emotional needs in order to promote academic success and student achievement. The school administration and staff works in collaboration with the school assigned district SSS Counselor to ensure equal access to all school curriculum and enrichments, meal programs, as well as other applicable services available at El Oro Way (e.g. counseling and school supplies). School administration is responsible for implementation of the Homeless Education Program which helps to serve these families in transition by providing advocacy and referral services as needed.

As a "High Performing" school as identified by the CDE, El Oro Way engages in the following collaborated professional development programs to share promising practices with other traditional and charter public schools serving similar grade levels.

- Attend the Region North Instructional Cadre (or similar local professional development sessions)
- Participate and share out during both the small group and large group sessions to share promising practices in curricular areas (ELA, Math, Science)
- Attend and host joint professional development sessions with nearby schools to engage in collaborative practices
- Host booths at local regional events such as Region North STEM Fest

“A TYPICAL DAY”

As you walk on the campus of El Oro Way Charter for Enriched Studies you can sense the warm and nurturing environment that reflects dedication to academic excellence with emphasis on arts education, science, and technology. School begins with the bustle of arrival on the playground as students are greeted by staff and parent volunteers at the safety valet drop off zones. Fifth grade students immediately begin running the track as they participate in the 100 Mile Club. On the east end of campus, you can see our expansive Habitat with children already engaged in outdoor activity.

As instruction begins, you will see students actively engaged in rigorous standards based lessons, concept based math, hands on science, technology being utilized both by students and teachers, and social emotional learning incorporated throughout the curriculum. The special education teacher will be collaborating with general education teachers. A variety of teaching methodologies will be evident, including direct whole and/or small group instruction, and both guided and independent practice. Upper grades will be engaged in math lessons, while our primary grades begin their CKLA English Language Arts program in the morning hours. Concept based mathematics instruction spans UTK-5th grade classrooms as students explore the relationships between numbers and make meaning in multiple ways.

As you enter the classrooms, you may see and/or hear rich and lively classroom discussions, student presentations, music, reading, and writing, along with direct instruction and the general excitement of learning.

El Oro Way strives to keep the arts alive through the numerous activities held on and off campus. We have arts teachers who specialize in the areas of Music, Drama, Dance, and Visual Arts on a rotation to the campus. At our school you will see a multicultural music performance by the different grade levels. In the days leading up to winter break, our students learn songs and dances that will be showcased in front of their family and friends. Our campus is equipped with a kiln room. Throughout the year, teachers and students utilize the room to create artwork such as bowls, trays, or sculptures. Students are exposed to the nature with our in campus habitat. There, teachers instruct visual art lessons such as pointillism. Students have the opportunity to enhance their academic learning by exploring the arts through off campus field trips. Third Grade students attend a performance held at the Los Angeles Disney Concert Hall. They are exposed to the architecture of the building both inside and out. When they enter the concert hall, students encounter the various instruments that will be played by the talented musicians.

Blended learning elevates student learning through technology. All students are issued their own device (Chromebook or iPad.) During instruction, students utilize learning applications through Schoology to improve writing skills, prepare for the SBA, develop note-taking skills for research projects, master how to cite a bibliography and much more. The principal maintains a Schoology Course for the teachers in order to relay important messages such as posting weekly bulletins, upcoming periodic assessments or opportunities to attend GATE training. In addition, teachers have access to reply and

leave messages. Teachers use Google Drive to collaborate with their colleagues. They are able to share documents such as a social studies project on the California Missions.

Our Tech Lab offers a carefully crafted coding and robotics program. Each class attends throughout the school year. Kindergarten classes are introduced to coding through Scratch Jr. First grade classes build on their Scratch Jr. and create a four page story. In second grade, students engage with LEGO Wedo 2.0 kits for a hands-on experience. Third grade students use LEGO Spike kits to expand their coding and building skills. Grades four and five move to a different robotics program and use UBTech Beginner and Intermediate kits to further engage in coding and robotics.

Our students engage in YMCA PLAY with their grade level. The trained coaches support the teachers through various Physical Education standards. The teachers support a healthy lifestyle through daily jogs, skill drills in preparation for the 5th grade Physical Fitness Test. Our 5th grade teachers have implemented a 100 mile club to encourage being healthy.

Our Science program includes several ways to experience the physical and natural world through observation and hands on experiments. Our students actively participate in scientific experiments and long-term projects. Students also visit the Habitat to observe nature based on grade level science units. We provide on campus field trips from the experts such as Wildlife Learning Center and National Park Rangers. Off campus field trips include outings to the Los Angeles Science Center, Natural History Museum, LA County Arboretum, and the Discovery Cube.

Just outside our Wonder of Reading Library, is our reading garden with an outdoor stage area. This unique setting enhances the library's beauty. Students utilize the reading garden and stage to present skits and plays, recite poetry, present concerts, and choral performances for intimate groups, and for quiet reading. A large story-themed mural with stage curtains was painted by a muralist and paid for with parent donations. All throughout campus, students will be seen actively engaged in rigorous standards based lessons, hands on science and math, integrated technology, integrated arts. Special education teachers and paraprofessionals work in tandem with general education teachers and paraprofessionals in all settings. The campus, well shaded by mature trees, is a busy place of enriched learning.

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 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.

The staff at El Oro Way believe that high and clear expectations, a consistent curriculum that builds from year to year, opportunities for teachers to plan together, reflect, and study lessons, on-going professional development, student data analysis and parent/home connections make for a strong educational program. By embracing the key components above, we are able to ensure a strong educational foundation for all our students and achieve the following desired outcomes as measured by summative and formative measures:

El Oro Way Charter for Enriched Studies annual goals, for all pupils and for each of the pupil student groups identified pursuant to Ed. Code § 52052, for each of the eight (8) state priorities identified in Ed. Code § 52060(d) are presented in detail in Element 1 of this petition.

In addition, to the state priorities, El Oro Way aspires to build leaders who collaborate and cooperate to solve problems. Students will demonstrate growth mindsets in both academic and social settings. Through both classroom instruction in social emotional learning curriculum and school community campaign to promote kindness and diversity, students will be equipped with social and learning skills to lead in the evolving world community.

Classroom discussions will prepare students to participate effectively in a range of conversations and collaboration with various partners, building on others' ideas and expressing their own clearly and persuasively. Students will learn to apply problem solving and critical thinking in both academic and social settings.

Students, as citizens of the world, will learn to manage their own behavior and will respect and uphold the values of the community. Students will learn to use effective communication strategies on the playground such as Restorative Rainbow to solve conflicts. "Eagle Ticket" rewards will be provided to celebrate a student's positive behavior, responsibility, and citizenship. Older students will be given the opportunity to volunteer their time as a peer "Play Leader" to participate and support in building the school community.

The parents and school community are invited to participate in the school's Kindness and Diversity Campaign to provide stakeholders opportunities to experience to provide engagement as they invest in the school community.

MEASURABLE PUPIL OUTCOMES:

SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

El Oro Way will participate in the Smarter Balanced Assessments as the state's standardized summative assessments. We will also participate in the California State Test for Science for fifth graders and the annual ELPAC for all our EL students. These assessments give teachers a common measure of student performance as well as an

indication of what may need to be reviewed. Teachers and administrators can make decisions regarding instructional programming based on how a student performs in relation to other grade-level students who take the same test(s). Over the course of our Charter we have used summative assessment data to set goals and monitor progress and will continue this practice for our future Charter term.

LCFF Tables in Element 1 delineates the performance targets for the goals of El Oro Way Charter. In addition to these metrics, we strive for the following by 2030:

Smarter Balanced Assessment:

- The school's overall score will be in the top 10% or higher in the district and subgroups will exceed the benchmark score.
- 62% or more of students will achieve Standards Met or Exceeded in ELA
- 58% or more of all students will achieve Standards Met or Exceeded in Math

CAST

- 70% of fifth grade students will score Proficient or Advanced

ELPAC

- English Learners will meet or exceed district and state requirements.

Attendance

- 100% of students will have 96% or higher attendance.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

Internal assessments at El Oro Way include DIBELS8, iReady Reading and iReady Math. Grades K-2 give the DIBELS 8th Edition assessments three times throughout the school year (beginning, middle, and end). The beginning of the year assessment is used to acquire a baseline for foundational reading and comprehension abilities, as well as to determine which students are in need of foundational reading intervention. The middle and end of year assessments are to reassess these students to ensure that they are continuing to make adequate progress and determine if the intervention strategies being applied are effective. Grades K-5 give the iReady assessment for Reading and Math three times a year (beginning, middle, and end.) The students then access the iReady MyPath Reading and Math to complete personalized lessons to progress in each subject.

In addition, El Oro Way will utilize authentic formative assessments. Authentic formative assessments are ongoing and can better evaluate the student over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios of significant work, journals, in and out-of-class work samples, homework, teacher-created tests, teacher observations, checklists, rubrics, anecdotal records, publisher-provided criterion referenced tests, and projects. Also known as performance assessments,

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

El Oro Way believes that formative assessments are ongoing and afford teachers an opportunity to develop daily lessons that meet the needs of all students based on their strengths and weaknesses. We are committed to ensuring that each student reaches his or her proficiency level in the areas of language arts and mathematics. We use a variety of assessment tools in order to get comprehensive representations of student achievement. Data from these different assessments is collected and studied at both grade level and faculty professional development meetings. With the formative assessments iReady Reading and Math, the school's goal is for 100% of students to meet "typical growth" each year. Metrics for students to meet "stretch growth" is set and examined through the Plan-Do-Study-Act cycle in inquiry in which teachers monitor student progress to design and deliver targeted interventions. Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers. In conjunction with standardized and authentic assessments, teachers will also use daily informal assessments from observations, weekly quizzes and tests, class work, and project-based learning assignments to help identify immediate areas of concern and to guide instruction.

DATA ANALYSIS AND REPORTING

El Oro Way values data-based decision making to optimize its approach to meeting the needs of all students, to monitor the school's overall progress, and to establish future goals and interventions. El Oro Way Charter for Enriched Studies uses the data tools in place in LAUSD to monitor the progress of subgroups. Teachers give and use the data from the interim periodic assessments iReady Math and Reading currently three times a year as well as curriculum assessments (Eureka Math and Amplify-CKLA) and meet in grade level teams to review the students' results three times a year. For the publisher assessments, the number of assessments in each grading period will vary. Student data can be disaggregated into subgroups utilizing the iReady reports to monitor the progress of subgroups. In ELA, in addition to the publisher assessments and iReady Reading, Kindergarten – Second Graders also participate in DIBELS 8 to monitor student progress. The DIBELS data is also disaggregated within the testing program and easily allows for monitoring of subgroups. The school principal and coordinator also meet after each assessment period to monitor student progress, subgroup data, and grade level progress to inform the planning of intervention programs.

- Data from combined assessments is continuously evaluated by teachers and administration, as it becomes available, in order to meet each student's and class's educational needs.
 - Data is used to revise student rosters for the intervention programs.
 - Data is also used to identify and prioritize professional development priorities.

- School-wide data is also shared in a public forum at monthly Local School Leadership Council meetings, in order to discuss upcoming program development and education intervention priorities.
- District assessment results and authentic assessment results are communicated to parents (by teaching staff) throughout the school year.

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 [N/A -]

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

Parents play a highly active role in our school, and their involvement is the key to the success of El Oro Way. The collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and continue to be involved in all levels of decision-making at El Oro Way, their primary role is to help to further our goal of an enriched educational experience for all children.

Involvement in the Local School Leadership Council will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. El Oro Way Charter follows Article XXVII of the LAUSD-UTLA Bargaining Agreement to consult with parents and teachers regarding the school's educational program. The Local School Leadership Council determines the school calendar, teachers' professional development, student discipline and code of conduct. The LCAP and the annual updates are also developed in consultation with stakeholder groups represented in LSLC, parent, certificated staff, classified staff, and administration. For parents, communication regarding the meeting dates and agenda is provided through emails, voicemails, school website, school social media, and print versions of the school calendar. At the meetings, the parents view the school's progress as measured by the LCAP and provide feedback on the goals for the new LCAP. This information is also shared at a PTA Meeting. Teachers are engaged in this process at the faculty meeting. The Local School Leadership Council then completes the LCAP for submission to the District. In addition to having a voice on the Local School Leadership Council, all parents are given the opportunity to participate and be involved in their child's education. Our School Opening Packet given to each student at the beginning of the school year outlines the various volunteer opportunities throughout the year. These opportunities include events and communications such as Coffee with the Principal and Parent Center Trainings (monthly), Back-to-School Night, Open House, Parent/Teacher Surveys, Parent/Teacher Conferences, parent participation in the classrooms, Habitat Work Days (campus beautification), parent education seminars, and community-building events. The comprehensive list of volunteer opportunities is shared with the parents at the beginning of each school year. Some opportunities include, but are not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring; attending parent-teacher conferences; attendance at the El Oro Way PTA General Association Meetings; serving on the Executive Board of El Oro Way PTA; Local School Leadership meetings, participation in the planning of, or attendance at LAUSD and PTA events.

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"), 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 any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other alternative is available 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. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

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.

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 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 for vision, hearing, and scoliosis. 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 AB 2246 (2016), codified in 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 and the terms of this Charter.

Student Recruitment

El Oro Way serves the students in the attendance boundary as the first priority. Hidden in the demographic data is the diversity of the school’s white population. Many families at El Oro Way come from Eastern European countries and add to the number of languages and nationalities of the students’ ancestors. Also, due to the stability of the

attendance area, the school's population does not increase nor decrease much from year to year. However, for the seats that become available, in order to recruit students to add to the school's diversity in ethnicity, socio-economic status, and Individuals with Exceptional Needs (IWEN), El Oro Way participates in Region events to showcase the school and its innovative programs. El Oro Way is part of the Kennedy/NAHS/VAAS Community of Schools and collaborate with the neighboring schools, and in particular sharing parent training between the schools. Parent training sessions' topics at the nearby schools are shared among schools so that parents can attend the trainings of interest and become aware of El Oro Way. In order to inform the public about the school, El Oro Way will hold a minimum of four prospective parent tours per school year from October to May. Tour dates are planned for the release of the LAUSD Choice Brochure, due date for on-time application, date of notification about acceptance to the charter school, and due date for acceptance to the charter school. The dates are published on the school's website. These tours are scheduled on various week days (for instance, not all on Wednesdays) to allow for the schedules of prospective families.

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.

Lottery Preferences and Procedures

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

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.

- LAUSD Students

- Siblings

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

- Other LAUSD Students

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

- California Students

- Siblings

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

- Other California Students

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

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

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

Charter School shall hold its lottery in the auditorium, or equivalent alternative space on campus. Affiliated Charters, as aligned to District guidance, may opt to include a virtual option for families at the same time and/or in addition to the in-person lottery. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, school administrator and a representative from El Oro Way's Local School Leadership Council will conduct the lottery. The date and time are advertised on our website. Anyone is invited to the random public lottery. The lottery will be held in-person and a zoom meeting will show the progress. Using a digital randomizer such as excel randomizer or website, applicant id's will be displayed then randomized. Families are notified through the Apply Portal whether they are accepted or waitlisted. Families will contact the Charter School for their rank on the waitlist. The information from the lottery form shall be kept confidential and will be maintained at El Oro Way accessible to the office staff and the administration. The waitlist generated by the random lottery will be posted on our website using the Apply Portal ID. If, at the beginning of or during the school year,

space becomes available, El Oro Way administration shall offer enrollment to students in order from the waitlist. An administration representative will contact these prospective students' families by phone or email and notify them of the open position and also notify them when application materials will be due. The prospective student's family will have 48 hours to reply.

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

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

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

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

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

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its

outreach materials, websites, at community meetings, open forums, and Regional Center meetings, that notifies parents/guardians that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable federal and state laws and related District policies and procedures regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

Non-Discrimination

Charter School shall not require a parent/guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, immigration status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, 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 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 interim 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 correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. An IEP team 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 Section 504?

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

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

OUTCOME DATA

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

READMISSION

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

GUN-FREE 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:	El Oro Way Charter for Enriched Studies] c/o School Principal 12230 El Oro Way Granada Hills, CA 91344
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To District:	LAUSD Attn: Director, Charter Schools Division Los Angeles Unified School District 333 South Beaudry Avenue, 20th Floor Los Angeles, California 90017
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- 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.” (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.

Pursuant to AB 97 (2013), Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Prior to revocation, and in accordance with Education Code section 47607(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 a 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), will be entitled to 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).)

ADDENDUM

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

[Enter school name here] (also referred to herein as “[Enter short form of school name here]”, “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).)

- 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).)

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).)

Curriculum and Instruction

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

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.

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.

Mathematics Placement Act

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

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

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*.

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.

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 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 accorded a free appropriate public education ("FAPE") as is required of all District authorized schools. The District Affiliated Charter School will also ensure that no student otherwise eligible to enroll in the District Affiliated Charter School will be denied enrollment, or be required to waive their right to enrollment and/or continued attendance in a settlement agreement, on the basis of their special education status.

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 will either (1) develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline; or (2) within 15 days convene an SSPT meeting to review and discuss the request in light of student records, acquired data and student performance. If at the end of the SSPT meeting parent/guardian agrees to waive the request for assessment, the District Affiliated Charter School shall document the agreement in writing and may attempt general education interventions through the SSPT process. If the parent/guardian does not agree to waive the request for assessment, then the District Affiliated Charter

School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

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

e. Least Restrictive Environment

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

f. Inclusion

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The District Affiliated Charter School's outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP 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 non-disabled 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 District policies and procedures.

h. Student Discipline

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP 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 determine 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 respondent-s. Whenever possible, the District and the District Affiliated Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

3. Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to the District Affiliated Charter School including the District's Uniform

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

4. Funding of Special Education

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

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

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

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.

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 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.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

“The governance structure of the 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 [if applicable, outline composition of that board and those duties here, if not insert **N/A**]

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.

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"), 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 any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other alternative is available 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. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

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.

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 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 for vision, hearing, and scoliosis. 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 AB 2246 (2016), codified in 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 and the terms of this Charter.

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 (boundaries²) of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

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

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

Lottery Preferences and Procedures

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

- **LAUSD Students**

- **Siblings**

- Prospective students who (a) are siblings of students enrolled in grades [insert school’s grade span minus the highest grade served, e.g., for a school that serves K-5, insert “K-4”] at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **second** admission preference.

- **Other LAUSD Students**

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

- **California Students**

- **Siblings**

² 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.

Prospective students who (a) are siblings of students enrolled in grades [insert school's grade span minus the highest grade served, e.g., for a school that serves K-5, insert "K-4" at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

□ Other California Students

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

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

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

Charter School shall hold its lottery in the [insert on-campus location, e.g., auditorium, multipurpose room, etc.], or equivalent alternative space on campus. Affiliated Charters, as aligned to District guidance, may opt to include a virtual option for families at the same time and/or in addition to the in-person lottery. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, [insert description of how the school will conduct the lottery]

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

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

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

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

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

HOMELESS AND FOSTER YOUTH

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

NON-DISCRIMINATION

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

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

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent 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 interim 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 correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. An IEP team 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:

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

NOTIFICATION OF STUDENT’S DISTRICT OF RESIDENCE

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

OUTCOME DATA

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

READMISSION

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

GUN-FREE 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:

- 4) 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:

[Enter name of school here.]

c/o School Principal

[Enter street address of school here.]

[Enter city, state, and zip code here.]

To District:

LAUSD

Attn: Director, Charter Schools Division

Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor

Los Angeles, California 90017

- 5) 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.
- 6) 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.” (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.

Pursuant to AB 97 (2013), Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Prior to revocation, and in accordance with Education Code section 47607(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 a 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), will be entitled to 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).)