



LOS ANGELES UNIFIED SCHOOL DISTRICT

ENCINO CHARTER ELEMENTARY

A DISTRICT AFFILIATED CHARTER SCHOOL

16941 Addison Street, Encino CA 91316

Renewal Charter Petition

Submitted
February 13, 2025

TERM OF CHARTER

JULY 1, 2025 TO JUNE 30, 2031

TABLE OF CONTENTS ELEMENTS 1-15

Assurances, Affirmations, and declarations	1
Element 1 – The Educational Program.....	3
Element 2 – Measurable Pupil Outcomes, and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured.....	46
Element 4 – Governance.....	52
Element 5 – Employee Qualifications.....	56
Element 6 – Health and Safety Procedures	58
Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learners, including redesignated fluent english proficient Pupils Balance	60
Element 8 – Admission Policies and Procedures	61
Element 9 – Annual Financial Audits.....	67
Element 10 – Suspension and Expulsion Procedures.....	68
Element 11 – Employee Retirement Systems.....	70
Element 12 – Public School Attendance Alternatives.....	71
Element 13 – Rights of District Employees.....	72
Element 14 – Mandatory Dispute Resolution.....	73
Element 15 – Charter School Closure Procedures.....	75
Additional Provisions.....	78
Addendum.....	78

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Encino Charter Elementary School (also referred to herein as “Encino CES”, “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:	<i>Dr. Amy Besser, Principal</i>
• The contact address of Charter School is:	<i>16941 Addison Street, Encino, CA 91316</i>
• The contact phone number for Charter School is:	<i>818-784-1762</i>
• Charter School is located in LAUSD Board District:	<i>#4</i>
• Charter School is located in LAUSD Region:	<i>North</i>
• The grade configuration of Charter School is:	<i>TK-5</i>
• The number of students in the first year of this charter term will be:	<i>536</i>
• The grade level(s) of the students in the first year will be:	<i>TK-5</i>
• Charter School's scheduled first day of instruction in 2025-2026 is:	<i>August 11, 2025</i>
• The current operational capacity of Charter School is: NOTE: For all District affiliated charter schools, the District determines each school's operational capacity annually in accordance with District policy. Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.	<i>546</i>
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Traditional/single track</i>
• The bell schedule (e.g. daily hours) for Charter School will be:	<i>8:03 a.m. to 2:31 p.m. 8:03 a.m. to 1:31 p.m. (Tuesday)</i>
• The term of this Charter shall be from:	<i>July 1, 2025-June 30, 2031</i>

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

As an affiliated Charter, Encino Charter Elementary School (Encino CES) is committed to offering prospective students the opportunity to attend an award-winning, innovative school driven by a clear vision and shared leadership, dedicated to the success of every child.

In 2012, Encino CES transitioned to affiliated charter status, maintaining a waitlist of over 700 students annually. Academically, the school consistently exceeds state and district benchmarks, demonstrating excellence across core subjects such as mathematics, language arts, and science. For example, in 2023-2024:

- Approximately 62% of our students met or exceeded the standard in both ELA and Math as measured by CAASP SBA scores.
- 59% of our students met or exceeded the standard as measured by CAST summative scores.

Encino CES includes a diverse range of student groups, including Gifted and Talented (GATE) students, English Learners (EL), Special Education (SpEd), and Low-Income (LI) Students.

Encino CES offers a variety of unique programs that enhance all students' educational experiences, including:

1. **Specialized Arts Programs:** Visual arts, music, and theater activities that encourage creativity and self-expression.
2. **STEM Initiatives:** Hands-on projects in science, technology, engineering, and math to build critical thinking and problem-solving skills.
3. **Literacy Initiatives:** A full time Librarian, author visits, Literacy Night, Read Across America Week, Scholastic Book Fairs, Accelerated Reader Program and Awards
4. **Social-Emotional, Health and Well-Being:** A full-time Psychiatric Social Worker (PSW), full-time nurse, Pupil Student Attendance counselor, Positive Behavior Supports and Interventions, Character Counts, Student Council, Buddies, Pen Pals, and a full-time Physical Education Coach.
5. **Intervention Programs:** High Dosage tutoring in ELA and Math, locally designed intervention in ELA and Math, Multi-Tiered Support Systems (MTSS).
6. **Professional Development Opportunities:** Literacy Coach, System of Support Advisor, iReady Coach, grade level planning time, and opportunities to attend professional development and conferences.

7. Community Involvement: Opportunities for students and families to engage in events like fundraisers, festivals, family nights and volunteer activities.

These initiatives reflect the school's commitment to fostering a well-rounded and inclusive educational environment for every child.

Operating within a competitive educational landscape that includes LAUSD schools, private and parochial institutions, and independent charters, we strive to provide families with a compelling school choice. Our mission is to offer our community a competitive school choice that combines academic rigor, emotional support, and a diverse student population. Encino CES will continue to provide a well-rounded education that integrates core curricular areas with the arts, technology, and character education while fostering a strong sense of community and creating a welcoming environment for families.

STUDENT POPULATION TO BE SERVED

Encino CES is a TK - Grade 5 inclusion school with a diverse student population. Our students' educational interests extend beyond the core curriculum to range from technology (such as coding and robotics) to athletics (ie. basketball, soccer, etc.), cooking, language classes (Spanish, Farsi, American Sign Language), engineering, and art. Their varied backgrounds are African American, Hispanic, Asian, Filipino, Pacific Islander, Multi-Racial, and Caucasian. One challenge involves many recent immigrants learning English as a second (or even a third) language. Another challenge is supporting our struggling students to regulate their social-emotional needs.

2024-2025 ENROLLMENT BY PROGRAM			
Program Group	Program Type	# of Students 2024-2025	% of Students 2024-2025
GIFTED PROGRAM	GIFTED AND TALENTED EDUCATION PROGRAM (GATE)	74	13.8%
Total		74	
MASTER PLAN PROGRAM	English Learners	40	7.4%
	Newcomers	20	3.7%
	P-LTEL	3	.5%
Total		63	11.7%
Special Education		56	9.93%

2024-2025 ENROLLMENT BY GRADE		
Grade	# Of Students	% Of Students

TE	4	.7%
TK	28	5.2%
K	83	15.4%
01	91	16.9%
02	93	17.3%
03	90	16.7%
04	74	13.8%
05	73	13.6%
Overall	536	100%

2024-2025 ENROLLMENT BY LANGUAGE CLASSIFICATION		
Language Classification	# of Students	% of Students
EO	437	81.5%
IFEP	25	4.6%
LEP	40	7.4%
RFEP	26	4.8%
Unknown	8	1.4%
Overall	536	100%

2024-2025 ENROLLMENT BY ETHNICITY		
Ethnicity	Encino CES # of Students	Encino CES % of Students
American Indian/Alaska Native	0	0%
Asian	25	4.6%
Black	23	4.2%
Hispanic	116	21.6%
White	182	34%
Filipino	4	.7%
Pacific Islander	2	.3%
Two or More	77	14.3%
Unknown	107	20%
Overall	536	100%

GOALS AND PHILOSOPHY

Mission and Vision

Mission Statement:

At Encino CES, we focus on the whole child by providing an equitable, diverse, rigorous, and inclusive environment where all children learn and succeed in the 21st century. Administrators, teachers, parents, and the community work together to encourage students to be independent thinkers and life-long learners.

Vision Statement:

Encino CES is dedicated to providing diverse opportunities and experiences that empower students to become creative, collaborative, and innovative global citizens. We believe education is a balanced partnership among teachers, students, families, and the community. By integrating the Common Core State Standards with effective instructional strategies, a comprehensive curriculum, and innovative educational initiatives, we help students develop a growth mindset and prepare for lifelong success. Through differentiated instruction, research-based teaching methods, enrichment programs, and targeted interventions, we address the diverse social, emotional, and academic needs of our students. At Encino CES, students thrive through exploration, discovery, and social-emotional growth.

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

An educated person in the 21st century embraces technology and adapts to an ever-changing digital world. Education is no longer confined to textbooks and lectures; instead, it requires individuals to be flexible in how they access, process, and demonstrate knowledge. Today’s students must be dynamic problem-solvers, thriving in collaborative environments while demonstrating perseverance, creativity, and effective communication. Our school mascot, the Explorer, embodies this spirit—Encino Explorers are encouraged to explore challenges with curiosity and refine their critical thinking skills in innovative ways.

Within the diverse Encino school community, fostering empathy and understanding is essential. Providing equitable access to the curriculum, supporting diverse learning styles, and encouraging individualized learning experiences are fundamental aspects of modern education. Students must also be prepared for a global, interconnected world. Promoting lifelong learning, nurturing curiosity, and guiding students toward clear college and career pathways—particularly in science, technology, engineering, arts, and math (STEAM)—are critical to their long-term success.

An educated person today is equipped with both the skills and mindset necessary for higher education and the workforce. College and career readiness extends beyond academic knowledge; it requires critical thinking, problem-solving, communication, collaboration, and adaptability. Students must develop resilience, engage in lifelong

learning, and apply their knowledge in real-world contexts. At Encino CES, we are committed to preparing students for these challenges through specialized programs and enrichment opportunities that develop essential skills and a passion for discovery.

Technology plays an integral role in education and personal development in the digital age. At Encino CES, we integrate technology across all grade levels to enhance learning experiences and support diverse student needs. Our curriculum incorporates digital tools such as iReady, Schoology, Accelerated Reader, Amplify, and Google Classroom, creating personalized learning pathways for each student. Additionally, we offer enrichment opportunities in robotics, coding, animation, and movie production, allowing students to explore technology in creative and practical ways.

As technology continues to evolve, our commitment remains steadfast in cultivating digital literacy, critical thinking, and problem-solving skills. By fostering innovation and adaptability, we ensure that students are not only academically prepared but also motivated, resourceful, and ready to succeed in both higher education and their future careers. Encino Explorers are prepared to navigate an ever-changing world with confidence, curiosity, and resilience—qualities that define what it means to be an educated person in the 21st century.

How Learning Best Occurs

At Encino CES, learning thrives through a collaborative community that emphasizes the interconnected roles of students, families, and teachers. Our model supports shared and student-initiated learning, collaborative decision-making, and academic excellence in a safe and respectful learning environment. Learning at Encino CES is project-based, requiring deeper thinking, real-world applications, and cultural relevance. Content areas are effectively integrated in annual events such as STEAM Night, the Spring Orchestra Concert, and the Winter Performance. Differentiation ensures all students' needs are met and that rigor is maintained across all subjects. Teachers provide tools for problem-solving, such as Thinking Maps and Depth and Complexity Prompts, and foster positive learning environments with high expectations. Cross-age tutoring and fifth grade class rotations leverage teacher strengths and promote student engagement by tailoring instruction to diverse learning needs, fostering a collaborative environment, and supporting academic progress across grade levels.

A growth mindset, supported by teachers and staff, encourages resilience and perseverance. Our school-wide Positive Behavior Support Plan recognizes positive behavior, while staff support meets students' social and emotional needs.

Our teachers engage in continuous professional development, including GATE, district-led workshops, and local training sessions, ensuring they remain current with best practices in education. In addition to these opportunities, teachers participate in weekly grade-level meetings where they collaborate to design and refine lesson plans, share strategies, and analyze student data to inform instruction. This ongoing collaboration fosters a culture of professional growth and peer support. Teachers also engage in regular reflection of their own instructional practices, using student feedback and assessment data to adjust and

improve their approaches. This commitment to professional growth and reflection, coupled with pedagogical planning, ensures that instruction is not only effective and differentiated, but also aligned with students' diverse learning needs and relevant to their academic and personal development.

The school community at Encino CES thrives through active involvement of parents, teachers, and students, forming the foundation of a strong, supportive environment. Parents are encouraged to participate in various educational opportunities, including parent education sessions on topics related to raising school-age children. The school also fosters partnerships within and beyond school hours, through events such as the 5K Run, Campus Clean-Up, and community service outreach. This collaborative spirit extends to supporting specialized programs such as the STEM lab, Art program, and Physical Education, which all contribute to a well-rounded educational experience for every child.

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

Encino CES' academic program is designed to develop self-motivated, competent, and lifelong learners who thrive both academically and personally. Through an interdisciplinary approach, we nurture students' talents, interests, and intellectual curiosity, equipping them with the skills needed for continued success. By fostering critical thinking, creativity, and problem-solving, we empower students to take ownership of their learning and develop a growth mindset that encourages perseverance.

Beyond academics, Encino CES emphasizes citizenship, strong character, and a commitment to lifelong personal growth. We cultivate an inclusive and respectful school culture where students actively contribute to their community, celebrate diversity, and engage in meaningful school-wide initiatives. Our educators establish clear academic and behavioral expectations while guiding students to become independent thinkers and responsible members of society. By instilling these values and habits, we ensure that students remain motivated, capable, and prepared for lifelong learning.

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 - Academic Excellence

To ensure that 100% of students in Los Angeles Unified are prepared to graduate, they must be nurtured as scholars from the beginning. Los Angeles Unified and its Affiliated Charter Schools, including Encino Charter Elementary, will provide a personalized educational experience to support student needs and aspirations. Early success builds the foundation for continued proficiency and ultimate achievement in life. Students with disabilities are inspired to reach their maximum potential as productive and responsible citizens. High-quality instruction is aligned with the needs of students, with clear performance expectations. Student choice and access to visual and performing arts is part of a well-rounded education.

Related State Priorities:

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

Local Priorities:

- ☐:
☐

Specific Annual Actions to Achieve Goal

1. Conduct an annual review of the school's master schedule, student schedules, and other information to assure that all students have access to all parts of the school programs (including enrichment programs). Work with the Charter Budget Committee and parent stakeholders to prioritize funding for all enrichment programs.
2. The school will annually increase the number of students achieving "proficiency" or equivalent on CAASPP English Language Arts and Mathematics assessments.
3. The school will meet or exceed state targets (or locally determined equivalent targets) schoolwide, for English Learners, low-income students, foster youth, and for all numerically significant subgroups as required by law and the charter.
4. The school will increase the number of English Learners who make adequate annual progress by 3% each year.
5. The school will annually increase the number of English Learners who reclassify as Reclassified Fluent English Proficient by at least 2%.

Expected Annual Measurable Outcomes

Outcome #1:

Encino CES will provide the core subjects of English Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program (STEM Lab, Physical Education, Visual Arts, Library) to 100% of its students every year. Additional enrichment programs (Vocal and Instrumental Music, Theater, Dance) are provided to various grade levels each year.

Metric/Method for Measuring:

Annual review of Master Schedule and Student Schedules.

APPLICABLE STUDENT GROUPS	Baseline 2023-2024 (Based on most recent data available)	Year 1 of Term 2024-2025	Year 2 of Term 2025-2026	Year 3 of Term 2026-2027	Year 4 of Term 2027-2028	Year 5 of Term 2028-2029
All Students (Schoolwide)	Maintain 100% of students having access to the core subjects and the school's enrichment program.	Maintain 100% of students having access to the core subjects and the school's enrichment program.	Maintain 100% of students having access to the core subjects and the school's enrichment program.	Maintain 100% of students having access to the core subjects and the school's enrichment program.	Maintain 100% of students having access to the core subjects and the school's enrichment program.	Maintain 100% of students having access to the core subjects and the school's enrichment program.

Outcome #2:

Encino CES will annually increase the number of students achieving "proficiency" or equivalent on CAASPP English Language Arts and Mathematics assessments by 1% using 2023-2024 as the school baseline year.

Metric/Method for Measuring:

CAASPP SBA results for all subgroups.

APPLICABLE STUDENT GROUPS	Baseline 2023-2024 (Based on most recent data available)	Year 1 of Term 2024-2025	Year 2 of Term 2025-2026	Year 3 of Term 2026-2027	Year 4 of Term 2027-2028	Year 5 of Term 2028-2029
All Students (Schoolwide)	At or above Benchmark 57.44% ELA 62.23% Math	>= 1% above school baseline 2023-2024 proficiency levels	>=2% above school baseline 2023-2024 proficiency levels	>= 3% above school baseline 2023-2024 proficiency levels	>= 4% above school baseline 2023-2024 proficiency levels	>= 5% above school baseline 2023-2024 proficiency levels
English Learners Students	At or above Benchmark 40% ELA 42.86% Math	>= 1% above school baseline 2023-2024 proficiency levels	>=2% above school baseline 2023-2024 proficiency levels	>= 3% above school baseline 2023-2024 proficiency levels	>= 4% above school baseline 2023-2024 proficiency levels	>= 5% above school baseline 2023-2024 proficiency levels
Socioeconomically Disadvantaged Students	At or above Benchmark 50% ELA 52.7% Math	>= 1% above school baseline 2023-2024 proficiency levels	>=2% above school baseline 2023-2024 proficiency levels	>= 3% above school baseline 2023-2024 proficiency levels	>= 4% above school baseline 2023-2024 proficiency levels	>= 5% above school baseline 2023-2024 proficiency levels
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	At or above Benchmark 21.43% ELA 28.57% Math	>= 1% above school baseline 2023-2024 proficiency levels	>=2% above school baseline 2023-2024 proficiency levels	>= 3% above school baseline 2023-2024 proficiency levels	>= 4% above school baseline 2023-2024 proficiency levels	>= 5% above school baseline 2023-2024 proficiency levels
African American Students	At or above Benchmark 46.15% ELA 30.77% Math	>= 1% above school baseline 2023-2024 proficiency levels	>=2% above school baseline 2023-2024 proficiency levels	>= 3% above school baseline 2023-2024 proficiency levels	>= 4% above school baseline 2023-2024 proficiency levels	>= 5% above school baseline 2023-2024 proficiency levels
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	At or above Benchmark	>= 1% above school baseline 2023-2024	>=2% above school baseline 2023-2024	>= 3% above school baseline	>= 4% above school baseline 2023-2024	>= 5% above school baseline 2023-2024

	55.55% ELA 40.44% Math	proficiency levels	proficiencylevels	2023-2024 proficiency levels	proficiency levels	proficiency levels
Filipino Students	At or above Benchmark 33.33% ELA 66.66% Math	>= 1% above school baseline 2023-2024 proficiency levels	>=2% above school baseline 2023-2024 proficiencylevels	>= 3% above school baseline 2023-2024 proficiency levels	>= 4% above school baseline 2023-2024 proficiency levels	>= 5% above school baseline 2023-2024 proficiency levels
Latino Students	At or above Benchmark 45.45% ELA 51.51% Math	>= 1% above school baseline 2023-2024 proficiency levels	>=2% above school baseline 2023-2024 proficiencylevels	>= 3% above school baseline 2023-2024 proficiency levels	>= 4% above school baseline 2023-2024 proficiency levels	>= 5% above school baseline 2023-2024 proficiency levels
Native Hawaiian/Pacific Islander Students	At or above Benchmark 0% ELA 0% Math	>= 1% above school baseline 2023-2024 proficiency levels	>=2% above school baseline 2023-2024 proficiencylevels	>= 3% above school baseline 2023-2024 proficiency levels	>= 4% above school baseline 2023-2024 proficiency levels	>= 5% above school baseline 2023-2024 proficiency levels
Students of Two or More Races	At or above Benchmark 78.57% ELA 81.25% Math	>= 1% above school baseline 2023-2024 proficiency levels	>=2% above school baseline 2023-2024 proficiencylevels	>= 3% above school baseline 2023-2024 proficiency levels	>= 4% above school baseline 2023-2024 proficiency levels	>= 5% above school baseline 2023-2024 proficiency levels
White Students	At or above Benchmark 63.49% ELA 73.02% Math	>= 1% above school baseline 2023-2024 proficiency levels	>=2% above school baseline 2023-2024 proficiencylevels	>= 3% above school baseline 2023-2024 proficiency levels	>= 4% above school baseline 2023-2024 proficiency levels	>= 5% above school baseline 2023-2024 proficiency levels

Outcome #3:

Encino CES will meet or exceed state targets (or locally determined equivalent targets) schoolwide, for English Learners, low-income students, and foster youth, and for all numerically significant subgroups as required by law and the charter.

Metric/Method for Measuring:

CAASPP SBA results in addition to DIBELS and iReady

APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025-2026	Year 3 of Term 2026-2027	Year 4 of Term 2027-2028	Year 5 of Term 2028-2029
All Students (Schoolwide)	At or above Benchmark 57.44% ELA 62.23% Math	>= 1% above school baseline 2023-2024 proficiency levels	>=2% above school baseline 2023-2024 proficiency levels	>= 3% above school baseline 2023-2024 proficiency levels	>= 4% above school baseline 2023-2024 proficiency levels	>= 5% above school baseline 2023-2024 proficiency levels
English Learners Students	At or above Benchmark 40% ELA 42.86% Math	>= 1% above school baseline 2023-2024 proficiency levels	>=2% above school baseline 2023-2024 proficiency levels	>= 3% above school baseline 2023-2024 proficiency levels	>= 4% above school baseline 2023-2024 proficiency levels	>= 5% above school baseline 2023-2024 proficiency levels
Socioeconomically Disadvantaged Students	At or above Benchmark 50% ELA 52.7% Math	>= 1% above school baseline 2023-2024 proficiency levels	>=2% above school baseline 2023-2024 proficiency levels	>= 3% above school baseline 2023-2024 proficiency levels	>= 4% above school baseline 2023-2024 proficiency levels	>= 5% above school baseline 2023-2024 proficiency levels
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	At or above Benchmark 21.43% ELA 28.57% Math	>= 1% above school baseline 2023-2024 proficiency levels	>=2% above school baseline 2023-2024 proficiency levels	>= 3% above school baseline 2023-2024 proficiency levels	>= 4% above school baseline 2023-2024 proficiency levels	>= 5% above school baseline 2023-2024 proficiency levels
African American Students	At or above Benchmark 46.15% ELA 30.77% Math	>= 1% above school baseline 2023-2024 proficiency levels	>=2% above school baseline 2023-2024 proficiency levels	>= 3% above school baseline 2023-2024 proficiency levels	>= 4% above school baseline 2023-2024 proficiency levels	>= 5% above school baseline 2023-2024 proficiency levels
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	At or above Benchmark 55.55% ELA 40.44% Math	>= 1% above school baseline 2023-2024 proficiency levels	>=2% above school baseline 2023-2024 proficiency levels	>= 3% above school baseline 2023-2024 proficiency levels	>= 4% above school baseline 2023-2024 proficiency levels	>= 5% above school baseline 2023-2024 proficiency levels
Filipino Students	At or above Benchmark 33.33% ELA 66.66% Math	>= 1% above school baseline 2023-2024 proficiency levels	>=2% above school baseline 2023-2024 proficiency levels	>= 3% above school baseline 2023-2024 proficiency levels	>= 4% above school baseline 2023-2024 proficiency levels	>= 5% above school baseline 2023-2024 proficiency levels
Latino Students	At or above Benchmark 45.45% ELA 51.51% Math	>= 1% above school baseline 2023-2024 proficiency levels	>=2% above school baseline 2023-2024 proficiency levels	>= 3% above school baseline 2023-2024 proficiency levels	>= 4% above school baseline 2023-2024 proficiency levels	>= 5% above school baseline 2023-2024 proficiency levels
Native Hawaiian/Pacific Islander Students	At or above Benchmark 0% ELA 0% Math	>= 1% above school baseline 2023-2024 proficiency levels	>=2% above school baseline 2023-2024 proficiency levels	>= 3% above school baseline 2023-2024 proficiency levels	>= 4% above school baseline 2023-2024 proficiency levels	>= 5% above school baseline 2023-2024 proficiency levels

Students of Two or More Races	At or above Benchmark 78.57% ELA 81.25% Math	>= 1% above school baseline 2023-2024 proficiency levels	>=2% above school baseline 2023-2024 proficiency levels	>= 3% above school baseline 2023-2024 proficiency levels	>= 4% above school baseline 2023-2024 proficiency levels	>= 5% above school baseline 2023-2024 proficiency levels
White Students	At or above Benchmark 63.49% ELA 73.02% Math	>= 1% above school baseline 2023-2024 proficiency levels	>=2% above school baseline 2023-2024 proficiency levels	>= 3% above school baseline 2023-2024 proficiency levels	>= 4% above school baseline 2023-2024 proficiency levels	>= 5% above school baseline 2023-2024 proficiency levels

Outcome #4:

Encino CES will increase the number of English Learners who make adequate annual progress by 2% each year.

Metric/Method for Measuring: DIBELS

APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025-2026	Year 3 of Term 2026-2027	Year 4 of Term 2027-2028	Year 5 of Term 2028-2029
English Learners Students	Score benchmark on all DIBELS subtests 2023- 2024 BOY 32.6%	Score benchmark on all DIBELS subtests 2024- 2025 BOY 34.6%	Score benchmark on all DIBELS subtests 2025- 2026 BOY 36.6%	Score benchmark on all DIBELS subtests 2026- 2027 BOY 38.6%	Score benchmark on all DIBELS subtests 2027- 2028 BOY 40.6%	Score benchmark on all DIBELS subtests 2028- 2029 BOY 42.6%

Outcome #5:

Encino CES will annually increase the number of English Learners who reclassify as Reclassified Fluent English Proficient by at least 2%

Metric/Method for Measuring: EL Reclassification rates.

APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025-2026	Year 3 of Term 2026-2027	Year 4 of Term 2027-2028	Year 5 of Term 2028-2029
English Learners Students	25%	27%	29%	31%	33%	35%

GOAL #2 – Joy and Wellness

In order for our students to be excited to attend school and to thrive academically, emotionally, and behaviorally, they must feel safe, cared for, connected and respected. Los Angeles Unified schools, including Encino CES must have a safe and orderly environment that is conducive to learning, where all students and staff are safe and supported.

Related State Priorities:

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

Local Priorities:

- ☐:
☐

Specific Annual Actions to Achieve Goal

1. Increase annually the percent of students attending 173-180 days
 - a. Maintain attendance incentive programs, i.e.: classroom rewards and individual student honors for perfect attendance.
 - b. Administrators will contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership in regard to attendance.

2. Decrease the number of students missing 16 or more school days each year.

3. Continue to implement positive behavior support plans and activities, as well as social skills training. Use the policies set out in the LAUSD Discipline Foundation Policy and school established Positive Behavior Support Plan to model and teach appropriate school behavior. Use the TFI to consistently monitor progress on implementation on PBIS/RP. Promote and strengthen home-school partnerships to manage discipline. Continue with workshops to inform and support parents. Engage parents through SSPT meetings in partnering with the school to improve student behavior.

4. Provide students with opportunities to demonstrate positive contributions to our school community as disciplinary consequences.

Expected Annual Measurable Outcomes

Outcome #1:

Encino CES will annually increase the number of students that attend 173-180 days each school year (i.e. achieve an individual attendance rate of 96% or higher) by 1% annually.

Metric/Method for Measuring:

School Attendance Data

APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025-2026	Year 3 of Term 2026-2027	Year 4 of Term 2027-2028	Year 5 of Term 2028-2029
All Students (Schoolwide)	51%	52%	53%	54%	55%	56%

Outcome #2:

Decrease the number of students missing 16 or more school days each year by 2% annually.

Metric/Method for Measuring:

School Attendance Data

APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025- 2026	Year 3 of Term 2026-2027	Year 4 of Term 2027-2028	Year 5 of Term 2028-2029
All Students (Schoolwide)	22%	20%	18%	16%	14%	12%

Outcome #3:

Decrease the number of students suspended to maintain 0% suspensions for all subgroups.

Metric/Method for Measuring:

Monthly School Suspension Data

APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025- 2026	Year 3 of Term 2026-2027	Year 4 of Term 2027-2028	Year 5 of Term 2028-2029)
All Students (Schoolwide)	0.55%	0%	0%	0%	0%	0%

Outcome #4:

Encino CES will maintain 0% expulsions for all subgroups.

Metric/Method for Measuring:

Monthly School Expulsion Data

APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025- 2026	Year 3 of Term 2026-2027	Year 4 of Term 2027-2028	Year 5 of Term 2028-2029)
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%

Outcome #5:

There will be an annual increase of 2% of students taking the School Experience Survey that report that they are happy at this school.

Metric/Method for Measuring:

Annual School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025- 2026	Year 3 of Term 2026-2027	Year 4 of Term 2027-2028	Year 5 of Term 2028-2029)
All Students (Schoolwide)	76%	78%	80%	82%	84%	86%

GOAL #3 - Engagement and Collaboration							
<p>Working closely with families and community partners, the district will engage, develop and empower students to reach their full potential. Los Angeles Unified and its Affiliated Charter Schools, including Encino Charter Elementary School, will leverage resources and programs within the larger community in order to provide services that support the whole child.</p> <p>The school will increase the number of parents completing the School Experience Survey</p> <p>The school will increase favorable parent School Experience Survey Response</p> <p style="margin-left: 20px;">1. This school includes me in important decisions about my child's education.</p>	<p>Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> 1</div> <div style="width: 33%;"><input type="checkbox"/> 4</div> <div style="width: 33%;"><input type="checkbox"/> 7</div> <div style="width: 33%;"><input type="checkbox"/> 2</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 5</div> <div style="width: 33%;"><input type="checkbox"/> 8</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 3</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 6</div> </div> <p>Local Priorities:</p> <div style="margin-top: 5px;"> <input type="checkbox"/>: </div> <div style="margin-top: 5px;"> <input type="checkbox"/>: </div>						
Specific Annual Actions to Achieve Goal							
<p>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.</p> <p>Provide information and incentives to encourage parents to complete the annual school survey.</p>							
Expected Annual Measurable Outcomes							
<p>Outcome #1: Increase the number of parents completing the annual School Experience Survey by 2% annually.</p>							
<p>Metric/Method for Measuring: Percentage of parents completing the annual School Experience Survey.</p>							
APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025- 2026	Year 3 of Term 2026-2027	Year 4 of Term 2027-2028	Year 5 of Term 2028-2029	
All Students (Schoolwide)	43%	45%	47%	49%	51%	53%	

Outcome #2:

Increase parent response that the school includes parents in important decisions about their child's education 2% annually.

Metric/Method for Measuring:

School Experience Survey.

APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025- 2026	Year 3 of Term 2026-2027	Year 4 of Term 2027-2028	Year 5 of Term 2028-2029
All Students (Schoolwide)	69%	71%	73%	75%	77%	79%

GOAL #4 - Operational Effectiveness and Investing in Staff

In order to create opportunities for our students to become ready for the world and develop into future leaders of change and progress, we must demonstrate that same leadership through innovative approaches to managing our organization. This includes improving and maintaining state-of-the-art facilities, providing access to modern technology, and establishing powerful new ways to look at data and budgets so that we make the best decisions to serve our students. Finally, we must further promote and improve access to the district's leading programs so our families are excited to stay and continue learning in Los Angeles Unified

Related State Priorities:

- ☒ 1 ☐ 4 ☐ 7
☒ 2 ☐ 5 ☐ 8
☐ 3 ☒ 6

Local Priorities:

- ☐:
☐:

Specific Annual Actions to Achieve Goal

1. Annual review of school compliance with credentialing, assignment requirements, and of teacher hiring procedures by Principal and Charter Personnel Committee members.
2. Internal and/or District annual reviews 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.
3. Access to Instructional Materials: School will provide 100% of students access to Standards aligned instructional materials. Annual Williams instructional materials review and certification process. Annual budget review and planning to ensure funds are available for instructional materials. Annual review of ELD and special education programs to identify and obtain all instructional materials needed (Principal and School Coordinator)

Expected Annual Measurable Outcomes

Outcome #1:

Encino CES will assign 100% of teachers in accordance with their credentials, including subject matter, Special Education and EL authorizations.

Metric/Method for Measuring:

Annual Review of School Compliance with Credentialing and Assignment Requirements

APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025-2026	Year 3 of Term 2026-2027	Year 4 of Term 2027-2028	Year 5 of Term 2028-2029
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	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%

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

Outcome #2:

Encino CES will achieve and maintain a good overall rating for facilities on the Annual School Experience Survey and other annual reviews of School Facilities.

Metric/Method for Measuring:

School Experience Survey and annual reviews of School Facilities

APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025-2026	Year 3 of Term 2026-2027	Year 4 of Term 2027-2028	Year 5 of Term 2028-2029
All Students (Schoolwide)	"Good" or better rating on annual review	"Good" or better rating on annual review	"Good" or better rating on annual review	"Good" or better rating on annual review	"Good" or better rating on annual review	"Good" or better rating on annual review

Outcome #3:

Encino CES 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 school charter. Each EL student will have full access to ELD program materials and any supplemental materials necessary to provide the student with access to core instruction. Each student with a disability will have full access to all instructional materials necessary to participate fully in the program set forth in the IEP.

Metric/Method for Measuring:

Williams Act Compliance Certification

APPLICABLE STUDENT GROUPS	Baseline 2023-2024	Year 1 of Term 2024-2025	Year 2 of Term 2025-2026	Year 3 of Term 2026-2027	Year 4 of Term 2027-2028	Year 5 of Term 2028-2029
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	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%

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

INSTRUCTIONAL DESIGN

Encino CES' curriculum is based on the Common Core State Standards (CCSS) using an approach that encourages independent learning, a growth mindset, personal interest exploration, real-world applications, and collaborative learning. This approach is balanced by using direct teaching instruction to teach new concepts and skills and the gradual release strategy to shift the responsibility of learning from the teacher to the student. Teachers design lessons with these elements in mind: higher-order thinking levels, depth and complexity, differentiation, and intervention strategies. Effective implementation of CCSS requires teachers to collaborate in constructing and deconstructing standards, lessons, units, and assessments. Additionally, they review results from CCSS-aligned formative assessments to inform and plan instructional delivery in continuous cycles of improvement, as outlined below:

1. **Plan:** Teachers collaborate to design CCSS-aligned units, lessons, and instructional strategies that address the needs of all students. Pacing plans will be created using a backward planning approach to ensure alignment with learning objectives and assessments.
2. **Do (Deliver):** Teachers implement the planned CCSS units, which are organized around big ideas and essential understandings. Implementation is monitored to provide meaningful feedback and targeted support.
3. **Study (Reflect):** Teachers collaboratively analyze the implementation of CCSS units, including student work, learning outcomes, and the effectiveness or instructional strategies. Measurable objectives will be written for each standard at each grade level to ensure clarity and consistency.
4. **Act (Revise/Refine):** Based on insights gained during delivery and reflection Teachers use what they've learned during delivery and reflection to cycle back to the planning phase, either to plan for a new CCSS unit or lesson, or to refine and improve the strategies or their implementation in the current CCSS unit or lesson. Authentic assessments will be developed for each learning objective and unit of study.

Encino CES teachers, the Instructional Leadership Team, and curriculum committees utilize current research and student data to make informed decisions about the most effective teaching methodologies. Teachers collaborate to integrate CCSS to the fullest extent possible while maintaining rigorous conceptual learning at each grade level.

The teaching methodologies that guide instruction and daily practices at the school are research-based effective. These methodologies complement and build upon one another to promote successful learning. These methodologies include:

- **Academic Rigor:** Teachers at each grade level collaborate to design lessons that foster a deep, conceptual understanding of topics while maintaining high levels of engagement throughout the learning process. By incorporating depth and complexity into the core curriculum, teachers provide students with challenging learning opportunities that promote critical thinking and deeper exploration of concepts.
- **Accountable Talk:** Teachers employ accountable talk to facilitate student conversations that propel the learning process forward, with students building on ideas shared by their peers. This approach also supports language development by providing explicit discussion structures and key phrases, allowing ample opportunities for students to practice across content areas.
- **Bloom's Taxonomy Revised:** Teachers use the six levels of Bloom's Taxonomy learning to structure their lesson objectives, learning outcomes, and assessments. Students are given opportunities to develop critical reasoning skills that help them to think flexibly and solve complex problems. Students are encouraged to progress through the six levels of cognitive learning of Bloom's Taxonomy to higher-order thinking skills such as analyzing, evaluating and creating.
 - Level 1: Remembering
 - Level 2: Understanding
 - Level 3: Applying
 - Level 4: Analyzing
 - Level 5: Evaluating
 - Level 6: Creating
- **Clear Expectations and Attainable Goals:** Clear expectations help students self-assess their own learning. Setting well-defined, achievable goals with incremental steps helps students experience a sense of accomplishment and progress, encouraging them to strive for further challenges.
- **Collaborative Grouping:** Working with peers on learning objectives and discussing ideas can enhance critical thinking skills and encourage students to learn from each other, fostering a supportive learning environment. Collaborative grouping also allows for diverse perspectives and greater interpersonal and teamwork skills.

- **Comprehensive ELD Program - Modeling the Metacognitive Strategies:**

The effective use of metacognitive strategies by teachers allows for the transference of skills and knowledge across content for English Learners (EL). This enables EL students to simultaneously learn metacognitive strategies and the language to discuss and apply those strategies. English Learner instruction is guided and supported by the Metacognitive Strategies: Ask Questions; Visualize; Determine Text Importance; Make Inferences/ Predictions; Summarize and Synthesize; Make Connections; Fix-Up Monitoring.

- **Criteria Charts/Scoring Guides/Rubrics:** The use of criteria charts, scoring guides and rubrics allows students to get clear performance indicators that the task assigned measures. They also allow students to look at expectations, self-monitor and self-assess their academic progress.

- **Depth and Complexity Icons:** Depth and Complexity Icons are visual prompts designed to help students go beyond surface level understanding of a concept and enhance their ability to think critically. These critical thinking tools help students dig deeper into a concept (depth) and understand that concept with greater complexity.

- **Depth of Knowledge Levels:** Webb's Depth of Knowledge (DoK) categorizes tasks according to the complexity of thinking required to successfully complete them. Teachers measure how deeply students have learned the material and how well they can apply their knowledge in different contexts.

- Level 1: Recall and Reproduction
- Level 2: Skills & Concepts
- Level 3: Strategic Thinking
- Level 4: Extended Thinking

- **Direct Instruction:** Teachers use carefully planned direct instruction to teach standards-based lessons. Direct instruction allows opportunities for student engagement through frequent opportunities for practice, responding, and feedback. It allows for lessons to be divided into small, sequential steps that build upon each other.

- **Differentiated Instruction:** Teachers design lessons with different entry points to ensure all students can access the curriculum. Teachers respond to variance among learners in the classroom by differentiating at least four classroom elements based on students' readiness and interest: content, process, product and learning environment.

- **Gradual Release Strategy:** The gradual release of responsibility (GRR) strategy is a teaching framework that gradually shifts responsibility for learning from the teacher to the student. It's also known as "I do, we do, you do" or "modelled, guided, independent practice." This strategy allows teachers to move

freely between modeling, guided and independent practice components as needed.

- Model: Teachers model thinking processes and strategies as they guide student learning. Teachers demonstrate a skill for students to follow to help students understand how to complete a task, avoid misconceptions and build confidence.
- Guided and Independent Practice: Teachers provide students with adequate time guided instruction to successfully transition into independent practice of applying or demonstrating a particular concept or skill.
- **Growth Mindset:** Encino CES staff are proponents of the growth mindset approach and believe that intelligence and abilities can be developed and strengthened over time through effort, rather than being fixed to encourage resilience and a lifelong learning attitude. Mistakes, challenges, and feedback are seen as learning opportunities. Students are encouraged to believe they can achieve more.
- **Immediate Feedback:** Teachers employ immediate feedback to assist students in recognizing successful learning behaviors with encouragement to repeat them. Regular feedback and self-assessment opportunities enable students to identify strengths and areas of improvement, promoting continuous learning and adaptation.
- **Integration of the Arts:** Teachers use drama, music, media art and visual art to enhance their students' learning experience across different content areas. Arts integration provides learning experiences that are active, experiential, social, reflective, novel output, and problem-solving.
- **Inquiry-based Learning:** Students are encouraged to ask questions, explore topics of interest, and seek information through research to help foster curiosity and critical thinking skills.
- **Literary analysis:** Students engage in purposeful reading of text by considering character, setting, theme, plot, author's purpose, figurative language, perspective and point of view in fictional text. Teachers give students higher-level questions that require them to go back into the text and use context clues to make inferences. In non-fiction texts, students examine text structures such as sequencing, compare and contrast, cause and effect, problem and solution, main idea and author's purpose. Teachers are shifting away from questions that ask students to remember and recall to more critical thinking.

- **Real-world applications:** Integrating practical skills and knowledge relevant to real-life situations to make learning more meaningful and engaging, motivating students to apply what they learn beyond the classroom.

Encino CES teachers deliver a comprehensive academic program that is CCSS aligned, rigorous, and developmentally appropriate. Teachers at all grade levels continually monitor and evaluate the effectiveness of their grade level's instructional program in continuous cycles of improvement.

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.

Encino CES' curriculum features an integrated, inquiry-based TK – Grade 5 curriculum aligned with the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and California State Standards for all academic subjects. To enhance the core curriculum, visual and performing arts are incorporated as a continuing instructional element. Additionally, our one-to-one devices are utilized to support differentiated instruction and promote hands-on, experiential learning. Key features and components of Encino CES' educational program by subject area include:

- **English Language Arts:** We have adopted the *CKLA (Core Knowledge Language Arts)* program, which provides a comprehensive curriculum designed to develop literacy skills while building content knowledge. This program includes materials to support English Learners, students with disabilities, and GATE students. This program not only aligns with state standards but also integrates cross-curricular connections, enabling students to acquire knowledge in history, science, and the arts while developing literacy skills.
- **English Language Development/English as a Second Language:** At Encino CES, we provide a structured instructional approach to support English Language Learners (ELLs) in developing English proficiency. Our ELD instruction aligns with California's English Language Development Standards and focuses on building skills in reading, writing, listening, and speaking. Our goal is to ensure that students gain the academic English proficiency needed to thrive in school while honoring and respecting their cultural backgrounds. We celebrate the diverse cultures of our students and integrate multilingual and multicultural perspectives into our curriculum. We believe that valuing a student's first language and cultural identity fosters confidence, engagement, and academic success. Students identified as ELLs receive integrated ELD—a method that embeds language development within all academic subjects. This approach allows students to build English proficiency in meaningful, real-world

contexts, ensuring they develop the skills necessary for both academic and personal growth.

- **Mathematics:** We use the LAUSD-adopted *Eureka* math program, which emphasizes conceptual understanding, procedural fluency, and real-world problem-solving. To address the diverse needs of learners, teachers incorporate differentiated instruction through small groups, centers, math talks, and activities to build fact fluency.
- **Science:** At Encino CES, the *Amplify Science* program is brought to life through the hands-on exploration of the Next Generation Science Standards. Students conduct experiments, analyze data, and construct models in order to deepen their understanding of physical, life, earth, and space sciences. This program engages students in hands-on, inquiry-based exploration of scientific concepts, fostering critical thinking, collaboration, and problem-solving skills. Integrated math and literacy components enhance learning through reading, writing, and data interpretation, while differentiated materials ensure accessibility for all students.
- **History-Social Science:** We use the *Impact K-5* Social Studies program, which provides a comprehensive and engaging curriculum aligned with California state standards. Through interactive lessons, primary source analysis, and activities that emphasize critical thinking and cultural understanding, students explore key historical events, civic concepts, and geographical skills. The program integrates project-based learning opportunities to deepen comprehension and encourage real-world application.
- **Visual and Performing Arts:** Students develop a knowledge and appreciation for music, visual art, performing arts. As a school, we will use the arts to provide opportunities for students to express themselves in a more meaningful way and develop a greater depth of understanding of subject matter across the curriculum. Specialists provide content-specific knowledge, such as vocal music, instrumental music, visual arts, dance, and theater.
- **Health:** Encino CES utilizes *The Great Body Shop*, a comprehensive health curriculum for grades K-5 to address physical, mental, social, and emotional health. The program is designed to be developmentally appropriate, culturally sensitive, and medically accurate, ensuring lessons are accessible and relevant to students from diverse backgrounds. The curriculum is aligned with standards and is designed to help students make healthy decisions about their bodies and overall well-being. Through engaging lessons, students explore topics such as nutrition, exercise, emotional regulation, and healthy relationships. The program encourages open discussions about making safe and responsible choices in school, at home, and within their social circles, helping to foster a strong foundation for lifelong health and wellness.

- **Physical Education:** At Encino CES, physical education is an essential component of our curriculum, promoting health, wellness, and the development of motor skills. Students participate in two sessions of PE classes each week led by a dedicated PE instructor. These sessions focus on teaching TK-5 students specific skills needed for games on the yard, proper form for stretches and exercises, and gross motor development. Activities are aligned with grade level standards to ensure they are developmentally appropriate and engaging for all students. In addition to structured PE classes, classroom teachers incorporate movement throughout the school day to support kinesthetic learning and overall well-being. Brain breaks and other movement activities offer students the opportunity to re-energize, refocus, and stay active. Through a combination of dedicated PE instruction and integrated movement activities, Encino Charter fosters a well-rounded approach to physical fitness and lifelong healthy habits.

Intervention and Enrichment Programs

At Encino CES, we are committed to supporting all students in reaching their full academic potential through targeted curriculum interventions and enrichment programs that cater to diverse learning needs and interests.

To ensure academic success for all learners, we offer the following Intervention Programs:

- **Small Group Instruction:** Personalized learning experiences in a small group setting to reinforce skills, provide targeted feedback, and deepen student understanding in core subjects.
- **High-Dosage Tutoring:** Focused, small-group instruction designed to accelerate learning and close achievement gaps in English Language Arts (ELA) and Math.
- **Locally Designed ELA & Math Intervention:** Customized, research-based strategies that provide additional support for students who need targeted instruction to master key concepts.

Beyond core academics, Encino CES provides a wide range of Enrichment Opportunities that engage students in hands-on, creative, and skill-building activities, including:

- **Technology & Robotics:** Hands-on experiences in STEM fields, fostering problem-solving and engineering skills.
- **Coding:** Introduction to programming languages and computational thinking to prepare students for the digital future.
- **The Arts:** Opportunities in music, theater, dance, and visual arts to encourage creativity and self-expression.

- **Language Programs:** Exposure to new languages and cultures to enhance communication skills and global awareness.
- **Sports:** Athletic programs that promote teamwork, discipline, and physical fitness.
- **Student-Interest Clubs:** From cooking to magic, we offer a variety of unique activities that allow students to explore new passions and talents.

At Encino CES, we believe in a well-rounded education that combines strong academic support with engaging enrichment experiences, ensuring that every student thrives both inside and outside the classroom.

Curricular and Instructional Materials

All standards are met through an academically rigorous approach enhanced by the arts, ensuring we exceed district and state benchmarks. By combining academic rigor and creative expression, we cultivate a dynamic learning environment that promotes critical thinking, innovation, and a passion for discovery. Aligning with state standards, our teachers supplement instructional materials using Core Literature, Accelerated Reader, Hands On Equations, Scholastic News, Time Magazine for Kids, Brain Pop, Newela, and more.

Instructional Strategies and Methods

Encino CES uses various research-based instructional strategies and methods to deliver instruction effectively, ensuring all students achieve academic success and personal growth. These approaches are designed to meet the diverse needs of our learners and foster engagement, collaboration, and critical thinking among them. Our school values Differentiated Instruction, Inquiry-Based Learning, Technology Integration, Collaborative Learning, Social-Emotional Learning, and Student-Centered Learning. By prioritizing these methods, we create an environment where every student can thrive and reach their full potential.

Our innovative teachers are the cornerstone of this dynamic process. They are experts in their subject areas who use research-based teaching methods and a variety of instructional strategies to address the diverse needs of our students. At Encino CES, we are committed to continuous improvement and professional growth. To support this, we will provide ongoing professional development opportunities, including workshops, collaborative planning sessions, and trainings, ensuring that teachers stay current with best practices and are equipped to meet the evolving needs of our students.

Meeting the Standards

Establishing clear and accessible objectives for student learning is essential for meeting grade-level benchmarks and addressing the diverse needs of all learners. The Common Core State Standards (CCSS) provide a framework planning and delivering rigorous

lessons that ensure academic success. At Encino CES, our instructional methods, such as differentiated instruction and inquiry-based learning, are aligned with the CCSS to support mastery of key concepts. Teachers use formative assessments to monitor progress, providing targeted interventions and enrichment opportunities to meet individual needs.

Technology and Computer Based Tests

At Encino CES, we provide students with daily access to technology through a one-to-one program. Students in grades K-2 use iPads, while grades 3-5 have Chromebooks, ensuring that each student can engage with digital resources and enhance their learning experience. Technology is integrated into daily lessons to help students develop critical tech-related skills, such as digital literacy, problem-solving, and collaboration. In addition, students practice using educational apps and online tools that foster creativity and enhance their academic skills.

To prepare students for computer-based state standardized tests, we familiarize them with the online testing platform from an early age. In grades 3-5, students participate in practice sessions that simulate the structure of the state assessments, helping them feel confident and comfortable navigating the system. By integrating technology into instruction and providing targeted preparation for assessments, we ensure that students are equipped with the skills they need to succeed both academically and digitally.

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.

At Encino CES, students who meet the Universal Transitional Kindergarten (UTK) age requirements are enrolled in a dedicated UTK program. The UTK curriculum is aligned with the California Preschool/Transitional Kindergarten Learning Foundations (PTKLF), providing a developmentally appropriate experience that fosters both academic and social success.

The UTK program focuses on building foundational skills in oral language, early literacy, numeracy, social-emotional development, and critical thinking. It incorporates hands-on learning and social-emotional learning across all subject areas. In addition to meeting expectations outlined in the Preschool Learning Foundations, the program emphasizes the development of social and self-regulation skills essential for success in school and beyond. UTK students also have access to all enrichment activities available to kindergarten students.

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.

Encino CES follows the traditional 180-day LAUSD Calendar with identical holidays, unassigned days, start date and completion date.

LAUSD Single Track Instructional School Calendar 2024-2025

Month	Instructional Days/Holidays/Breaks
August 2024	August 12 – First Day of Instruction August 30 – Admission Day (No School)
September 2024	September 2 – Labor Day (No School)
October 2024	October 3 – Unassigned Day (No School)
November 2024	November 11 – Veterans Day (No School) November 25-27 – Unassigned Days (No School) November 28, 29 – Thanksgiving (No School)
December 2024	December 16-31 – Winter Recess (No School)
January 2025	January 1-3 – Winter Recess (No School) January 6 – Second Semester Begins January 20 – MLK Holiday (No School)
February 2025	February 17 – Presidents' Day (No School)
March 2025	March 31 – Cesar Chavez Day (No School)
April 2025	April 14-18 – Spring Break (No School) April 24 – Armenian Genocide Memorial (No School)
May 2025	May 26 – Memorial Day (No School)
June 2025	June 10 – Last Day of Instruction
	For the 2024-2025 school year, Encino CES will request approval of 4 shortened days and 8 minimum days. We will continue to have a full year of Banked Professional Development Days on Tuesday. The required numbers of minutes are added to our schedule to ensure that we have met all the requirements for instructional minutes.

Encino CES Regular Day Bell Schedule (8:03 AM - 2:31 PM)	
7:40 AM	School Yard Opens (All Grades)
8:03 AM	First Bell Rings
8:08 AM	Tardy Bell Rings
9:50 - 10:10 AM	Primary Recess: Gr. TK, K, 1, 2
10:10 - 10:30 AM	Upper Recess: Gr. 3, 4, 5
11:45 - 12:25 PM	Primary Lunch: Gr. TK, K, 1, 2
12:15- 12:55 PM	Upper Lunch: Gr. 3, 4, 5
2:31 PM	Dismissal*
2:31 PM	After school playground is open and supervised by Beyond the Bell YS until 6:00 p.m. Gr. 2-5

* **Tuesday** 8:08 AM - 1:31 PM

* **Shortened Day** 8:08 AM – 1:56 PM (follows Regular Schedule for Recess and Lunch)

Minimum Day Schedule (8:03 AM - 12:56 PM)	
7:40 AM	School Yard Opens (All Grades)
8:03 AM	First Bell Rings
8:08 AM	Breakfast In the Classroom - Instruction Begins
9:50 - 10:20 AM	Primary Lunch: Gr. TK, K, 1,2
10:30- 11:00 AM	Upper Lunch: Gr. 3, 4, 5
12:56 PM	Dismissal/Lunch
12:56 PM	YS Playground Open (Gr. 2-5 only)

Inclement Weather Schedule (30 min lunch)	
7:40 AM	Auditorium Opens
8:03 AM	Line Up Bell
8:08 AM	Instruction Begins
9:50 - 10:10 AM	Gr. TK, K, 1, & 2 - Primary Recess
10:10 - 10:30 AM	Gr. 3, 4 & 5 - Upper Recess
11:45 - 12:15 PM	Gr. TK, K, 1, 2, - Primary Lunch
12:20- 12:50 PM	Gr. 3, 4, & 5 - Upper Lunch
2:31 PM	Dismissal
	YS Auditorium Open (Gr. 2-5 only)

MS Excel “Instructional Days an Minutes Calculator” Table

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	132	323	39	263	7	253	4	288	182	36000	55816	19816
1	Yes	132	323	39	263	7	253	4	288	182	50400	55816	5416
2	Yes	132	323	39	263	7	253	4	288	182	50400	55816	5416
3	Yes	132	323	39	263	7	253	4	288	182	50400	55816	5416
4	Yes	132	323	39	263	7	253	4	288	182	54000	55816	1816
5	Yes	132	323	39	263	7	253	4	288	182	54000	55816	1816
6	No									0	54000	0	-54000
7	No									0	54000	0	-54000
8	No									0	54000	0	-54000
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

Mathematics Placement Act

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

WASC Accreditation

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

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.

Professional development is designed to address school-wide needs as well as the interests of teachers and administration. The topics are aligned with the district's banked time professional development priorities and are collaboratively developed by our Local School Leadership Committee, the Charter Professional Development Committee, Instructional Leadership Team (ILT), and the principal. This team determines topics for Professional Development at the beginning of the school year and will revise our professional development calendar as necessary. Professional development topics include areas of curriculum, technology, innovation, character education, intervention, English Language Learners, differentiation strategies, Gifted Education, Special Education, social-emotional learning, and safety. To ensure relevance and effectiveness, we survey

teachers and analyze student data throughout the year to identify relevant topics of interest that will benefit our staff and students.

Professional development sessions will feature a variety of presentations by Encino CES teachers with diverse areas of expertise, as well as contributions from District specialists, local universities, or outside educational providers. Professional development may also include grade and cross-grade level small groups and after-school learning communities to explore strategies for improving teaching and learning. Additionally, district-mandated professional development topics are incorporated into our Professional Development calendar.

To ensure we are making the best use of our Professional Development expenditures, we continue to partner with our neighboring schools for joint presentations by professional experts from LAUSD and local universities. We send teachers to seminars and conferences provided by our District or by the LA County Office of Education. These teacher experts then return to school and provide training for their colleagues. This allows us to implement research based instructional strategies, with fidelity and consistency across grade levels.

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*.

Encino CES currently serves 40 Emergent Bilingual (EB) students who speak approximately ten different languages. Our school consistently exceeds the district's reclassification goals each year. We are committed to implementing LAUSD's English Learner Master Plan. Information regarding the Master Plan, program options, ELPAC testing, CAASPP SBAC testing, Common Core State Standards, California ELD standards, program placement, parent meetings, and reclassification criteria will be communicated with parents in their primary language.

Our Language Acquisition Team, which is now part of the Student Support and Progress Team (SSPT) is comprised of teachers from a variety of grade levels, both general and special education, coordinators, parents and administration. The team collaborates so that teachers receive support in meeting the goals for each student. Before each reporting

period, teachers collect information to review student progress, monitor possible reclassification, and discuss future learning strategies.

To best support our English Learners, teachers at Encino CES use a variety of ELD strategies aligned with current state ELD standards, guided by ELPAC results. Emergent Bilingual students receive targeted instruction the mechanics of English, focusing on grammar and the development of content-specific vocabulary to successfully engage in academic tasks. Additionally, teachers will utilize a wide range of SDAIE (Specially Designed Academic Instruction in English) methods to address the diverse needs of our Emergent Bilingual students, including:

- Scaffolding
- Think-pair-share
- Collaborative learning groups
- Emphasis on learning vocabulary
- Conversation norms
- Use of visual aids
- Manipulatives
- Realia
- Graphic organizers
- Thinking maps
- Reaching individuals via multiple intelligences
- Using computers and iPads to access the curriculum

Classroom teachers are responsible for preparing EB students for the ELPAC by reviewing vocabulary, writing techniques, and reading strategies to set them up for success. Teachers will utilize District-provided ELPAC preparation materials to support this effort. This academic support is essential in helping students meet the criteria for reclassification as English Proficient.

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.

As a School for Advanced Studies (SAS) program, Encino CES is committed to fostering the intellectual growth and achievement of gifted and high-achieving students. Encino CES follows LAUSD's GATE identification process and policies, reimbursing the district for testing and processing on a fee-for-service basis.

Our teachers participate in a minimum of sixteen annual GATE professional development hours through the district and other accredited sources. This training enhances their ability to effectively differentiate instruction, support diverse learners, and implement comprehensive strategies for engaging students with different learning modalities and intelligences.

All students at Encino CES, including those identified as Gifted, are provided with a rigorous and enriching curriculum that is designed to:

- Explore universal themes, such as systems, change, and power.
- Encourage pattern recognition across disciplines.
- Require students to defend and justify their opinions with evidence.
- Teach problem-solving strategies such as making models, breaking up problems into parts, and peer collaboration.
- Promote authentic research supported by reliable sources of information and hands-on experimentation.
- Inspire the investigation of new concepts and the production of original ideas.
- Offer opportunities to work collaboratively or independently in flexible learning environments, including a recently renovated STEM Lab.
- Integrate project-based learning as an extension of the classroom curriculum.

Encino CES teachers also incorporate Dr. Sandra Kaplan's Depth and Complexity prompts into daily instruction to deepen students' critical thinking and engagement. These prompts are used to analyze literature, explore ethical considerations in informational texts, and perform detailed character analyses, among other applications. Teachers utilize questioning techniques inspired by Lisa Van Gemert's course, employing diverse question stems to stimulate critical thinking and dialogue across disciplines.

Flexible grouping, learning stations, project-based learning, and choice boards ensure all students have opportunities to excel. Acceleration strategies allow students to learn at a faster pace or explore advanced concepts earlier than typical. For instance, students in grades 4 and 5 develop foundational algebra skills, such as proportional reasoning, variables, and functions, preparing them for middle school.

Encino CES adheres to LAUSD's policies for GATE identification, ensuring the process reflects the school's diverse demographics. Teachers actively screen and refer students from all ethnic groups for gifted identification. As of 2024, 74 students out of an approximate student population of 530 have been identified as GATE, representing significant growth since fall 2016.

Encino is proud to have surpassed district goals in GATE identification. As of October 2024:

- 7.4% of the school's total population is identified as gifted, exceeding the district goal by 8.1%.
- 8.8% of the school's current African American population is identified, surpassing the goal by 2.8%.
- 12.5 % of the school's current Hispanic population is identified, exceeding the goal which is 6.5%.

To ensure high-quality instruction, Encino CES teachers implement strategies that integrate depth, complexity, novelty, and acceleration throughout the day. Differentiation strategies, such as advanced performance tasks in *CKLA*, *Eureka Math*, *Amplify Science*, and *Impact California Social Studies*, help all students achieve their highest potential.

Encino CES is committed to engaging all learners, including GATE students, and is dedicated to excellence and equity. By cultivating curiosity, critical thinking, and creativity, we prepare our students for lifelong success.

Students Achieving Below Grade Level

Students performing below grade level are identified through a comprehensive data analysis process that includes multiple measures including iReady Diagnostics, small group instruction observations, anecdotal records, teacher observations, benchmark rubrics, Accelerated Reader assessments, DIBELS assessments, CORE Phonics Surveys, and District interim assessments for reading, writing and math. This multifaceted approach ensures that a clear picture of each student's needs is developed.

Once identified, students receive targeted, direct, and explicit instruction in their specific areas of need through a three-tiered approach to intervention.

- **Tier 1:** Core Curriculum and Instruction occurs within the classroom and incorporates strategies to support all learners. These strategies include iReady data chats and goal setting, differentiation, small group learning, pair and individual instruction, pre-teaching and reviewing curricular content, providing additional time for responses and assignment completion, scaffolding instruction, and utilizing multiple modalities to present instruction.
- **Tier 2:** Strategic or Supplemental Instruction provides targeted support for students needing additional help beyond Tier 1. This instruction often includes small group instruction led by teachers, cross-age tutors, high dosage tutors, classroom aides, and school community members conducted in or adjacent to the classroom. Locally designed small group after-school intervention opportunities may be offered. Teachers collaborate closely with families to share educational strategies that can be implemented at home. Tier 2 interventions often focus on reviewing sight words, decoding, vocabulary, writing conventions, supervising Accelerated Reader assessments, facilitating educational games and utilizing computers and tablets to support the grade level standards. These supplemental sessions occur at various times throughout the week to address individual students' needs effectively.
- **Tier 3:** Intensive Instruction is focused, targeted and specific, designed to address the needs of at-risk students. It often involves additional time, increased frequency, and extended duration of small group lessons tailored to iReady diagnostic data. This instruction is delivered by the classroom teacher, providing

direct support to at-risk students. Student progress is closely monitored on an ongoing basis to evaluate their response to the instruction interventions. For Tier 2 and 3 students, additional intervention services are provided through high dosage tutoring and locally designed intervention based upon iReady diagnostic data, ensuring further targeted support. While the instruction is aligned with grade-level standards, the material is carefully adapted to address specific learning gaps effectively and ensure all students have equitable access to the curriculum.

When interventions have been attempted without success, the Student Support and Progress Team (SSPT) is convened. This team typically includes the classroom teacher, parents, peer teacher(s), administrator (or designee), and other specialized staff as needed (ie: PSW, School Nurse, Language Development Coordinator, representatives from Special Education Department). Together, they review data and information, identify the student's strengths and needs, and develop a plan to help the student successfully access the curriculum. The action plan is then shared with all relevant parties to ensure collaboration support for the student. The steps outlined in the SSPT action plan are closely monitored and regularly reevaluated to assess their effectiveness in helping the student progress toward grade-level proficiency.

Socioeconomically Disadvantaged

Encino CES is committed to ensuring that all students have the tools they need to succeed both academically and social-emotionally. With 32% of students identified as socioeconomically disadvantaged (SED), Encino CES places a strong emphasis on supporting this at-risk population. Students in this subgroup are identified confidentially through their eligibility for the free and reduced meal program.

Encino CES provides equal opportunities for all students by offering targeted support and interventions. These efforts have yielded significant results, with 70% of SED students scoring at or above the proficient range on the ELA portion of the SBAC, compared to 39% in LAUSD and 49% statewide. In mathematics, 62% of these students are scoring at or above the proficient range, outperforming the 29% in LAUSD and 37% statewide. The progress of SED students at Encino CES reflects the school's commitment to equitable access and academic success.

Encino CES is committed to equipping all students with the academic and social-emotional skills they need to succeed. To support this mission, the school offers a diverse range of enrichment and support programs tailored to meet students' varying needs. These include orchestra for grades 3–5, vocal music and theater for grades K–2, and visual arts for all grade levels. Additionally, STEM instruction and physical education provide hands-on, engaging learning experiences that help students meet academic standards. These programs are especially valuable for socioeconomically disadvantaged students, offering enriched learning opportunities that might otherwise be out of reach.

Encino CES is dedicated to supporting students' academic and social growth through a range of resources and services. Our school provides direct instruction in social skills within the classroom, along with access to a Psychiatric Social Worker (PSW) and School Psychologist for counseling support. For families, parent workshops are offered as a resource to empower parents in guiding their children toward academic and social success. Additionally, students benefit from experiential learning opportunities, including field trips, free Extended Learning after-school enrichment programs, and access to supplementary books and materials. These initiatives ensure that all students have equitable access to resources, fostering a well-rounded and supportive learning environment.

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

A Pupil Services and Attendance (PSA) and a Specialized Student Services (SSS) Counselor support the attendance needs of our students and the needs of the homeless and foster youth attending our school. These counselors offer training to all staff members on how to address the unique needs of our students, ensuring that every child receives the support they need to thrive academically and emotionally. The counselors collaborate with our school team to create individualized support plans and help connect families with additional resources when necessary.

Our Psychiatric Social Worker (PSW) provides social-emotional learning opportunities during recess, lunch, and in the classroom, including activities such as mindfulness, growth mindset, and de-escalation strategies. These sessions are designed to equip

students with practical tools to navigate challenges and build resilience, both in school and in their daily lives.

At Encino CES, we strive to support not only the academic needs of our students, but also their social-emotional well-being. Students facing a range of social-emotional challenges are supported through our social skills program, *Second Step*. This program teaches essential skills, such as how to ask for help, maintain your personal space, or request a break when needed. By integrating these practices into our school culture, we aim to foster a supportive environment where all students can succeed.

For Charter Schools Identified as “High Performing” by the CDE

Encino CES, recognized as a "School for Advanced Studies," is committed to sharing its exemplary teaching practices with both charter and traditional public schools to support educational excellence across the district. As part of our designation, we serve as a demonstration site where educators can observe and learn about innovative instructional strategies, levels of academic rigor and depth and complexity, and novel projects in the classroom.

We collaborate closely with local charter and traditional public schools through a variety of professional development initiatives. This includes leading hands-on workshops and training sessions where we share strategies for implementing project-based learning, inquiry-based teaching, and differentiated instruction. These sessions focus on developing practices that challenge students to think critically and engage deeply with content.

Additionally, we provide structured opportunities for teachers from other schools to visit our classrooms, allowing them to observe firsthand how our teachers implement these practices. During these visits, we facilitate debriefing sessions where our educators discuss the techniques used, the rationale behind them, and the impact on student learning.

To further enhance our collaborative efforts, we also make it a priority to observe and learn from other schools. Our teachers regularly participate in reciprocal observation exchanges, where we visit other high-performing schools to observe their strategies. This two-way process ensures that we continuously refine our practices while contributing to the growth of others.

Through these partnerships and reciprocal observation practices, Encino CES actively supports the professional growth of educators in surrounding schools, fostering a community of shared learning and best practices that enriches the educational experience for students across all grade levels.

“A TYPICAL DAY”

A Typical Day at Encino Charter Elementary

As the sun rises over Encino CES, the campus comes alive with a spirit of learning and community. The teacher parking lot fills early as educators prepare for the day ahead. Parent volunteers and special education aides, clad in bright orange vests, ensure a safe and efficient morning drop-off through the well-organized "Safety Valet" program. Visitors arriving on campus are warmly greeted by the front office staff, who exemplify the school's commitment to creating a welcoming environment.

The office is a hub of activity, showcasing the school's accolades, including the Encino CES Explorer logo, a Gold Ribbon award, and student achievement displays. Hallways are adorned with vibrant student art, collaborative murals, and posters promoting kindness and inclusion. Bulletin boards highlight Student of the Month honorees, STEM projects, and schoolwide values, creating a sense of pride and belonging.

The reception area buzzes with activity as prospective parents, many from across the San Fernando Valley and beyond, arrive for tours of Encino CES. Known for its well-rounded education, the school boasts robust supplemental programs, including vocal and instrumental music, theater, library (offered through LAUSD), STEM, Art, and P.E.—all supported by a dedicated community-driven fundraising effort. These enriching opportunities, combined with a strong academic foundation, make Encino CES one of the most sought-after schools in the area.

Encino CES' reputation for excellence is further reinforced by the 2025 *U.S. News & World Report*, which ranks it #432 in California and #32 among Los Angeles Unified elementary schools. This recognition reflects the school's high performance on state assessments, its commitment to student success, and its strong preparation for the transition to high school.

Each school week begins with a vibrant morning assembly in the courtyard, bringing together students, teachers, staff, and families to celebrate our school spirit. As the bell rings, we unite for the Pledge of Allegiance, followed by a Mindful Moment led by our PSW to set a positive tone for the week. Our dedicated librarian then honors students who have surpassed reading milestones through the Accelerated Reader program, while "Caught Being Good" Awards are given to recognize those demonstrating outstanding citizenship. This weekly tradition fosters a strong sense of community, achievement, and positivity across our school.

Encino CES is more than a school—it's a community united by pride and tradition. Every week, students, staff, and families proudly wear spirit wear emblazoned with our school logo, reinforcing a shared commitment to excellence, character, and school pride. Signature traditions, such as the weekly Monday Morning Spirit Assembly and annual schoolwide events like the Turkey Trot and Junior Olympics, strengthen our sense of unity and belonging.

When the bell rings, students head to classrooms where rigorous and innovative instruction begins. Teachers engage students with research-based strategies, emphasizing differentiated instruction and multiple intelligences to address diverse

learning needs. Personalized learning, hands-on experiences, and technology integration ensure that all students thrive.

Throughout the school day, a dedicated block of English Language Arts instruction incorporates the *CKLA* program, Core Literature, and digital tools to meet Common Core standards. Teachers utilize whole groups, small groups, and individualized instruction to build foundational skills in reading following the Science of Reading, writing, and critical thinking. Graphic organizers, oral language activities, realia and collaborative discussions foster deeper comprehension and idea generation. Assessments, such as DIBELS and i-Ready, provide accurate and actionable data to guide instruction.

In Math, students explore concepts using hands on manipulatives and through the *Eureka Math* program, *Cognitively Guided Instruction (CGI)*, and digital platforms like Zearn and i-Ready. Authentic assessments encourage problem-solving, logical reasoning, and articulation of mathematical thought processes. Students apply math concepts to real-world scenarios through interdisciplinary projects, such as designing sustainable playgrounds or using geometry to construct 3D models.

In the recently renovated STEM Lab, students participate in hands-on experiments and design challenges that incorporate engineering principles, coding, and robotics. Through collaborative problem-solving, students build prototypes, test hypotheses, and refine their designs, demonstrating creativity and resilience. Standout projects, such as competitions and eco-friendly engineering challenges, showcase student innovation.

The arts program is a highlight of the day, where students create projects inspired by renowned artists, fostering self-expression and an appreciation for art history. Student creativity is celebrated through schoolwide exhibitions, performances, and partnerships with local artists, making the arts an integral part of the learning experience.

Twice a week, students attend Physical Education classes led by a dedicated coach, focusing on physical fitness, sportsmanship, and teamwork through structured activities and games. School-wide fitness challenges and friendly competitions further reinforce these values beyond the classroom.

Lunchtime is more than a break—it's an extension of the school's community-focused culture. Students take pride in keeping the dining area clean and recycling correctly, earning recognition from staff. Meanwhile, the library remains a bustling center of activity. Students explore diverse genres, engage in book clubs, and participate in creative writing workshops, deepening their love for reading. Our PSW can be found on the playground leading friendship and kindness activities all while helping students engage in restorative practices when a conflict occurs. Fourth and fifth-grade representatives gather for Student Council meetings during lunch, brainstorming solutions to school and community challenges. Their initiatives have ranged from local service projects to global outreach efforts, fostering leadership and empathy. Notable projects include food drives, environmental campaigns, and fundraising for international causes.

Afternoon instruction continues with project-based learning and activities that promote Depth and Complexity, using strategies developed by Dr. Sandra Kaplan. Teachers encourage students to analyze universal themes, justify opinions with evidence, and approach problems from multiple perspectives, preparing them for higher-level thinking.

As the school day concludes, many students transition to after-school enrichment programs. Robotics clubs, game design workshops, language classes, sports workshops, and musical theater classes provide opportunities for students to explore their interests and develop new skills. Other students have an opportunity to complete homework and engage in supervised cross-age play provided by Soaring Eagles, an afterschool care program for students in TK through Grade five, as well as Beyond the Bell's LAs Best for students in TK through Grade five and Youth Services (YS) for students in grades two through five.

The school's success is fueled by a vibrant community of dedicated educators, engaged families, and motivated students who work together to create an environment where all learners thrive. The school boasts state-of-the-art facilities, including the recently renovated STEM Lab, which provides students with hands-on opportunities to explore science, technology, engineering, and mathematics through innovative and collaborative projects. Classrooms are equipped with advanced technology to support digital learning and creativity, ensuring students are prepared for the demands of the 21st century. Encino CES places a strong emphasis on academic excellence, offering a rigorous and engaging curriculum that integrates core content with enrichment opportunities in art, music, theater, and physical education. Emotional growth is equally prioritized, with programs designed to build students' social-emotional skills, resilience, and a strong sense of community.

The school's commitment to inclusivity and equity is evident in its dedication to meeting the needs of the whole child for all students, including Emergent Bilinguals, gifted learners, and those requiring additional support. Through differentiated instruction, project-based learning, and a focus on Depth and Complexity, Encino CES empowers students to reach their highest potential. This unique combination of academic rigor, emotional development, and community collaboration makes Encino CES a model of innovation, excellence, and inclusivity.

One visiting parent perfectly summarized the Encino experience: "Not only does Encino Charter Elementary look good, it feels good. It's a place where students are inspired, supported, and truly love to learn."

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.

MEASURABLE PUPIL OUTCOMES:

SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

At Encino CES, we believe that the keys to sustaining and advancing student achievement each year are hiring and training highly qualified staff, implementing a rigorous curriculum with consistency across grade levels, setting high expectations for all students, and using relevant data to refine and enhance instructional practices. Teachers, administrators,

support staff, and parents collaborate to provide the best supports and opportunities for all students. By embracing these core components, we establish a strong educational foundation that enables students to thrive and achieve measurable success.

To assess and ensure progress, Encino CES participates in state and national standardized assessments. These include the Smarter Balanced Assessments (SBA) for English Language Arts and Math, the California Science Test (CAST) for fifth graders, and the annual English Language Proficiency Assessments for California (ELPAC) for our English Learner (EL) students.

These assessments provide critical insights into individual student performance, areas for improvement, and comparative data at both the state and national levels. This data holds the school accountable while serving as a vital tool for informed decision-making. Teachers and administrators use this information to guide instructional strategies, tailor interventions, and maintain high standards aligned with the California Content Standards (CCS). By leveraging these results, we remain committed to continuous improvement and fostering academic excellence for every student.

Summative Assessments

Encino CES utilizes a variety of standardized summative assessments to monitor and support student progress. These assessments include, the Smarter Balance Assessments in English Language Arts and Math for grades 3–5 (administered annually), DIBELS, the ELPAC (administered annually for English Learners), and the California Science Test (for 5th grade only, administered annually).

These assessments provide teachers with a common measure of student performance, offering valuable insights into areas of strength and areas that may require further review. By comparing student performance to grade-level peers who take the same tests, teachers and administrators are equipped to make informed decisions about instructional programming.

The results of these assessments also play a crucial role in setting academic goals for the school, guiding curriculum adjustments, and determining where additional resources, interventions, or professional development are needed. Furthermore, the data collected helps inform budgetary decisions to ensure that appropriate resources are allocated to meet the goals set for student achievement.

Measurable Goals

- The school's overall score will be in the top 10% or higher in the district and subgroups will exceed the benchmark score.
- 80% or more of students will achieve Standards Met or Exceeded in ELA/Literacy
- 80% or more of all students will achieve Standards Met or Exceeded in Math
- 85% of fifth grade students will score Proficient or Advanced on the Science CST.

- % of English Learners acquiring English Proficiency (AMAO1- CELDT Annual Growth or ELPAC) will grow by 1% each year of the Charter term.
- 85.5% of students will have 96% or higher attendance.

Encino Charter Elementary School -- Performance: 5-Year Projections

	2023--2024	2024--2025	2025--2026	2026--2027	2027--2028	2028--2029
% of Students Achieving Standards Met/Exceeded in ELA/Literacy	57%	58%	59%	60%	61%	62%
% of Students Achieving Standards Met/Exceeded in Math	62%	63%	64%	65%	66%	67%
% of 5 th Graders Scoring Proficient or Advanced on Science CAST	59%	60%	61%	62%	63%	64%
% of ELs Acquiring English Proficiency on ELPAC	61%	62%	63%	64%	65%	66%
% of Students with 96% or Higher in Attendance	94%	95%	96%	Maintain 96% or above	Maintain 96% or above	Maintain 96% or above

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.

Encino CES utilizes formative assessments which include: DIBELS Reading Assessments (progress monitoring, and formative assessments 3 times a year), iReady ELA and Math Diagnostics (3 times a year), *CKLA* Skills and Knowledge Assessments (at the end of each *CKLA* unit), *Eureka Math* Assessments (at the middle and end of each module), and Smarter Balanced Interim Assessment Blocks (multiple times in a school year).

Our goals for achievement in the DIBELS assessment for our primary grades are:

- 85% Benchmark at End-of-Year for Kindergarten
- 90% Benchmark at End-of-Year for Grade 1
- 90% Benchmark at End-of-Year for Grade 2

For Grade 3-5 students, our goal is to achieve 85% Proficient in iReady ELA End-Of-Year Diagnostic. For Grades K – 5, our goal is to achieve 85% Proficient in iReady Math End-Of-Year Diagnostic.

Encino CES will also utilize authentic formative assessments to gain a more comprehensive and nuanced understanding of student progress over time and across various contexts. Authentic assessments are ongoing and allow for a richer evaluation of student learning. These may include, but are not limited to, portfolios of significant work, journals, work samples, homework, teacher-created assessments, teacher observations, checklists, rubrics, anecdotal records, publisher-provided criterion-referenced tests, and projects. Often referred to as performance assessments, these tools facilitate the meaningful application of essential knowledge and skills, providing valuable data that enables teachers to assess student performance, improvement, and achievement.

Encino CES believes that formative assessments are a dynamic and continuous process, allowing teachers to create responsive, daily lessons differentiated to meet the needs of every student based on their strengths and areas needed for growth. We are dedicated to ensuring that each student attains proficiency in key areas such as language arts and mathematics.

In addition to standardized and authentic assessments, teachers also rely on daily informal assessments, such as observations, weekly quizzes and tests, classwork, and project-based learning assignments. These help to identify immediate areas of concern and guide instructional decisions to ensure all students receive what they need.

DATA ANALYSIS AND REPORTING

Encino CES values data-driven decision-making as an essential tool for meeting the needs of all students, optimizing curriculum and instruction, and monitoring the overall effectiveness of the school's educational program and operations. The school uses a variety of data sources to inform instructional practices, drive tiered interventions, and guide enrichment opportunities for all students. Key types of data used at Encino CES include:

- **Standardized Assessments:** Smarter Balanced Assessments (SBA), and CA Summative Test for Science are used to assess student performance and progress. These assessments are integral to measuring growth over time and comparing performance to grade-level standards.
- **Formative Assessments:** DIBELS Progress Monitoring Assessments, iReady ELA and Math Diagnostics, CKLA Skills and Knowledge Assessments, Eureka Math Assessments, and Smarter Balanced Interim Assessment Blocks provide ongoing snapshots of student progress. These tools allow for adjustments to be made in real-time to meet the specific needs of individual students.
- **Authentic Assessments:** Portfolios, journals, in-class work samples, projects, rubrics, and teacher observations give teachers a holistic view of student achievement and development, ensuring that the assessments reflect real-world application of knowledge and skills.

- **Teacher-Created Data:** Teachers track student progress through informal assessments, quizzes, weekly tests, classwork, and project-based learning assignments, identifying immediate areas of concern and tailoring instruction accordingly.

The role and use of this data to inform curriculum and instruction is crucial. Teachers and administrators regularly analyze assessment results to adjust the pacing of lessons, focus on areas needing improvement, and refine instructional strategies to ensure they meet the diverse learning needs of students. Data guides decisions about what content to review and what instructional strategies to employ, ensuring that lessons are differentiated and accessible.

Data also plays a key role in tiered intervention. The school utilizes data to identify students who need additional support or challenges, and to implement appropriate interventions. For example, students identified as at-risk based on assessment data, may receive additional support through targeted small group instruction or individual interventions. Enrichment opportunities are also guided by data, ensuring that students who excel are provided with rigorous challenges that promote their growth.

The role and use of data to monitor and improve the charter school's educational program and operations is fundamental to ongoing school improvement. Staff and leadership regularly review data from various sources to assess the effectiveness of the curriculum, teaching strategies, and support services. This data helps identify trends, gaps, and areas for improvement, driving decisions on resource allocation, professional development, and program modifications. The leadership team uses this data to make informed decisions that align with the school's mission and ensure that all students are making meaningful progress.

Finally, data is used to inform stakeholders—including parents, the Local School Leadership Council, Charter Leadership Council, and the wider community—about the school's performance. Assessment results and school-wide data are shared with stakeholders during parent-teacher conferences, informational meetings, and Governance Council meetings. This transparent sharing of data allows families and community members to be actively involved in the school's goals and progress, providing them with clear insights into student achievement and the school's overall effectiveness. By leveraging data in these ways, Encino CES ensures that every decision made—whether related to curriculum, instruction, or interventions—is grounded in evidence and aimed at supporting the academic success and growth of every student.

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

Parental involvement is essential to the success of Encino CES. The collaboration between parents, educators, and our broader learning community enables us to provide the best possible education for all students. Our primary goal is to enrich the lives of the children who attend our school, ensuring that each one has equal access to a quality education that is both diverse and varied. Parents continue to play an active role in decision-making processes at Encino CES, contributing to the growth and improvement of the educational experience for all students.

At the school level, Encino CES offers various opportunities for parental involvement. Parents can participate in the English Language Advisory Council (ELAC), the Charter Leadership Council (CLC), and the Local School Leadership Council (LSLC). Additionally, there is an opportunity to join the parent-led 501(c)(3) group, Encino—Together Everyone Achieves More (E-TEAM). These groups provide valuable input, ideas, and resources to enhance our school environment. The ELAC, LSLC/CLC, and E-TEAM hold regular meetings throughout the year to address parent and community concerns, with additional meetings scheduled as specific issues arise.

Two informational meetings are held annually to discuss the Local Control Funding Formula (LCFF) and the development of the Local Control Accountability Plan (LCAP). Encino CES uses its website to support stakeholder involvement by posting the LCAP.

The ELAC, LSLC/CLC, and E-TEAM, each participate in needs assessments and discussions based on current data to guide planning. Parents are encouraged to contribute ideas on how to improve our school, and all input is considered when developing our LCAP and annual budget. The collaborative efforts of the entire school community ensure that we continue to meet the diverse needs of all students. Meetings are open to all interested stakeholders, and everyone is encouraged to contribute to the agenda. Meeting schedules are shared through email blasts, social media, the school website, school bulletin board, and other communication platforms. Minutes of these meetings are publicly available on the Encino CES school website and are posted on a school bulletin board.

Moreover, all parents are invited to actively participate in their child's education through various volunteer opportunities offered throughout the year. These opportunities include events such as Back-to-School Night, Open House, STEAM Night, fundraisers, campus beautification projects, parent education seminars, Coffee with the Principal, parent surveys, and Parent/Teacher Conferences. Encino CES communicates these opportunities

through weekly Sunday Messages, automated phone calls, the E-TEAM Newsletter, the school website, the school marquee, and paper notices posted in the school front office.

By fostering a strong partnership between all stakeholders, Encino CES ensures that every child receives the support and opportunities needed to thrive academically, socially, and emotionally.

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

To ensure equity and access for all students, Encino CES is committed to actively recruiting and supporting students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities. Outreach strategies include:

- Partnering with community organizations that serve low-income families and students with disabilities to share information about enrollment opportunities;
- Distributing informational flyers in multiple languages throughout the community;
- Hosting informational sessions and school tours;
- Making application materials and school communications accessible (e.g., translated into primary languages spoken in the community, available in print and digital formats, ADA compliant);
- Clearly stating in all outreach materials that the school welcomes and supports all learners, including those with IEPs and 504 Plans;
- Training front office and outreach staff to be inclusive, responsive, and supportive when assisting families through the enrollment process;
- Collaborating with district and local feeder schools to identify and reach students who would benefit from the school's academic supports and nurturing learning environment.

Encino CES embraces its mission to provide a high-quality, inclusive education and aims to reflect the diversity of the broader community it serves.

Encino CES conducts a minimum of four prospective parent tours per school year from October to February. Interested families may receive lottery forms and enrollment information in the main office during the designated lottery application time frame.

From the beginning of October through mid-November the on-time application window opens. In December confirmation/correction notices go out to all applicants with a January deadline. In February, Encino CES will conduct a random public lottery. In March, selection/waitlist notification will go out to all on-time applicants that were included in the affiliated charter school lottery. Encino CES will begin to contact on-time applicants on the waitlist when space becomes available. In April there will be a deadline for parents to "accept" or "decline" an offer of admission. Encino CES will then begin to call applicants from the waitlist to offer admission based on remaining seats.

Information regarding the lottery process, school tours, lottery form submission date and date and location for the lottery drawing will be posted on the Encino CES school website.

The information from the application form will be kept confidential and will be maintained and accessible to the office staff and the administration. An application must be submitted for each child in a family who is interested in attending Encino CES.

Anyone is invited to the public lottery which is held in person in the Encino CES auditorium. A virtual component is also offered. A school administrator and staff member conduct the random drawing of names using either an instant randomizer from list (such as <https://www.random.org/lists/> or Wheel of Names <https://wheelofnames.com>) or the old fashioned method of pulling application numbers out of a box.

Parents who do not attend the lottery drawing can determine their child's placement on the lottery list by calling the school or coming to the main office during school hours.

The waitlist generated by the random lottery is available in the main office of the school. If, at the beginning of or during the school year, space becomes available, Encino CES administration will offer enrollment to students in waitlist order from the waitlist. An administration representative will contact these prospective students' families by phone and notify them of the open position and also notify them when application materials will be due. The prospective student's family will have 72 hours to reply.

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

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.

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

- **LAUSD Students**

- Siblings

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

- Other LAUSD Students

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

- **California Students**

- Siblings

- Prospective students who (a) are siblings of students enrolled in grades TK - Grade 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, randomizer and/or names pulled from a box.

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:

Encino Charter Elementary School
c/o School Principal
16941 Addison Street
Encino, CA 91316

To District:

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

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

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

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (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

Encino Charter Elementary School (also referred to herein as "Encino CES", "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

2. District Affiliated Charter School's Special Education Responsibilities

e. 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.

f. 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.

g. 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.

h. 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.

f. 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 **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 TK – 4 at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance area (boundaries) of Charter School, shall have **second** admission preference.

- **Other LAUSD Students**

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

- **California Students**

- **Siblings**

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 TK - 4 at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

□ Other California Students

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

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

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

Charter School shall hold its lottery in the auditorium, or equivalent alternative space on campus. Affiliated Charters, as aligned to District guidance, may opt to include a virtual option for families at the same time and/or in addition to the in-person lottery. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, randomizer and/or names pulled from a box.

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:

Encino Charter Elementary School
c/o School Principal
16941 Addison Street
Encino, CA 91316

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).)