



LOS ANGELES UNIFIED SCHOOL DISTRICT

NESTLE AVENUE CHARTER ELEMENTARY

A DISTRICT AFFILIATED CHARTER SCHOOL

5060 Nestle Avenue

Tarzana, CA 91356

Renewal Charter Petition

Submitted
March 6, 2025

TERM OF CHARTER

JULY 1, 2025 TO JUNE 30, 2030

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Nestle Avenue Charter Elementary (also referred to herein as “Nestle Elementary”, “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:	Jennifer DiLorenzo, Principal
• The contact address of Charter School is:	5060 Nestle Avenue Tarzana, CA 91356
• The contact phone number for Charter School is:	(818) 342-6148
• Charter School is located in LAUSD Board District:	4, Nick Melvoin
• Charter School is located in LAUSD Region:	North
• The grade configuration of Charter School is:	TK-5
• The number of students in the first year of this charter term will be:	458
• The grade level(s) of the students in the first year will be:	TK-5
• Charter School's scheduled first day of instruction in 2025-2026 is:	August 11, 2025
• The current operational capacity of Charter School is: NOTE: For all District affiliated charter schools, the District determines each school's operational capacity annually in accordance with District policy. Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.	458
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	traditional
• The bell schedule (e.g. daily hours) for Charter School will be:	8:15 am-2:38 pm
• The term of this Charter shall be from:	July 1, 2025-June 30, 2030

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Nestle Avenue Charter Elementary, strategically located south of Ventura Blvd. in the city of Tarzana, competes to maintain its status as one of the top schools in our community. We established our charter to enhance existing programs, such as our fine arts, technology, and science initiatives. This gives us a competitive edge over other private and public-school options in our immediate area. At Nestle Avenue Charter, we are dedicated to serving a diverse student body. Our commitment to inclusivity extends to students from various backgrounds and languages, including Hebrew, Russian, Farsi, and Spanish. We aim to serve students within our attendance boundary while also opening enrollment to a broader base of students within the district where space allows further strengthening of our school.

At Nestle Avenue Charter, our unwavering commitment to meeting the needs of all our students is a cornerstone of our identity. This includes high-achieving students, English learners, and students with disabilities. We continue to attract many neighborhood children and students from outside our defined boundaries set by the Los Angeles Unified School District (LAUSD). Since becoming an affiliated charter, we have remained a solid and competitive public-school choice compared to private elementary schools, neighboring public schools, and other district options. Our curriculum is infused with rigor, and we continually update our technology—including computers, View Sonic View Boards and various programs—and provide comprehensive arts, dance, and music programs. We also expand our science education, particularly in STEM fields, all within a nurturing environment. Through ongoing professional development and a strong commitment from our teachers, staff, and administration, we strive to offer the best educational program in a safe, supportive, welcoming school atmosphere for every student at Nestle Avenue Charter.

The Nestle Avenue Charter demonstrates its educational strength by transforming teachers into facilitators and encouraging students to become active partners in their learning. At Nestle Avenue Charter, we are dedicated to supporting all students—including English Learners, Gifted and Talented students, and those in Special Education—as they prepare for the 21st century. We achieve this by providing access to iPads and Chromebooks in the classroom. Teachers deliver content using various media and resources, presenting lessons through different modes of technology. Additionally, lessons for Language Arts and Math are available online.

Schools throughout California noticed a significant decrease in SBA scores from pre-pandemic to post pandemic. While scores at Nestle have improved, they still have not caught up to results from prior to the pandemic. An analysis of data from the 2018-2019 SBA through the 2023-2024 SBA assessments reveals an overall 3.63% decline in the percentage of students meeting or exceeding standards in English Language Arts (ELA). During this same period, students with disabilities experienced a 1.44% decrease. In contrast, English Learners saw a significant increase of 7.98%, while socioeconomically disadvantaged students showed a 2.24% increase.

An analysis of data from the 2018-2019 SBA, 2021-2022 SBA, 2022-2023 SBA, and 2023-2024 SBA shows an overall increase of 1.95% in the percentage of students meeting or exceeding standards in Math. However, during the same period, students with disabilities experienced a decrease of 3.99%. In contrast, English Learners demonstrated an impressive increase of 18.69%, while socioeconomically disadvantaged students increased by 4.34% in Math performance.

According to data found on WholeChild 2.0, our English Language Learners scoring Level 3 or 4 on the summative ELPAC decreased from 50.8% in the 2021-2022 school year to 47.41% in the 2023-2024 school year, a 3.39% decrease.

During the 2023-2024 school year, Nestle began using the i-Ready assessment. Data from WholeChild 2.0 indicates that the overall scores on the i-Ready Reading diagnostic increased by 1.29%, rising from 45.33% of students scoring at or above grade level to 46.62%. During the same period, our English Learners experienced an impressive increase of 8.6%, climbing from 17.95% to 26.55%. Students with Disabilities saw a rise of 5.12%, moving from 18.6% to 23.72%. Additionally, our socioeconomically disadvantaged students showed an increase of 0.96%, going from 41.59% to 42.55%.

According to data from WholeChild 2.0, the overall scores on the i-Ready Math diagnostic increased by 3.59%. This means that the percentage of students scoring at or above grade level rose from 36.52% to 40.11%. During the same period, our English Learners showed an impressive increase of 4.84%, climbing from 17.28% to 22.12%. Additionally, our socioeconomically disadvantaged students experienced a rise of 1.94%, increasing from 34.78% to 36.72%. In contrast, our Students with Disabilities faced a decrease of 6.31%, dropping from 23.36% to 16.95%.

SBA scores

Overall % who scored met or exceeded standard

	ELA	Math
2018-2019	53.38%	46.31%
2021-2022	58.85%	62.69%
2022-2023	54.08% (-4.77)	47.37% (-15.32)
2023-2024	49.75% (-4.33)	48.26% (+0.89)

Students with disabilities % who scored met or exceeded standard

	ELA	Math
2018-2019	13.2%	21.63%
2021-2022	23.53%	35.39%
2022-2023	15.00% (-8.53)	17.50% (-17.89)
2023-2024	11.76% (-3.24)	17.64% (+0.14)

English Learners % who scored met or exceeded standard

	ELA	Math
2018-2019	13.64%	10.20%
2021-2022	10.71%	27.59
2022-2023	12.12% (+1.41)	15.22% (-12.37)
2023-2024	21.62% (+9.50)	28.89% (+13.67)

Socioeconomically disadvantaged students % who scored met or exceeded standard

	ELA	Math
2018-2019	48.47%	41.92%
2021-2022	53.92%	57.84%
2022-2023	49.15% (-4.77)	42.86% (-14.98)
2023-2024	50.71% (+1.56)	46.26% (+3.40)

STUDENT POPULATION TO BE SERVED

Nestle Avenue Charter is a neighborhood charter school that enrolls children living within our boundaries and non-resident students selected through a lottery system. We serve Universal Transitional Kindergarten (UTK) through fifth-grade students. In the 2023-2024 school year, our enrollment was 441 students, consisting of approximately 41% White, 24.3% Hispanic or Latino, 4.5% Asian, 2.5% Filipino, and 4.8% African American. English Learners make up 29.5% of our population. Additionally, about 71% of our students are classified as Socio-Economically Disadvantaged, and 12.7% are Students with Disabilities. Our Gifted and Talented population constitutes 9.8%

As a School for Advanced Studies, we integrate prompts of depth and complexity with the California Common Core State Standards (CA CCSS) to nurture student interests and

develop advanced critical thinking and problem-solving skills. Our dedicated theater and dance specialists have evidenced that our students are particularly interested in the arts. Nestle's full-day Universal Transitional Kindergarten program effectively prepares students for future educational experiences.

GOALS AND PHILOSOPHY

Mission and Vision

Mission Statement - At Nestle Avenue Charter, our mission is to nurture and educate children to become successful, responsible, caring, respectful, and inquisitive citizens. We aim to provide a rigorous academic program that encourages hands-on learning and supports the holistic development of each child, preparing them to be college—and career-ready. Our goal is to equip our students with the skills necessary to thrive in the 21st century and to foster a community where everyone plays an active role in the charter school's success.

Vision Statement - At Nestle Avenue Charter, our vision is to provide students with the tools they need to be college—and career-ready. Our students' goals are to meet Common Core State Standards, and our teachers are prepared to help every child realize their full potential by fostering critical thinking, independence, and creativity. Nestle Avenue Charter aims to be a model of excellence in public education through a comprehensive learning program that: Integrates music, dance and creative movement, art, physical education, and technology into a traditional, standards-based curriculum, providing a rich educational experience for all students. Builds a strong foundation in essential communication skills used in daily life, including creative problem-solving, critical thinking, teamwork, and effective use of technology.

- Emphasizes the development of strong personal character traits to support each child's academic and socio-emotional growth.
- It actively involves all stakeholders—parents, students, faculty, administration, and local community partners—in the ongoing improvement and success of the charter school.
- Develops and implements best practices for engaging students and parents, training teachers, and promoting educational excellence, collaboration, and innovation.

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

Being educated in the 21st century is a powerful journey encompassing a broad knowledge base and the ability to apply it in transformative ways. Essential skills such as critical thinking, global awareness, and problem-solving are keys to navigating our ever-changing world and driving innovation. Embracing lifelong learning becomes a cornerstone of modern education. To indeed be considered educated in this dynamic era, one must not only be well-informed across traditional subjects like math, the sciences, history, geography, literature, and art but also possess the ability to weave knowledge across

these diverse fields, creating a tapestry of understanding that inspires progress and creativity.

In the 21st century, an educated person embodies flexibility, creativity, and complexity, driven by an insatiable thirst for knowledge. These individuals are self-assured and self-motivated, embracing lifelong learning while actively engaging with their local and global communities. An educated person today celebrates a multicultural and interconnected world, demonstrating technological proficiency and boundless curiosity in our dynamic information age.

Being an educated person in the 21st century means being proficient, responsible, and adaptive in using digital tools and resources to enhance learning and problem-solving. It involves:

1. **Technological Proficiency:** An educated person knows how to effectively use technology for various tasks, such as research, communication, and collaboration. This includes understanding how to use devices, software, and online platforms to gather information, create content, and solve problems.
2. **Digital Literacy:** Beyond just using technology, an educated person understands how to critically assess digital information, identify credible sources, and navigate the vast amounts of data available online. They are able to discern between reliable and unreliable content, which is essential in an age of misinformation.
3. **Creativity and Innovation:** Technology offers students the opportunity to express themselves and think creatively. An educated person can leverage digital tools to design projects, explore new ideas, and collaborate in ways that were not possible before.
4. **Collaboration and Communication:** In the 21st century, students are often required to work in diverse digital spaces with peers from around the world. Educated people use technology to collaborate on group projects, communicate effectively through various platforms, and build global networks.
5. **Responsible Digital Citizenship:** An educated person understands the importance of being responsible online. This includes respecting others' privacy, understanding the impact of their digital footprint, practicing good online etiquette, and being aware of the ethical implications of their digital actions.
6. **Adaptability:** Technology is constantly evolving, and educated people are adaptable. They are open to learning new tools, techniques, and platforms as needed, and can integrate these changes into their academic and personal lives.

In essence, an educated person in the 21st century uses technology as a powerful tool to enhance their learning experience, while also navigating it with responsibility and awareness of its wider social and ethical implications.

At Nestle Avenue Charter, students are empowered as active partners in their learning journey. Through hands-on experiences, they gain invaluable insights and develop robust problem-solving and critical-thinking skills that form the cornerstone of our educational approach. By nurturing personal relationships and enhancing social and emotional skills,

students become equipped to make informed and meaningful choices. Our 21st-century students are socially aware, compassionate and celebrate diversity. They recognize our reliance on natural resources and dedicate themselves to being environmentally responsible.

At Nestle Avenue Charter, students are encouraged to engage in reasoning, questioning, and inquiry. They utilize the scientific method to investigate, demonstrating intellectual flexibility and the ability to think abstractly and creatively about complex systems. To succeed in the 21st century, individuals must develop various functional and critical thinking skills related to information, media, and technology. These skills are cultivated through problem-solving, communication, and collaboration using different technological tools and platforms. Effective participation in society requires collaboration, empathy, and global contribution. Nestle Avenue Charter provides students with relevant learning opportunities that promote resourcefulness and adaptability, emphasizing the responsible and effective use of technology. In the 21st century, an educated person embodies the spirit of lifelong learning, embracing change and transforming challenges into opportunities in a dynamic world. Nestle's students are ready for college, career, and for the world.

How Learning Best Occurs

Nestle Avenue Charter recognizes that the most effective learning takes place within a school community immersed in an educational culture that both challenges and nurtures individual development. By fostering a collaborative relationship between teachers, parents, guardians, and community members, the charter school creates an environment that mirrors the home, school, and community. At Nestle Avenue Charter, learning flourishes when all stakeholders take responsibility for cultivating an educational culture that supports every child. When these partnerships are in place, the atmosphere becomes one that prioritizes education and inspires collective learning.

The Social Learning Theory, which emphasizes learning through observation, imitation, and modeling, plays a key role in this approach. Students do not only learn from direct experiences, but also by interacting with and observing others, especially peers and teachers. This approach is especially relevant at Nestle Avenue Charter, where peer interactions are central to the learning process. Students benefit from collaborative group work, social problem-solving, and learning from one another's experiences. By creating opportunities for such interactions, the school fosters a sense of belonging, which is crucial for student engagement and motivation.

Teachers at Nestle Avenue Charter encourage cooperative learning activities, group discussions, and peer teaching, which cultivate a sense of community. This environment allows students to support each other's learning, share ideas, and engage with a variety of perspectives. This not only enhances academic outcomes but also helps students develop important communication and social skills, reinforcing the school's commitment to holistic education.

Culturally Responsive Teaching (CRT) is another foundational concept at Nestle Avenue Charter. This approach highlights the importance of incorporating students' cultural

backgrounds and experiences into the learning process. CRT encourages educators to acknowledge and validate the diverse cultural identities of students, making learning more relevant and inclusive.

By integrating culturally relevant materials, literature, historical contexts, and perspectives from a variety of cultures, teachers create a curriculum that reflects the diversity of the student body. When students see their own culture and experiences reflected in their lessons, they feel a deeper connection to the material, increasing engagement and academic success. Teachers at Nestle Avenue Charter foster an inclusive classroom environment, ensuring all students feel valued and supported. This approach helps students develop a sense of belonging and promotes greater academic achievement.

Nestle Avenue Charter strives to be an academic space that not only focuses on knowledge but also promotes lifelong learning. The charter school offers a safe, supportive, and academically rigorous program designed to maximize each student's potential through hands-on, integrated educational experiences. The school's highly qualified teachers, support personnel, and diverse classrooms ensure that every child has the opportunity to thrive academically. Instruction is tailored to address a variety of learning styles, social-emotional skills, and students' unique abilities.

At Nestle Avenue Charter, the focus is on the whole child—recognizing each student's individual strengths, talents, and abilities. The charter school believes the best learning outcomes occur when these elements come together, enabling every child to reach their full potential.

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

At Nestle Avenue Charter, we envision a vibrant learning environment where our entire school community comes together to cultivate a culture of education that challenges and nurtures each student's development. Our unwavering commitment to California's Common Core State Standards guides our teaching methods, ensuring effectiveness and alignment with our school's mission and vision statements. Learning at Nestle Avenue Charter thrives on collaboration among teachers, parents, guardians, and community partners. United in purpose, we create an environment that embodies the values of our charter school, homes, and community. This shared responsibility ignites a culture of education that inspires teamwork and underscores the significance of education for every child.

Our Charter School embodies a safe, supportive, rigorous academic program and nurturing learning environment that empowers students to unleash their full learning potential through integrated experiences. With a team of highly qualified teachers and dedicated support staff, we are committed to addressing the diverse needs of every student, embracing various learning styles and accommodating different abilities. At Nestle Avenue Charter, we celebrate the whole child by recognizing and nurturing each student's talents and skills, fostering an inclusive and diverse learning community. We believe the

most powerful learning occurs when these elements harmonize in an enriching educational experience. Our unwavering commitment to this holistic approach ensures that every child is supported in their academic journey and inspired to thrive as a lifelong learner.

Nestle Avenue Charter is dedicated to cultivating an inspiring academic environment that fosters lifelong learning. By upholding California state common core standards and district guidelines, we ensure our students receive a high-quality education in a safe and welcoming atmosphere, empowering them to achieve future success in college, their careers, and beyond.

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 Provide for Basic Services	
<ul style="list-style-type: none"> • Maintain the number of teachers that are appropriately credentialed for the students they are assigned to teach at 100% • Maintain the percentage of teachers completing the Teacher Growth and Development Cycle • Continue to grow the percentage of school-based staff attending 96% or above • Maintain the percentage of teachers providing students with standards-based instructional materials by meeting Williams Act requirements at 100%. • Maintain 100% of facilities in good repair. 	<p>Related State Priorities:</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7</p> <p><input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <hr/> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> • Annual review of school compliance with credentialing, assignment requirements, and of teacher hiring process by principal. 	
Expected Annual Measurable Outcomes	
Outcome #1:	

The Charter School will assign 100% of teachers in accordance with their credentials, including subject matter and EL authorizations.

Metric/Method for Measuring:

Annual review of school compliance with credentialing and assignment requirements

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Teachers (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

* STUDENT GROUP NOT NUMERICALLY SIGNIFICANT AT THIS TIME

Outcome #2:

The Charter School will maintain 100% on the annual review(s) of school facilities.

Metric/Method for Measuring:

Williams and OHES inspection reports

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

* STUDENT GROUP NOT NUMERICALLY SIGNIFICANT AT THIS TIME

Outcome #3:

The Charter School will provide 100% of students with access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter.

Metric/Method for Measuring:

Annual Williams Instructional Materials Review and Certification

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100%	100%	100%	100%	100%

* STUDENT GROUP NOT NUMERICALLY SIGNIFICANT AT THIS TIME

GOAL #2 Proficiency for All										
<ul style="list-style-type: none"> • Consistent with its charter, the Charter School will annually increase the number of students achieving proficiency level or above as measured by the CAASPP SBAC English Language Arts and Mathematics assessments. • The Charter School will meet or exceed state targets schoolwide for English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities and for all numerically significant subgroups, as required by law and charter. 	<p>Related State Priorities:</p> <table border="0"> <tr> <td><input type="checkbox"/> 1</td> <td><input checked="" type="checkbox"/> 4</td> <td><input checked="" type="checkbox"/> 7</td> </tr> <tr> <td><input checked="" type="checkbox"/> 2</td> <td><input type="checkbox"/> 5</td> <td><input type="checkbox"/> 8</td> </tr> <tr> <td><input type="checkbox"/> 3</td> <td><input type="checkbox"/> 6</td> <td></td> </tr> </table> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8	<input type="checkbox"/> 3	<input type="checkbox"/> 6	
<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7								
<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8								
<input type="checkbox"/> 3	<input type="checkbox"/> 6									
Specific Annual Actions to Achieve Goal										
<ul style="list-style-type: none"> • The Charter School will either maintain or increase the number of students achieving "proficiency" or its equivalent on the CAASPP English Language Arts and Mathematics assessments each year. • The Charter School will meet or exceed state targets for English learners, low-income students, students with disabilities, and all numerically significant subgroups. • For English learners, the school will meet the annual AMAO 1 targets. • The Charter School will increase the number of English Learners who make adequate annual progress by 5-10% each year. • The Charter School will increase the number of English learners who reclassify as Reclassified Fluent English Proficient (RFEP) by at least 5% each year. 										
Expected Annual Measurable Outcomes										
<p>Outcome #1:</p> <ul style="list-style-type: none"> • The Charter School will annually assess the need for improvements and monitor the design and delivery of a high-quality educational program aligned with the Common Core State Standards. This program aims to (1) enhance academic performance outcomes for all students, including English learners; (2) meet district benchmark performance targets; and (3) design and implement suitable professional development. • The Charter School will provide or secure training for certified staff on strategies for implementing the Common Core State Standards in English Language Arts, including CKLA. This training will focus on lesson design and delivery, emphasizing critical thinking, real-world applications, and improving foundational literacy skills. • The Charter School will continue to utilize the Smarter Balanced Interim Assessments for English Language Arts. The results from these assessments are one of several tools that help our teachers and staff gauge how well students are mastering grade-level standards. Our data will be routinely compared to that of similar affiliated charter schools. • Teachers will provide targeted small group instruction daily in language arts by creating small groups based on data. <p>Metric/Method for Measuring: SBA summative ELA assessment results</p>										

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	51%	61%	65%	70%	75%	80%
English Learners Students	10%	20%	30%	35%	40%	45%
Socioeconomically Disadvantaged Students	51%	61%	65%	70%	75%	80%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	15%	25%	30%	35%	40%	45%
African American Students	*	*	*	*	*	
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	39%	49%	55%	60%	65%	70%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	60%	62%	65%	70%	75%	80%

* STUDENT GROUP NOT NUMERICALLY SIGNIFICANT AT THIS TIME

Outcome #2:

- The Charter School will annually assess the need for improvements and monitor the design and delivery of a high-quality educational program aligned with the Common Core State Standards. This program aims to (1) enhance academic performance outcomes for all students, including English learners; (2) meet district benchmark performance targets; and (3) design and implement suitable professional development.
- The Charter School will provide or secure training for certified staff on strategies for implementing the Common Core State Standards in Math, including Eureka Math. This training will focus on lesson design and delivery, emphasizing critical thinking, real-world applications, and problem-solving.
- The Charter School will continue to utilize the Smarter Balanced Interim Assessments for Math. The results from these assessments are one of several tools that help our teachers and staff gauge how well students are mastering grade-level standards. Our data will be routinely compared to that of similar affiliated charter schools.
- Teachers will provide targeted small group instruction daily in math by creating small groups based on data.

Metric/Method for Measuring:

SBA Summative Math assessment results

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	48%	58%	65%	70%	75%	80%
English Learners Students	18%	28%	38%	48%	58%	68%
Socioeconomically Disadvantaged Students	45%	55%	65%	70%	75%	80%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	20%	25%	30%	35%	40%	45%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	32%	42%	52%	60%	65%	70%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	57%	59%	61%	63%	65%	67%

* STUDENT GROUP NOT NUMERICALLY SIGNIFICANT AT THIS TIME

Outcome #3:

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

Metric/Method for Measuring:

ELPAC data for Levels 3 and 4 combined

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	47%	57%	62%	67%	72%	75%
English Learners Students	47%	57%	62%	67%	72%	75%
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

* STUDENT GROUP NOT NUMERICALLY SIGNIFICANT AT THIS TIME

GOAL #3 Parent and Community Engagement

The Charter School will enhance parent participation in the School Experience Survey. We will provide a minimum of six workshops annually to train parents on academic initiatives.

Related State Priorities:

- ☐ 1 ☐ 4 ☐ 7
☐ 2 ☐ 5 ☐ 8
☒ 3 ☒ 6

Local Priorities:

- ☐:
☐:

Specific Annual Actions to Achieve Goal

- Increase the number of parents completing the School Experience Survey.
- Raise the percentage of parents who feel like partners in the decisions made about their children's education by offering flexible meeting times or virtual meetings to accommodate parents' different work schedules. This increases the likelihood of participation and helps parents feel that their involvement is welcomed and valued.
- Increase the percentage of parents who feel their child's teachers inform them about their child's academic progress through regular check-ins not just during scheduled conferences. This can include weekly emails or phone calls about students' progress and upcoming events.
- Maintain an effective program for interactive parent and family involvement, which includes meaningful opportunities for parents to provide input on decision-making, share and receive information, and learn how to support the educational program.
- Provide clear guidelines for parents to express and resolve their concerns, in accordance with the charter.

Expected Annual Measurable Outcomes

Outcome #1:

Increase the annual completion rate of the School Experience Survey among parents.

Metric/Method for Measuring:

LAUSD Parent School Experience Survey Parent participation rate

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Parents (Schoolwide)	56%	58%	60%	62%	64%	68%
English Learners Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*

American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

* STUDENT GROUP NOT NUMERICALLY SIGNIFICANT AT THIS TIME

Outcome #2:

Raise the percentage of parents who feel like partners in the decisions made about their children's education.

Metric/Method for Measuring:

School Experience Survey results

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Parents (Schoolwide)	77%	79%	81%	83%	85%	87%
English Learners Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

* STUDENT GROUP NOT NUMERICALLY SIGNIFICANT AT THIS TIME

Outcome #3:

Increase the percentage of parents who feel their child's teachers inform them about their child's academic progress.

Metric/Method for Measuring:

School Experience Survey results

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Parents (Schoolwide)	91%	93%	95%	97%	99%	100%
English Learners Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

* STUDENT GROUP NOT NUMERICALLY SIGNIFICANT AT THIS TIME

GOAL #4 Attendance						
<p>The Charter School will increase the number of students achieving individual attendance of 96% or higher on an annual basis. Additionally, the school will reduce the percentage of students missing 16 days or more each school year, resulting in an attendance rate of 91% or lower, by 1% each year.</p>				<p>Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input type="checkbox"/> 2</div> <div style="margin-right: 10px;"><input type="checkbox"/> 5</div> <div style="margin-right: 10px;"><input type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 6</div> </div> <p>Local Priorities:</p> <div style="display: flex;"> <div style="margin-right: 10px;"><input type="checkbox"/>:</div> <div style="margin-right: 10px;"><input type="checkbox"/>:</div> </div>		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Increase the percentage of students with proficient attendance each year. Maintain attendance incentive programs. Decrease the number of chronically absent students. Utilize PSA counselors to contact families of students who are absent more than 7 days during the school year. This outreach will help address obstacles to attendance and provide resources and support to these families. Provide professional development for teachers on creating a welcoming environment that considers the diverse needs of all students. Hold parent workshops to discuss the importance of attendance Utilize the SSPT process to help address absenteeism. 						
Expected Annual Measurable Outcomes						
<p>Outcome #1: The Charter School will increase the number of students with proficient attendance.</p> <p>Metric/Method for Measuring: Proficient and Advanced attendance as measured by WholeChild 2.0</p>						
APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030
All Students (Schoolwide)	53.81%	63.81%	68.81%	73.8%	78.81%	83.81%
English Learners Students	53.57%	63.57%	68.57%	73.5%	78.57%	83.57%
Socioeconomically Disadvantaged Students	54.83%	64.83%	69.83%	74.8%	79.83%	84.83%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	53.23%	63.23%	68.23%	73.2%	78.23%	83.23%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*

Latino Students	47.62%	57.62%	62.62%	67.6%	72.62%	77.62%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	54.19%	64.19%	69.19%	74.1%	79.19%	84.19%

* STUDENT GROUP NOT NUMERICALLY SIGNIFICANT AT THIS TIME

Outcome #2:

The Charter School will annually reduce the number of students with chronic absenteeism, defined as missing 16 or more days each school year or having an attendance rate of 91% or lower.

Metric/Method for Measuring:

LAUSD WholeChild 2.0 Dashboard

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	24.05%	14.05%	11.05%	6.05%	1.05%	0%
English Learners Students	21.43%	11.43%	6.43%	1.43%	0%	0%
Socioeconomically Disadvantaged Students	22.76%	12.76%	7.76%	2.76%	0%	0%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	29.03%	19.03%	14.03%	9.03%	3.03%	0%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	32.38%	22.38%	17.38%	12.3%	7.38%	2.38%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	21.94%	11.94%	6.94%	1.94%	0%	0%

* STUDENT GROUP NOT NUMERICALLY SIGNIFICANT AT THIS TIME

GOAL #5						
Achieve a zero-suspension rate. Maintain the number of expulsion incidents at 0%. Increase the percentage of students who feel safe on school grounds.				<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> Related State Priorities: <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6 </div> </div> <div style="padding-top: 5px;"> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : </div>		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> The Charter School will continue to implement positive behavior plans and activities as well as social skills training. The Charter School will continue to promote and strengthen home-school partnerships to manage discipline. The Charter School will continue to utilize restorative practices. The Charter School will increase the percentage of students who feel safe on school grounds. The Positive Behavior Committee, consisting of all stakeholders, will meet monthly to discuss safety concerns and implement increased safety measures. 						
Expected Annual Measurable Outcomes						
Outcome #1: The Charter School will achieve an annual suspension rate of 0% for all students.						
Metric/Method for Measuring: LAUSD WholeChild 2.0 Dashboard						
APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	0.05%	0%	0%	0%	0%	0%
English Learners Students	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0.02%	0%	0%	0%	0%	0%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	0.05%	0%	0%	0%	0%	0%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

White Students	0.02%	0%	0%	0%	0%	0%
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* STUDENT GROUP NOT NUMERICALLY SIGNIFICANT AT THIS TIME

Outcome #2:

The Charter School with maintain an annual expulsion rate of 0%

Metric/Method for Measuring:

LAUSD WholeChild 2.0 Dashboard

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners Students	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	0%	0%	0%	0%	0%	0%

* STUDENT GROUP NOT NUMERICALLY SIGNIFICANT AT THIS TIME

Outcome #3:

The Charter School will increase the number of students who feel safe on school grounds.

Metric/Method for Measuring:

LAUSD School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030
All Students (Schoolwide)	83%	86%	89%	92%	95%	98%
English Learners Students	83%	86%	89%	92%	95%	98%
Socioeconomically Disadvantaged Students	82%	85%	88%	91%	94%	97%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	92%	95%	98%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	72%	75%	78%	81%	84%	87%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	82%	85%	88%	91%	94%	97%

* STUDENT GROUP NOT NUMERICALLY SIGNIFICANT AT THIS TIME

GOAL #6						
<p>The Charter School will provide core subjects such as English, Mathematics, History, and Science, while also offering a comprehensive enrichment program, including Drama, Dance, Music, Visual Arts, and Physical Education, to all its students each year.</p>	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> <p style="text-align: center; margin: 0;">Related State Priorities:</p> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 3 <input type="checkbox"/> 6 </div> </div> <div style="padding-top: 5px;"> <p style="text-align: center; margin: 0;">Local Priorities:</p> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/>: <input type="checkbox"/>: </div> </div>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Conduct an annual review of the charter school's master schedule, student schedules, and other information. Provide professional development for the i-Ready Reading Program and Cognitively Guided Instruction for teachers and paraprofessionals. 						
Expected Annual Measurable Outcomes						
<p>Outcome #1: The Charter School will provide a comprehensive enrichment program including Gardening, Dance, Art, Music, and Physical Education to 100% of students.</p>						
<p>Metric/Method for Measuring: An annual review of the Master Schedule and Classroom Schedules</p>						
Baseline	Baseline <small>(Based on most recent data available)</small>	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100%	100%	100%	100%	100%

* STUDENT GROUP NOT NUMERICALLY SIGNIFICANT AT THIS TIME

Outcome #2:

Maintain 100% of students using the i-Ready Reading and Math Programs

Metric/Method for Measuring:

i-Ready Personalized Instruction usage data

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100%	100%	100%	100%	100%

* STUDENT GROUP NOT NUMERICALLY SIGNIFICANT AT THIS TIME

Outcome #3

Maintain training of all teachers and paraprofessionals on the i-Ready Program and in Cognitively Guided Instruction.

Metric/Method for Measuring:

Review of Teacher and Paraprofessional agendas and sign-ins.

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All teachers (Schoolwide)	100%	100%	100%	100%	100%	100%

INSTRUCTIONAL DESIGN

At Nestle Avenue Charter, our dedicated teachers empower professional development through collaboration with grade-level experts and instructional leaders, drawing on their diverse expertise. Our methodologies are grounded in authentic assessments aligned with the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and English Language Development (ELD) Frameworks. By utilizing a mix of district assessments, teacher-created performance assessments, and publisher assessments, we collect valuable data that illuminates the path to effective instruction, inspires innovative teaching methodologies, and guides the selection of curriculum materials to elevate student learning.

Nestle Avenue Charter has several goals within our educational program to enable our students to become or remain self-motivated, competent, and lifelong learners. These goals include promoting creative thinking, encouraging students to work creatively, independently, and with others, developing critical thinking and problem-solving skills, communicating clearly, and supporting collaborative work. Research presented in "The Role of Supportive School Environments in Promoting Academic Success" by Eric Schaps, Ph.D., published in 2005, indicates that students who perceive their school environment as supportive and caring are more likely to develop positive self-esteem and pro-social attitudes toward others. Creating a sense of community within schools can significantly enhance academic success. When students feel that their school is a caring community, they become more motivated, ambitious, and engaged in learning.

Instructional Framework

Nestle Avenue Charter's curriculum is based on the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS). It encompasses essential subjects such as Language Arts, English Language Development (ELD), Mathematics, Science, Social Studies, Visual and Performing Arts, Technology, and Physical Education. We believe that effective learning flourishes when we meet the unique needs of our diverse student population.

Our students thrive through a harmonious blend of curriculum-centered and student-centered instruction. The combination of direct instruction, guided practice, and skills acquired through a multidisciplinary approach ensures that all students engage deeply with the Common Core, Los Angeles Unified School District, and state standards.

At Nestle Avenue Charter, we harness brain-based research to honor multiple intelligences through experiential and open-ended inquiry alongside project-based learning. This powerful approach cultivates self-motivated, well-rounded learners prepared for college and career success. By integrating these dynamic teaching methods, we inspire our students to become analytical and creative thinkers, equipping them to achieve their 21st-century learning aspirations.

Teaching Methodologies

Nestle Avenue Charter's teachers are dedicated to lifelong learning and ongoing professional development. We embrace current research and share innovative teaching methodologies to inspire our students. By utilizing student data, we tailor our instruction to meet the diverse needs of every learner. We believe that each student comes with unique gifts, and as educators, we are entrusted with the responsibility to unwrap these gifts and explore creative ways to ignite their potential.

Our standard methodologies include:

-Academic rigor- Educators design engaging and meaningful lessons. Students are challenged to make higher-level connections to real world situations and conceptual knowledge. They participate in inquiry-based lessons to develop a deeper understanding of academic concepts.

-Technology- We inspire children through STEAM practices, offering enriching experiences that involve developing and using models, constructing explanations, designing solutions, and engaging in robust discussions backed by evidence.

-Clear Expectations- Teachers passionately define and express standards in language that resonate with students. Descriptive criteria and exemplary work models that illuminate these standards inspire and are proudly displayed in every classroom.

-Collaborative Groupings- Educators craft dynamic small groups that empower students to connect and collaborate in meaningful ways. By sharing their thought processes, students unlock the potential for deeper learning. Cooperative groups inspire diverse perspectives, embrace student-centered learning, and cultivate the spirit of teamwork.

-Criteria Charts /Rubrics - Teachers harness potent tools to inspire students to focus and achieve, pushing beyond expectations and objectives. Charts and rubrics, thoughtfully designed around curricular standards, empower students to understand and evaluate their work as they journey toward excellence. This process fosters meaningful feedback, guiding students on their path to greatness.

-Direct Instruction- Educators harness the power of thoughtfully designed direct instruction combined with technology and diverse modalities, inspiring and catering to their students' unique developmental needs in standards-based lessons.

-Guided and Independent Practice- Educators empower students by providing ample opportunities to demonstrate their grasp of diverse concepts and skills through various learning modalities and manipulatives, paving the way for every student's success.

-Targeted Differentiated Instruction- Educators create dynamic small groups to empower students with extra support, guiding them through previews and reviews of lessons to spark their learning journey. Educators craft lessons and assignments within the core curriculum that empower students to excel beyond their current academic levels while meeting and exceeding academic standards. They differentiate instruction through innovative techniques like compacting and scaffolding, tailored to each student's mastery. By weaving depth, complexity, and novelty into their teaching, teachers inspire all students to dive deeper into their interests and emerge as independent learners.

-Higher Level Thinking - To prepare students for the future, teachers inspire them to develop critical reasoning skills that foster flexible thinking, complex problem-solving, and a profound understanding of their place in the world. We encourage students to transcend basic knowledge, as outlined in Bloom's Taxonomy, and reach advanced levels of analysis, evaluation, and creation by providing them with opportunities to become independent learners. Students will cultivate the ability to evaluate and analyze concepts by examining them from multiple perspectives, including ethical dilemmas, central ideas, and themes. Teachers harness Norman Webb's Depth of Knowledge and Sandra Kaplan's strategies to tailor lessons for diverse groups of learners, igniting a passion for discovery and growth.

-Integration of the Arts-The arts are vital to our school, infusing inspiration and creativity into every classroom. Through the powerful mediums of drama, xxxii dance, music, and visual arts, our dedicated teachers and curriculum specialists elevate the learning experience, making it vibrant and enriching across all subjects.

-Experiential Learning - Teachers ignite curiosity in students, providing them with opportunities to explore major concepts through hands-on experiences. Students actively engage with the curriculum by participating in field trips, simulations, and experiments, allowing them to process, analyze, and truly understand the material. This journey empowers them to generate new ideas and insights.

Following the proposed instructional framework and teaching methodologies enable Nestle Avenue Charter teachers to effectively address the needs of all students, including GATE, Special Education, English Language Learners, Underachieving/Non-Proficient, General Education, and Socio-Economically Disadvantaged groups.

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.

At Nestle Avenue Charter, our dedicated educators aim to elevate their teaching practices, aligning with our inspiring vision for student growth. Our passionate teachers embrace innovative methods to create a dynamic curriculum that empowers students to take an active role in their education, transforming them from passive recipients into engaged learners. We prioritize facilitating student learning over traditional lecturing, incorporating multisensory techniques that awaken curiosity. A key component of our curriculum is the effective use of technology and diverse media resources, which we believe is crucial in preparing our students for the modern world. Our carefully crafted scope and sequence ensures that all Common Core State and California State Standards are met through cross-grade-level collaboration, providing our students with a consistent and enriching learning experience.

Below is an outline of the scope and sequence of skills taught across grade levels and subjects at Nestle Avenue Charter. Our cross-grade-level planning is a testament to our commitment to student success, ensuring that all Common Core State Standards are addressed. This collaborative approach allows students to receive consistent and comprehensive instruction, enhancing their learning experience.

Scope and Sequence to be Taught **Language Arts**

Language Arts encompasses reading, writing, listening, and speaking skills that support academic success across various subjects. All classes regularly visit the library, where students access materials through our computerized database, engage in research opportunities, and explore different genres. Students have the chance to work and learn independently as well as in large, small, and collaborative groups. They discuss ideas, values, and personal experiences, incorporating various cultural perspectives. All grade levels meet regularly to analyze data from state, district, and school assessments and observations to identify students who may be at risk.

- Implement a rigorous curriculum that exceeds the California Common Core State Standards (CCSS) for language arts in grades K-5.
- Develop students' reading, writing, listening, and speaking skills to enhance their academic performance across all subjects.
- Use the CKLA Reading Program to support reading development.
- Enhance reading experiences through Literature Circles, classic literature, core literature, and the i-Ready Reading program.
- Foster students' grammar, spelling, speaking, and active listening skills through direct instruction, vocabulary development, and the integration of language arts throughout the curriculum.
- Apply vocabulary development in both written and oral formats.

- Dedicate at least two hours daily to language arts instruction in grades K-2.
- Dedicate at least 90 minutes daily to language arts instruction in grades 3-5.

Universal Transitional Kindergarten (UTK):

- Letter names and sounds are introduced and reinforced through engaging methods such as music, dance, and play.
- Students practice letter formation through tactile activities, using materials like Playdough, shaving cream, salt, and rice.
- Whole-body phonological awareness activities incorporate Total Physical Response (TPR), rhythm sticks, and musical instruments to enhance learning.
- Daily Heggerty lessons focus on blending, segmenting, rhyming words, and nursery rhymes to develop early literacy skills.
- Students create and use puppets to foster language development while interacting with peers and adults.
- During the Clothing Unit, students design vests, culminating in a fashion show accompanied by outdoor music. Students also create a classroom vest from fabric and have the opportunity to sew with a real sewing machine under supervision.

Kindergarten:

- Small groups are tailored to students' needs to ensure targeted instruction.
- Phonemic awareness activities guided by CKLA Skills help enhance early reading skills.
- DIBELS and i-Ready Reading activities are used for continuous assessment and instructional support.
- Chaining and dictation activities focus on letter-sound correspondence to improve phonics skills.
- Comprehension and vocabulary are developed through CKLA Skills and Knowledge units.

First Grade:

- Students practice writing conventions and paragraph structure through weekly journal entries, reflecting on classroom learning, gardening, music, and theater.
- Students compile monthly writings into a "My First-Grade Writing" book, which is shared at the Open House event.
- Instruction is differentiated based on DIBELS mClass Reporting, utilizing resources such as mClass materials, UFLI Foundations (both digital and hands-on), CKLA intervention materials, and i-Ready.
- Weekly lessons monitor mastery of grade-level standards and address areas for additional support.
- In the CKLA Knowledge unit on Fairy Tales, students learn about storytelling and perform plays based on these tales. A field trip to the Bob Baker Marionette Theater brings storytelling to life.

Second Grade:

- Students focus on the main idea, supporting details, and Depth of Knowledge (DOK) questioning (literal, evaluative, and inferential).

- Texts are adjusted to meet the diverse literacy needs of students
- DIBELS and Maze assessments support students in meeting grade-level standards.
- i-Ready provides targeted support in addition to CKLA.
- Students engage in projects such as:
 - Creating Ancient Greek Urns and writing from the perspective of an Ancient Greek.
 - Writing original fables.
 - Completing seed germination and gardening projects.
 - Studying life cycles and plant growth.
- Students complete journal entries in response to literature.
- Writing assignments are linked to real-world experiences, such as thank-you letters to community heroes.

Third Grade:

- Students engage with a diverse range of reading materials on ReadWorks, including comprehension questions across genres.
- CKLA lessons help students analyze various texts, connecting them to central themes.
- i-Ready diagnostic data guides personalized learning paths, helping address specific areas of need.
- Readers Theatre enhances fluency and prosody as students perform and interpret texts.
- Writing focuses on Social Studies and Science topics, including reports on Presidents, African American leaders, California regions, and Native American tribes.
- Students interpret math problems and explain problem-solving processes in written sentences.
- Students practice writing personal narratives and opinion pieces, connecting their writing to real-life experiences, such as letters to community helpers and the principal.
- Sandra Kaplan's Depth and Complexity Icons are used to differentiate instruction across reading, writing, and classroom discussions.
- Students are taught to support their responses with evidence from texts.

Fourth Grade:

- 5–8-week Core Literature Units use Depth & Complexity Icons and novel studies to deepen understanding. Books include *Wonder*, *Esperanza Rising*, *Because of Winn-Dixie*, *Where the Mountain Meets the Moon*, and *Holes*, with a focus on character analysis and themes.
- Core literature is integrated with Science and Social Studies topics. For example, *Esperanza Rising* explores historical fiction, and *Where the Mountain Meets the Moon* connects to Chinese New Year.
- Students compare core literature books with their movie adaptations
- Students explore perseverance and success through a Growth Mindset Cursive booklet.

- Students explore poetic devices, such as alliteration, similes, metaphors, and figurative language, incorporating historical facts.
- CKLA Medieval Unit: includes a related field trip to bring learning to life.
- CHOICE Project Boards allow students to select how to present end-of-unit projects, followed by a Gallery Walk for peer critique.
- i-Ready provides ongoing support to personalize learning.

Fifth Grade:

- Students engage in deeper understanding using Kaplan prompts and icons with texts such as *The Truth About Martians*, *Fish in a Tree*, *A Midsummer Night's Dream*, and *Don Quixote*.
- Students explore ethics beyond the typical "good guy/bad guy" narrative.
- Students analyze characters from different viewpoints, developing a comprehensive understanding.
- Students critically think about personal perspectives and historical context, such as exploring Martin Luther and John Calvin's motivations in *The Reformation* unit.
- Through *Don Quixote*, students examine how actions and perspectives intersect and influence responses.
- Students create personal narratives based on surprising real-life events.
- Students engage in writing about environmental issues using the CER (Claims, Evidence, and Reasoning) structure to develop and support their claims, such as proposing solutions to a water drought.
- Students research historical figures and present their findings during a "Wax Museum" event.
- Students explore word structures and sentence-building through creative tasks.
- i-Ready personalizes lessons to address learning gaps based on diagnostic assessments.

Mathematics:

We are dedicated to empowering our students to excel in problem-solving and abstract reasoning. Through a commitment to enhancing learning and nurturing conceptual understanding, we utilize state-adopted textbooks and enriching programs aligned with state standards and frameworks. Inspired by engaging games, manipulatives, Building Fact Fluency Kits, Cognitively Guided Instruction (CGI), and innovative teacher-made lessons, we strive to ignite a passion for knowledge and discovery in every student.

- Discern operations are necessary to solve word problems.
- Construct and strengthen understanding with math manipulatives and digital mediums.
- Connect math across disciplines (music, dance, science, art, technology, and history).
- Develop students' skills using mathematical tools (protractors, calculators, computers, rulers, compasses, and manipulatives).
- Build a deep understanding of the CCSS math practices to embed lifelong problem-solving skills.

Universal Transitional Kindergarten:

- Each day begins with calendar activities designed to enhance students' understanding of counting, patterning, sequencing, and numbers through music and interactive learning.
- Manipulatives such as bear counters, foam shapes, Unifix cubes, and dual counters are utilized to help students develop number sense and reinforce mathematical concepts.
- Students engage in hands-on activities, such as creating numbers using Play-Doh and number cookie cutters, to reinforce early mathematical learning.
- Math instruction is delivered through both whole-group and small-group formats to ensure that the diverse needs of all learners are addressed.
- To celebrate the 100th day of school, students participate in a variety of activities, including making hats adorned with 100 stickers, performing 10 different movements ten times, and collaborating with parents to bring in 100 items. The collection is displayed for students to compare different representations of the number 100.
- During the Apple Unit, students count apples and explore measurements by comparing their height to the height of apples.

Kindergarten:

- Calendar activities include patterning, counting, and understanding base ten concepts, including place value. The 100th day of school is celebrated to reinforce these foundational concepts.
- Eureka Math is employed to deepen students' understanding of mathematical principles, emphasizing strategies such as ten frames, number bonds, counting on, and the "take from 10, make a 10" approach. Real-life applications further strengthen comprehension.
- i-Ready serves as an online supplement to extend the lessons introduced through Eureka Math, offering targeted support where needed.
- Counting Collections, based on Cognitively Guided Instruction, allow students to develop a deeper understanding of math concepts at their individual levels.
- Focused practice on math facts for addition and subtraction is achieved through differentiated, timed tests and small-group instruction tailored to students' needs.

First Grade:

- Eureka Math is the primary resource used to help students gain a deep conceptual understanding of mathematics. Students develop problem-solving skills using strategies such as number bonds, ten frames, and the Read, Draw, Write process.
- Weekly i-Ready Math lessons monitor student progress by assessing mastered grade-level standards and addressing gaps in understanding.
- On the 120th day of school, students engage in a variety of activities, rotating through stations to practice counting to 120. Parents are invited to volunteer, fostering a sense of community. Students also create and wear monster-themed shirts decorated with 120 googly eyes, concluding the day with a viewing of *Monsters, Inc.*

Second Grade:

- Eureka Math is used to build a strong conceptual understanding of number sense. Students apply math concepts across the curriculum, particularly in STEM activities and Social Studies, where number lines are integrated into timelines.
- Cognitively Guided Instruction and supplementary programs such as i-Ready Math enhance the learning experience by providing targeted support and extension opportunities.
- Math lessons incorporate art and music through activities like 'Sticker Measurement,' 'Array Cities,' and 'Place Value Maps' to provide diverse, engaging learning experiences.
- Weekly homework assignments in logic and problem-solving reinforce skills, while math drills focus on mastery of basic facts.
- Students progress to more advanced math operations, including multi-step addition and subtraction, and are introduced to basic multiplication concepts.
- Geometry is taught through detailed analysis of shapes, classification based on attributes, and identifying lines of symmetry.

Third Grade:

- Eureka Math continues to provide a solid foundation for understanding math concepts, emphasizing problem-solving skills and real-world applications.
- Project-based learning activities, such as creating "Dream Houses" and designing "Geometric Cities," enable students to apply concepts such as area, perimeter, and geometry in a practical context.
- Supplementary tech-based programs like i-Ready Math further differentiate instruction and reinforce mathematical concepts.
- Math skills are integrated into other subjects, including science and social studies, where they are applied in STEM lessons and through mapping activities in the study of Native American tribes.

Fourth Grade:

- Fraction lessons are enriched with manipulatives and math games to bridge the gap between abstract concepts and real-world understanding.
- Students continue to develop their mathematical reasoning and explanation skills by integrating math with other subjects such as reading, writing, and science.
- Literature is used as a tool to introduce math concepts, as seen in books such as *Spaghetti and Meatballs* for area and perimeter, *Grandfather Tang's Story* for Tangrams, and *The Greedy Triangle* for geometric exploration.
- Differentiated math support is provided through technology, including i-Ready Math, to ensure that students receive the individualized attention they need.

Fifth Grade:

- Fraction Name Project: Students create personalized fractions using their names and nicknames, connecting personal experiences with mathematical concepts.
- Cognitively Guided Instruction (CGI) is used to help students recognize fractions in real-life situations through discussions and hands-on activities.

- Math Pixel Art is an innovative digital platform that helps students practice precision and problem-solving skills in a creative context.
- Eureka Math continues to foster a deep understanding of number sense, emphasizing how mathematical concepts build upon each other.
- Real-world applications of math are explored, including demonstrating exponential growth to illustrate the scale of the universe, using fractions in recipes, and converting areas of famous global landmarks.
- The Math Journal encourages students to model and explain mathematical concepts through drawing, annotation, and problem-solving, and serves as a reflection tool for their mathematical understanding.
- i-Ready Math provides personalized support, addressing both learning gaps for struggling students and extending the learning experience for gifted students.

History and Social Studies

Nestle Avenue Charter provides a rigorous history/social studies curriculum that exceeds the Common Core State Standards by utilizing state-adopted textbooks and teacher-created lessons. Our students acquire knowledge of civics, history, cultures, geography, economics, communities, cities, states, and countries that promote the skills necessary for participating in a diverse society. Activities and lessons utilize the curriculum areas of language arts, science, math, music, art, dance, and technology. Our students compare and contrast, draw conclusions, and predict history using their knowledge.

- Implement a rigorous curriculum that exceeds the Common Core State Standards for history and social studies.
- Integrate role-playing and interactive units to provide students with first-hand real-life experiences.
- Guide students' thinking toward discovering a more positive and multicultural attitude through cultural and multi-generational celebrations.

Universal Transitional Kindergarten:

- Students engage in role play and dress-up activities in the Dramatic Play areas to develop an understanding of diverse experiences, emotions, and situations. The themes evolve in conjunction with the changing units of study.
- The significance of holidays and celebrations is explored, with students encouraged to share their family's special traditions through art projects and oral presentations. Examples include Thanksgiving traditions and Chinese New Year crafts.
- Students collaborate to build a miniature community, including roads, houses, shops, and community workers. Each class can observe and learn from the communities created by other classes.
- During the Building Unit, students have the chance to interact with professionals such as firefighters or dental hygienists. They can try on uniforms and explore the tools used in these professions, gaining hands-on insight into various careers.

Kindergarten:

- Students explore the concept of good citizenship through engaging texts, investigations, and discussions. They learn the importance of cooperation and

teamwork by participating in role-playing activities that simulate playground interactions.

- Multicultural holidays and celebrations are introduced through guest presentations, performances, and multimedia resources.
- Students undertake inquiry projects to explore their community and neighborhood, culminating in the creation of a large community map.
- The contributions of significant historical figures are studied, fostering an understanding of their impact on society.

First Grade:

- Using the social studies textbook *A Child's Place in Time and Space*, students explore topics such as good citizenship, map skills, patriotism, the differences between past and present, and basic economic concepts.
- Each student selects a famous historical figure to research and presents their findings through a creative project, such as a poster, skit, or interview.
- In music class, students learn patriotic songs to further engage with their studies of history and citizenship.

Second Grade:

- Students participate in a field trip to the 24th Street Theater, followed by enrichment activities back at school that align with performing arts, reading, listening, and speaking standards.
- The celebration of Black History Month includes the study of key historical figures, biographies, and paper quilt projects.
- Students conduct research using technology to create historical timelines and other projects.
- Multicultural holidays are recognized and celebrated through various classroom activities and discussions.

Third Grade:

- Students delve into Native American culture with a visit to the Chumash Indian Educational Center, where they learn about local tribes, their history, and eco-friendly practices. Art projects such as dioramas, totem poles, and dreamcatchers enrich their understanding.
- A visit to the Leonis Adobe Museum provides insight into how the local community has evolved over time.
- Multicultural holidays are celebrated, with students reading articles and picture books to deepen their understanding. They also create and present a Cultural Crest, which highlights their family background, cultural traditions, and the history of their last name.

Fourth Grade:

- Students engage in a group-based archeology project, where they explore how the discovery of historical artifacts can offer insights into past ways of life. This culminates in the creation of a "Culture Pot Project."

- The Pioneer Day event provides hands-on experiences such as gold panning, roping, candle-making, toy making, butter churning, berry ink making, wool carding, square dancing, and apple doll making.
- Throughout the year, students complete several California State Reports, focusing on writing, art, and oral presentations to demonstrate their understanding of the state's history and culture.

Fifth Grade:

- The Wax Museum Project allows students to engage in critical thinking, research, and technology skills to create a detailed biography of a historical figure. After conducting in-depth research, students present their figures at a school-wide "Wax Museum," where they embody their chosen historical figure and share their findings with the school community. This project integrates historical analysis, creativity, and public speaking skills.
- Students use critical thinking to create a flipbook that explores the arrival of settlers in the New World. They examine the moral and ethical dilemmas from a third-party perspective, analyze patterns, and reflect on the long-term impacts of these historical events.
- Students stay informed on current events by watching various news sources that present unbiased information, allowing them to form their own opinions. Following this, students engage in discussions on topics relevant to their lives, such as space exploration, advancements in engineering, artificial intelligence, and new inventions.
- Each student selects a state to research in-depth, learning about its history, culture, geography, and other significant characteristics. Students create a detailed presentation to share their findings with the class, along with a state float that highlights the unique aspects of their chosen state, such as landmarks, famous symbols, and cultural features.

Science

At Nestle Avenue Charter, we provide a rigorous curriculum that exceeds the Next Generation Science Standards (NGSS). Our students learn about life, earth, and physical science through a balanced approach that includes state adopted textbooks, Amplify Science kits, and teacher-created lessons. Students engage in hands-on experiments based on scientific methods, allowing them to research, prove, or disprove hypothesis while deepening their understanding of scientific concepts. Science is taught as a cumulative process, building on prior knowledge and applications of science as students' progress through grade levels. We focus on developing critical thinking skills in science, including observing, comparing, organizing, inferring, relating, and applying. We teach the language of the discipline to encourage higher-level thinking. We use a disciplinary approach to apply scientific concepts across the curriculum. We assess our students using standards-based benchmark tests tailored to their needs. These tests provide teachers with a clear understanding of student learning and progress toward meeting the standards.

- Implement a rigorous curriculum that exceeds the Next Generation Science Standards (NGSS).
- Hypothesize and conduct experiments using scientific methods.

- Conduct hands-on experiments to research and prove or disprove hypotheses.
- Integrate science and writing by employing Dr. Kaplan's Depth and Complexity thinking tools, such as Language of the Discipline and Across Disciplines.
- Explore other subjects, such as music, art, and theory, from a scientific perspective.
- Emphasize the importance of eco-friendly products and lifestyle changes to enhance local and global communities.
- Teach the sciences as a cumulative learning process that builds upon prior knowledge and experiences as students advance through grade levels, in alignment with the Next Generation Science Standards (NGSS).
- Incorporate STEAM practices in grades UTK-5.

Universal Transitional Kindergarten:

- In the Clothing Unit, each child creates a tie-dyed shirt to explore how colors mix. The shirts are then used for field trips.
- In the Building Unit, students work together in small groups to construct towers and observe the stability of their structures.
- The Ball Unit teaches students about friction and weight as they interact with various types of balls, including soccer balls, tennis balls, footballs, and ping pong balls.
- Students build clay pots and watch as they harden while drying. They also explore how acrylic paint mixes with other colors when painting these pots.
- During a campus tour, students observe the different types of bark and leaves on trees. Each student creates a tree using clay, pipe cleaners, and pony beads.
- Students learn about the life cycle and parts of a pumpkin, and they get to try pumpkin pie at the end of the lessons.
- In the classroom, students observe the life cycles of butterflies and ants. The butterflies are released during outdoor exploration time.
- Students study a variety of plants and trees, planting in garden beds during outdoor exploration.
- A field trip to Underwood Farms in Moorpark allows students to learn about agriculture and food production through hands-on experiences.

Kindergarten:

- Amplify Science (Needs of Plants and Animals, Sunlight and Weather and Push and Pulls (engineering))

First Grade:

- Using Amplify science kits; students learn the scientific method through hands-on experiments. The topics covered are Animal and Plant Defenses, Light and Sound, and Spinning Earth.
- Pumpkin Day
 - Students learn about the life cycle of the pumpkin, as well as characteristics of this fruit.

- Parent volunteers run stations to help students explore the height, weight, circumference, and physical appearance of a pumpkin at their table using a Pumpkin Investigation journal.
- As a cross-curricular connection, students will create art representing Spookley the Square Pumpkin. The day will culminate with a viewing of the eponymous movie.
- As a cross-curricular connection with the CKLA Knowledge unit on Animals and Habitats, students will conduct an animal research project. They will present their findings in a product of their choice: mobile, poster, diorama, etc.
- A field trip to Underwood Family Farms will allow students to see plants and animals in a natural farm environment.

Second Grade:

- Amplify Science Units include Plant and Animal Relationships, Properties of Materials, and Changing Landforms
- Field trips to enhance the science curriculum. Attending the California Science Center to observe insects, reptiles, and plants in their natural habitat.
- Students participate in engineering activities in groups in our Grade Level
 - Engineering kits tied to CKLA units
 - Build a conveyor belt (Paul Bunyan)
 - Build a wagon that rolls and can carry a burden (Westward Expansion)
- Use of websites to enhance curriculum: Mystery Science, Generation Genius
- Incorporate technology into science for research and to create projects such as Life Cycle of a Butterfly.
 - Working with a Ranger in the Organic Garden to do hands-on learning and applications of germination, pollination, harvesting, composting, and environmental factors and their impacts on the garden.
 - Observing Life Cycle Models and writing detailed scientific reports about life cycles.
 - Students recreate their own life cycles and present them using the appropriate language (larva, pupa, tadpole, embryo, develop, metamorphose, etc.)

Third Grade:

- Curriculum focuses on four key units that help students explore scientific concepts through hands-on activities and inquiry-based learning.
 - Balanced Forces: In this unit, students learn about the forces that affect the motion of objects. They investigate how balanced forces (forces acting in opposite directions with equal strength) result in no movement, while unbalanced forces cause objects to move. Through experiments and activities, students explore how to measure and predict motion, and how forces like friction and gravity impact movement.
 - Inherited Traits: This unit focuses on the science of heredity, teaching students about how traits are passed from parents to offspring. They explore how living organisms inherit traits such as eye color, size, and shape, and how these traits can be observed in plants and animals. The unit introduces

the concept of variation in traits and explains how some traits help organisms survive in their environments.

- Environments and Survival: Students investigate how organisms interact with their environments and how they depend on their surroundings for survival. They learn about the diverse types of habitats and the adaptations that help organisms thrive in specific environments. The unit also focuses on how environmental changes can impact the survival of organisms and how they might adapt to such changes.
- Weather and Climate: This unit helps students understand the difference between weather and climate and how both influence the environment and living organisms. They explore weather patterns, how weather data is collected, and how changes in climate over time affect ecosystems and communities. Students investigate local weather conditions and learn about the factors that contribute to long-term climate patterns.
- Each of these units emphasizes inquiry, critical thinking, and problem-solving, encouraging students to ask questions, conduct investigations, and make sense of scientific phenomena. The curriculum also integrates skills in literacy and math to strengthen student learning across subjects.
- With Enrich Los Angeles, third-grade students grow various crops in garden areas on campus, reinforcing concepts like area and perimeter while supporting the Amplify Science unit. Students also research an animal, creating a report and a Google Slides presentation to share with classmates. A Kahoot! game created by the students tests their peers' knowledge of the animals.

Fourth Grade:

- Students connect CKLA U5 Geology to Earth Science. CHOICE Project Boards to produce end of unit/lesson ideas and Gallery Walks.
- Animal and Plant adaptation Slide presentations.
- Energy and Energy transfer ends with making roller coasters.
- Students choose their own science project research question to incorporate Sandra Kaplan's "Think Like a Scientist" disciplinary strategies and NGSS Scientific & Engineering process.

Fifth Grade:

- In the Moon Model Project, students create 3D models representing the eight phases of the moon: New Moon, Waxing Crescent, First Quarter, Waxing Gibbous, Full Moon, Waning Gibbous, Last Quarter, and Waning Crescent. This project helps students grasp the lunar cycle, the concept of orbits, and how the moon's appearance changes from Earth's perspective. It aligns with NGSS Standards 5-ESS1-1 and 5-ESS1-2.
- Gardening provides students with real-world applications of scientific principles, offering hands-on learning and integrating STEM concepts:
 - Science: Gardening connects to biology, ecology, and environmental science as students observe plant growth, ecosystems, and environmental impacts.

- Technology: Students use tools like weather stations, soil moisture sensors, and automated watering systems to explore how technology can optimize gardening.
- Engineering: Students may design irrigation systems or create vertical gardens, combining creativity with environmental engineering.
- Math: Gardening offers opportunities to practice measurement (e.g., plot sizes, water amounts, plant spacing) and data collection (tracking plant growth over time).
- This annual Pali Camp grade-level trip combines outdoor adventure with science. Students engage with nature, building teamwork and collaborative skills while exploring scientific concepts in a real-world setting.
- For the Science Fair, students choose an experiment, follow the scientific method, and present their findings to the entire school. This project encourages inquiry, research, experimentation, and public speaking.
- Students explore scientific concepts through real-world phenomena. For instance, they learn about seasons by graphing when different countries experience summer. Using the Amplify platform, students simulate the Earth's rotation and observe how the position of the sun impacts seasons. They pose questions, analyze data, and provide evidence-based claims.

Technology

At Nestle Avenue Charter, technology ignites a passion for learning. Document cameras and ViewSonic ViewBoards empower students to share and refine their original work in an engaging classroom environment. Incorporate document cameras, ViewSonic ViewBoards, iPads and Chromebooks into daily instruction

To ensure that our students are prepared for computer-based state standardized assessments, Nestle takes several strategic steps. These steps help students become comfortable with technology and develop necessary digital skills.

- Teachers incorporate computers, tablets, and other digital devices into regular classroom activities, so students become accustomed to using them. This includes activities such as using educational software and conducting research online.
- Teachers teach students how to use a keyboard, mouse, and trackpad, as well as basic software like word processors and browsers. These skills are crucial during the test.
- Students regularly take the CAASPP interim assessments and i-Ready Standards Mastery. This helps them become familiar with the format and tools they'll encounter on the actual test (e.g., drag-and-drop, multiple-choice, fill-in-the-blank, etc.).
- Teachers teach students how to navigate the test interface, use the timer, and review answers efficiently. Encouraging strategies such as checking the clock regularly and not spending too much time on any one question can help students stay on track during the real test.
- Teachers ensure students understand how to use features like highlighting text, answering multiple-choice questions, marking questions for review, and using any built-in calculators or other resources.

- Teachers regularly assign writing tasks that are done on the computer to allow students to practice typing essays or short responses, which is often part of the assessment.
- Every student has access to a reliable computer or tablet that can run the necessary software for the test.

By implementing these steps, Nestle can ensure that its students are not only prepared for the technology and format of the computer-based state standardized assessments but also confident and capable of performing their best during the test.

Visual and Performing Arts

At Nestle Avenue Charter, we are passionately committed to the holistic education of every child. We believe in nurturing physical and mental development, recognizing that the arts empower children to flourish beyond academics. We wholeheartedly embrace the diverse needs of all learners, including those with special needs, English learners, and gifted students. Children build self-confidence, ignite their imagination, and discover their unique voices through the arts.

The skills gained from visual and performing arts resonate deeply with academic success, creating a strong foundation for lifelong learning. Our dedicated teachers engage in the LAUSD Arts Prototype program, bringing the transformative power of Visual Arts, Drama, Dance, and Music into our classrooms.

Provide art lessons that cover fundamental design principles, including balance, emphasis, movement, pattern, repetition, proportion, rhythm, variety, and unity.

- Provide guidance to students to make connections across various disciplines.
- Teach with rigorous content to meet state standards, challenging all students to create artwork and engage with existing pieces and ideas they convey.

Music

Our music curriculum is thoughtfully crafted to align with the Common Core State Standards for every grade level, enriching language arts, math, social studies, and science learning. The music program explores rhythm, beat, tone, tune, melody, and diverse music genres while seamlessly integrating songs into the curriculum. Studying music not only captivates our students but also elevates their skills in math, patterns, listening, sequencing, memorization, and vocabulary, ultimately enhancing their academic journey.

Visual Arts

Art has the incredible power to open doors to new worlds and ideas. Students are not just learning about colors and techniques but embarking on a journey of self-discovery and creativity. Students gain a deeper understanding of cultural narratives and personal expression by exploring art history and engaging with different artists. Each brushstroke becomes a step towards building essential skills like listening, following directions, and even grasping mathematical concepts while fostering a love for learning. Students discover

their unique voices and talents as they create and connect their artwork to various subjects. Creating art can elevate self-confidence, empowering them to tackle academic challenges with newfound courage. In this safe space for expression, the imagination is nurtured, and each student is encouraged to dream bigger, think deeper, and express themselves without limits. Let art inspire you to reach your fullest potential and remind you that creativity knows no boundaries!

Theater/Performing Arts

These classes integrate the CCSS by utilizing the reading, listening, speaking, and writing standards.

Dance

These classes integrate the CCSS by utilizing reading, listening, speaking, and writing standards.

Physical Education

At Nestle Avenue Charter, we believe that a healthy body and mind go hand in hand to create a successful child. Teachers provide students with the required 200 minutes every ten days of grade-level standardized skills built upon each grade level. Each week, our classes also have psychomotor time, where these skills are incorporated into games.

- Enhance the concepts of team sports and good sportsmanship while incorporating fairness in competition.
- Provide a consistent physical education program, which will enhance all aspects of development, including academic performance, movement knowledge, motor skills, rules, cooperation, and self-esteem.
- Implement the physical education program for all grades following the State Standards. The state-mandated activity of 200 minutes every 10 days is important to provide our students with a healthy mind and body.

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.

The Universal Transitional Kindergarten (UTK) Program at Nestle Avenue Charter provides an early childhood educational program that builds a bridge between preschool years and traditional Kindergarten. Students in UTK are provided with opportunities to gain familiarity with highly structured learning and basic reading skills. This helps meet the academic demands in kindergarten. UTK eligibility is based on each individual child's date

of birth. UTK also accepts students who may benefit from an enriched foundational early childhood education program to prepare them for success in our traditional Kindergarten Program based upon teacher recommendation.

Our school's UTK program provides children with an in-depth and well-planned classroom program that builds necessary social and academic skills. This paves the way for success in the elementary school experience. The Universal Transitional Kindergarten (UTK) Program at Nestle Avenue Charter follows District curriculum guidelines, including the California Preschool Learning Foundations (PTKLF) and the Common Core State Standards (CCSS). The program focuses on instruction in Language Arts through the use of Creative Curriculum and numerous other phonics resources. UTK also provides basic math skills through daily calendar activities. Social Studies and Science are taught in accordance with LAUSD and State guidelines.

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

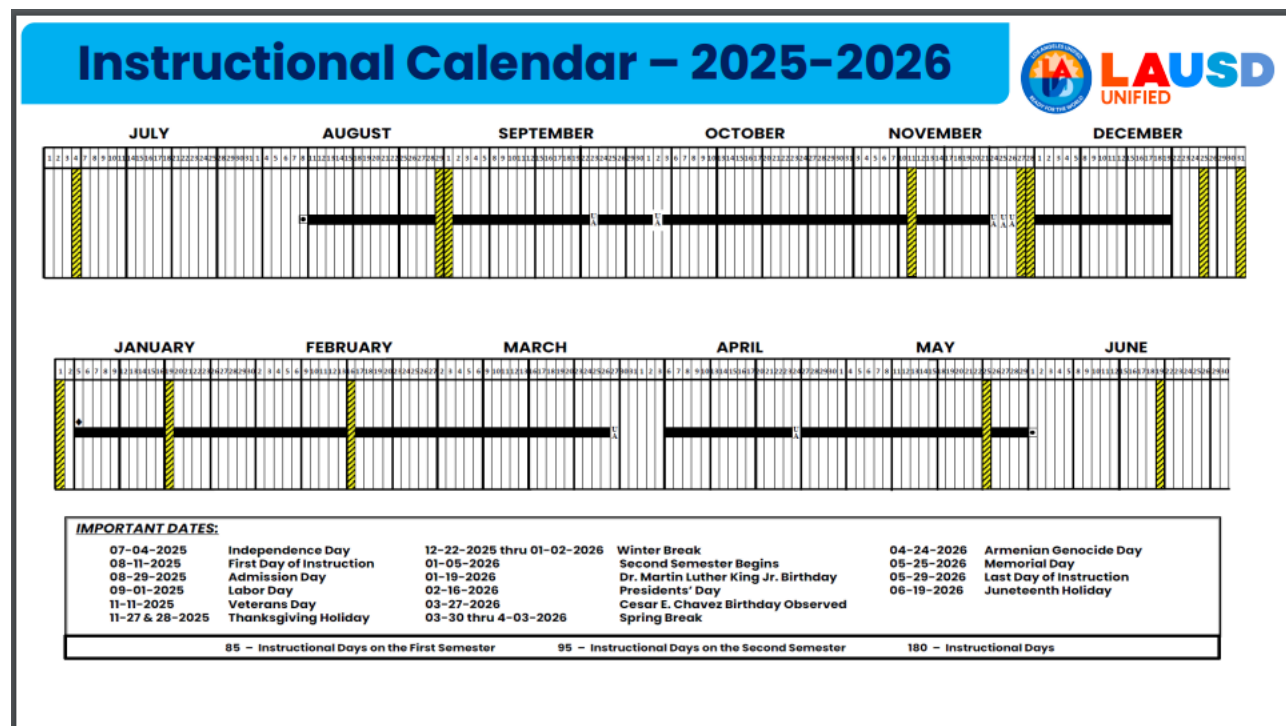
Academic Calendar and Schedules

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

Nestle Avenue Charter will follow the Traditional Academic calendar set forth by the Los Angeles Unified School District, utilizing in each classroom a morning block scheduling for language arts and math, with the last portion of the day for social studies, science, and enriching activities.

Of the 180 instructional days, 134 will be regular instructional days, 37 will be banked/professional development days, 2 shortened days and 7 minimum days. Regular instructional days provide 323 instructional minutes per day. All 38 banked/professional development days have earlier dismissal time (263 instructional minutes per day) to allot for teacher and staff development, grade level meetings, and collaborative data analysis. Of the seven minimum days (258 instructional minutes per day) 6 days allot for parent-

teacher conferences in November. The 2 shortened days and the remaining minimum day is to be determined by the school's Local School Leadership Council.



Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	134	323	2	288	7	258	37	263	180	36000	55395	19395
1	Yes	134	323	2	288	7	258	37	263	180	50400	55395	4995
2	Yes	134	323	2	288	7	258	37	263	180	50400	55395	4995
3	Yes	134	323	2	288	7	258	37	263	180	50400	55395	4995
4	Yes	134	323	2	288	7	258	37	263	180	54000	55395	1395
5	Yes	134	323	2	288	7	258	37	263	180	54000	55395	1395

Minimum Days

November 17, 2025
 November 19, 2025
 November 20, 2025
 November 21, 2025
 December 19, 2025
 March 11, 2026
 March 12, 2026

Shortened Days

February 14, 2026

June 9, 2026

Instructional Minutes

Universal Transitional Kindergarten

Activity	Regular instructional day	Banked Day	Minimum Day
Breakfast In the Classroom (BIC)	15 minutes	15 minutes	15 minutes
Morning Routine	15 minutes	15 minutes	15 minutes
Outdoor Learning	20 minutes	20 minutes	20 minutes
Recess	20 minutes	20 minutes	30 minutes
Indoor learning	90 minutes	30 minutes	90 minutes
Lunch	40 minutes	40 minutes	
Quiet time activities	10 minutes	8 minutes	10 minutes
Small group learning	30 minutes	30 minutes	30 minutes
Free Choice Centers	45 minutes	45 minutes	48 minutes
Outdoor Learning	38 minutes	60 minutes- Psychomotor	
Total	323 minutes	288 minutes	258 minutes

Kindergarten

Activity	Regular instructional day	Banked Day	Minimum Day
Breakfast in the Classroom (BIC)	15 minutes	15 minutes	15 minutes
CKLA Skills	50 minutes	50 minutes	50 minutes
CKLA Knowledge	50 minutes	50 minutes	50 minutes
Recess	20 minutes	20 minutes	30 minutes
Small Group Language Arts	25 minutes	25 minutes	25 minutes
Math	30 minutes	30 minutes	30 minutes
Lunch	40 minutes	40 minutes	
Math (cont.)	20 minutes	20 minutes	28 minutes
ELD	30 minutes	30 minutes	30 minutes
Math Small Groups	25 minutes		
Social Studies - Science - Art	18 minutes	8 minutes	
Total	323 minutes	288 minutes	258 minutes

1st grade

Activity	Regular instructional day	Banked Day	Minimum Day
Breakfast In the Classroom/ Morning Routine	15 minutes	15 minutes	15 minutes
ELA Small Groups	30 minutes	25 minutes	25 minutes
Math	35 minutes	30 minutes	30 minutes
Recess	20 minutes	20 minutes	30 minutes
Math	35 minutes	30 minutes	30 minutes
CKLA Skills	60 minutes	Psychomotor 60 minutes	60 minutes
Lunch	40 minutes	40 minutes	
CKLA Knowledge	20 minutes	15 minutes	25 minutes
Math Small Groups	30 minutes	23 minutes	23 minutes
ELD	30 minutes	30 minutes	20 minutes
CKLA Knowledge	25 minutes		
PE	18 minutes		
Total	323 minutes	288 minutes	258 minutes

2nd grade

Activity	Regular instructional day	Banked Day	Minimum Day
Breakfast In the Classroom	15 minutes	15 minutes	15 minutes
CKLA Skills	30 minutes	30 minutes	30 minutes
ELA Small Groups	25 minutes	25 minutes	25 minutes
Recess	20 minutes	20 minutes	30 minutes
CKLA Skills (cont.)	25 minutes	23 minutes	23 minutes
CKLA Knowledge	60 minutes	55 minutes	55 minutes
Lunch	40 minutes	40 minutes	
Math	55 minutes	50 minutes	50 minutes
ELD	30 minutes	30 minutes	30 minutes
Science/Social Studies/Health/ Art/PE	23 minutes		
Total	323 minutes	288 minutes	258 minutes

3rd grade

Activity	Regular instructional day	Banked Day	Minimum Day
Breakfast In the Classroom/ Morning Business	15 minutes	15 minutes	15 minutes
Math	50 minutes	50 minutes	50 minutes
Math Small Groups	35 minutes	30 minutes	30 minutes
Recess	20 minutes	20 minutes	30 minutes
CKLA	83 minutes	78 minutes	78 minutes
Lunch	40 minutes	40 minutes	
ELD	30 minutes	30 minutes	30 minutes
ELA Small Groups	30 minutes	25 minutes	25 minutes
Science/Social Studies/Health/ Art	20 minutes		
Total	323 minutes	288 minutes	258 minutes

4th grade

Activity	Regular instructional day	Banked Day	Minimum Day
Breakfast in the Classroom/SEL	15 minutes	15 minutes	15 minutes
Math	30 minutes	35 minutes	35 minutes
Math Small Groups	30 minutes	30 minutes	30 minutes
Math (cont.)	35 minutes	38 minutes	38 minutes
Recess	20 minutes	20 minutes	30 minutes
CKLA	60 minutes	50 minutes	50 minutes
Language Arts Small Group	20 minutes	30 minutes	30 minutes
Lunch	40 minutes	40 minutes	
ELD	30 minutes	30 minutes	30 minutes
Math Small Groups	30 minutes		
Social Studies-Science-Art-PE	13 minutes		
Total	323 minutes	288 minutes	258 minutes

5th grade

Activity	Regular instructional day	Banked Day	Minimum Day
Breakfast In the Classroom /Morning Business	15 minutes	15 minutes	15 minutes
Math Small groups	30 minutes	25 minutes	25 minutes
CKLA	95 minutes	88 minutes	88 minutes
Recess	20 minutes	20 minutes	30 minutes
Math	45 minutes	45 minutes	45 minutes
Lunch	40 minutes	40 minutes	
ELD	30 minutes	30 minutes	30 minutes
ELA Small groups	30 minutes	25 minutes	25 minutes
Social Studies/ Science	18 minutes		
Total	323 minutes	288 minutes	258 minutes

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.

Nestle's Instructional Leadership Team (ILT) takes proactive steps to shape the future of our professional development. By the end of each school year, the ILT will select inspiring topics to plan for the following year. This early planning empowers our staff, ensuring that their professional growth is focused on enhancing instructional practices, enriching the curriculum, embracing differentiated instruction and strategies, implementing effective classroom management, providing targeted instruction, and addressing the needs of Emergent Bilinguals and students with special needs. We prioritize student safety and foster a positive school culture and climate. The professional development plan aligns with LAUSD and state mandates and our Charter School's mission and vision statement, guiding us toward excellence and ensuring we comply with the necessary regulations.

The professional development topics will focus on both District and state-mandated initiatives. Each year, teachers and staff actively participate in a needs assessment. This collaborative process determines the professional development areas based on data and input from classroom teachers and staff regarding specific programs or the requirements for their implementation. This ensures everyone's voice is heard, and the professional development plan truly reflects our collective needs. Monthly sessions are scheduled for District-mandated professional development programs to ensure compliance with LAUSD regulations and to keep our teachers updated on new educational initiatives. State and District initiatives are essential to professional development and take precedence in the annual scheduling. This includes but is not limited to the English Learner Master Plan, Special Education, differentiated instruction, and additional training on special education.

The principal ensures that all professional development (PD) activities adhere to the established PD schedule. The Local Leadership Council (LLC) and the principal may update the PD plan as needed to address the needs of teachers, staff, and the Charter School. To guarantee that experts or specialists lead training, the principal actively encourages feedback and participation from staff. Additionally, the Principal ensures that all state and District mandated PD sessions are prioritized in the schedule and is responsible for documenting and submitting proof of completion for these mandatory professional development activities.

During grade level meetings, each grade level analyzes data to identify areas of need for professional development. All professional development topics are based on student data and the specific needs of our students, ensuring that staff efforts directly contribute to student academic success. Nestle Avenue Charter is committed to following the guidelines outlined in the memo titled "School-Site Professional Development Priorities for Banked-Time Days for Elementary Schools." The commitment is reflected in our yearly schedule of professional development topics, which include, but are not limited to, Common Core State Standards (CCSS), NGSS, Amplify Science, CKLA, Eureka Math, technology and writing.

Professional Development Dates and Topics for Nestle Avenue Charter Elementary 2025/2026

8/7/25	Summer of Learning
8/8/25	Summer of Learning
8/12/25	Staff Meeting/Updates
8/19/25	ELD: Getting to know our EB's
8/26/25	Comprehensive ELD Program
9/2/25	IAB Training
9/9/25	Assessments informing instruction use of iReady Tools
9/16/25	Thinking Maps
9/30/25	Thinking Maps
10/7/25	Active Shooter Training: LAPD
10/14/25	Suicide Awareness
10/21/25	Staff Meeting

10/28/25	CLRP
11/4/25	SPED: Differentiation in the general ed setting
11/18/25	Staff Meeting
12/2/25	District Mandated PD: ELA part 1
12/9/25	District Mandated PD: ELA part 2
12/16/25	Staff Meeting
1/6/26	Data Driven for Every Learner: ELs and SWD
1/13/26	Staff Meeting
1/20/26	ELD: Summative ELPAC
1/27/26	CKLA Writing
2/3/26	Literacy
2/10/26	Staff Meeting
2/17/26	Committee Meetings
2/24/26	District Mandated PD: Math Part 1
3/3/26	District Mandated PD: Math Part 2
3/10/26	CAASPP Summative Training
3/17/26	Staff Meeting
3/24/26	District Mandated PD: Science Part 1
4/7/26	District Mandated PD: Science Part 2
4/14/26	Open House
4/21/26	Staff Meeting
4/28/26	ELD: Trans Languageing
5/5/26	Trans Languageing Mind Set
5/12/16	Staff Meeting
5/19/26	I-Ready: EOY
5/26/26	Staff Meeting

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*.

At Nestle Avenue Charter, we are committed to supporting English learners in achieving or surpassing English language proficiency and grade-level standards comparable to their fluent English-speaking peers. Our principal and the Targeted Student Population Program Adviser work closely with teachers and families to ensure compliance with the District's

English Learner Master Plan and to meet accountability requirements. We also provide teachers with the necessary support to help students meet their goals. Our monthly English Learner Advisory Committee (ELAC) meetings prioritize communication with parents, covering topics such as the EL Master Plan, ELPAC testing, SBA testing, Common Core State Standards, California State ELD Standards, program components, and reclassification processes. Additionally, ELAC advises the School Site Council (SSC) on four key areas: The Importance of Regular School Attendance, the Comprehensive Needs Assessment, the Single Plan for Student Achievement, and Master Plan options.

Nestle Avenue Charter offers a comprehensive English language acquisition program to help English learners engage meaningfully with the school's academic core curriculum. Our instructional plans for English learners adhere to three main principles: they are grounded in proven educational theory, supported by trained teachers and suitable materials and resources, and undergo periodic evaluations to ensure the program's effectiveness and make necessary modifications. We follow the Master Plan for the education of our English learners to provide opportunities for non-English-speaking students to become fluent and literate in English. Instructional plans for English learners are based on the District's English Learner Master Plan.

Nestle Avenue Charter follows the Los Angeles Unified School District's Master Plan for educating our English learners, which provides opportunities for non and limited English-speaking students to become fluent and literate in English. The classroom teacher provides 30 minutes of daily designated ELD. We follow the ELD guidelines of providing English Learner students with a high-quality program that will enable them to become proficient in English and to develop skills and confidence in reading, writing, speaking, and listening. By analyzing the results of the ELPAC, DIBELS, i-Ready, and classroom performance, the teacher bases the EL instruction on whether the students are emerging, expanding, or bridging in each area of the ELD standards to include Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills. Based on the student's level of communication, whether collaborative, interpretive, or productive, they create lessons to meet the needs of the students.

Teachers incorporate many opportunities for dialogue with others into their lessons by exchanging information and ideas and offering opinions on fictional and non-fictional topics. They read stories aloud as EL students actively listen, answer questions about what was read, and read closely to explain ideas from the readings. The ELD standards are used along with CA CCSS to provide a comprehensive program for our EL students. During Designated ELD time, teachers work with their students to understand vocabulary words and strategies to help them better understand the stories they read in the classroom while utilizing CKLA Language Studio. During integrated ELD time, teachers incorporate different subjects into ELD so students can learn and experience cross-curricular lessons. The Targeted Student Population Program Adviser works closely with teachers to plan and implement meaningful lessons. Teachers incorporate many resources and strategies in their daily EL lessons. Specific instructional strategies include SDAIE techniques, such as realia, total physical response, think pair share, scaffolding, reciprocal teaching, and

constructive conversation skills. Teachers also use EL lessons from CKLA Language Studio, including visual vocabulary cards.

We hold SSPT meetings for our English and Reclassified English Learners who struggle to identify and target their specific language needs. We also consider the needs of our Gifted Emergent Bilinguals to ensure they are accessing the curriculum to the fullest of their abilities. Our goals for our English learners are to move students up by at least one English Development level each year while maintaining a positive self-image toward their cultural background.

Each year, in collaboration with the principal, the Targeted Student Population Program Adviser, and the teachers, we evaluate our ELD program by monitoring that all students identified on the home language survey were given the ELPAC, monitoring that all annual ELPAC tests were given, monitoring the reclassification of EL students, monitoring the minimum daily EL instructional minutes requirements were met, monitoring that the ELD standards were incorporated into classroom lessons, and monitoring the ELPAC, DIBELS, and grades of our EL students.

The progress of ELs, RFEPs, and PLTEs will be evaluated in a multitude of ways. Teachers regularly administer assessments in core subjects (e.g., reading, math, science) to gauge their academic progress. These assessments include both formative and summative tests to track growth over time. Teachers and the Targeted Student Population Program Adviser monitor classroom grades and progress reports to ensure they meet or exceed grade-level expectations. Nestle also use standardized assessments or district-wide benchmarks periodically to assess their progress against grade-level standards.

We have successfully minimized the number of long-term English Learners and currently have none. Our goal for English Learners identified in kindergarten is to achieve reclassification by the end of second grade or the beginning of third grade. We are focused on increasing the number of English learners who meet the benchmark in all grade level assessed DIBELS measures each year, ensuring they achieve “standard met” or “standard exceeded” on the ELA portion of the SBA tests and an i-Ready Reading diagnostic score of Approaching grade level or higher.

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.

Nestle Avenue Charter is committed to implementing comprehensive strategies that cater to all students' diverse learning modalities and types of intelligence. Our inclusive approach ensures that all students are valued and supported regardless of their background or abilities. Various assessment tools will identify gifted and/or talented students, ensuring no potential goes unnoticed. All second-grade students will participate in the OLSAT Assessment during the spring semester of each school year. As appropriate,

SBAC scores will identify students in the Specific Academic Ability category. Teachers will refer students who may not typically be considered for gifted programs when they notice exceptional critical thinking and problem-solving skills. Talented students will be recognized for their artistic, creative, and/or leadership abilities and can be referred for identification by teachers or parents. The GATE Coordinator will oversee these processes, conduct informative meetings for parents, share relevant research with parents and teachers, and provide professional development for staff.

Nestle Avenue Charter will offer differentiated instruction for students in third through fifth grades through Gifted clusters. High-achieving and identified GATE students will be grouped and taught by credentialed teachers who have completed the district-mandated gifted training. These teachers will provide GATE students with lessons and projects to enhance their cognitive thinking skills and creativity through depth, complexity, novelty, and acceleration. Students will be encouraged to demonstrate their understanding and analysis of each subject by defining, describing, and synthesizing what they have learned.

At Nestle Avenue Charter, we are committed to identifying as many underrepresented student populations as possible across all gifted and talented categories. Our classroom teachers implement differentiation strategies, including tiered assignments, flexible grouping, questioning techniques, and independent projects, all within a project-based learning environment tailored to students' needs and interests. Our programs and curriculum encompass a variety of approaches, such as Dr. Sandra Kaplan's Depth and Complexity icons and strategies, Webb's Depth of Knowledge instruction, research projects, and debates. Additionally, students recognized as gifted in visual and performing arts may be invited to participate in the LAUSD Conservatory of Fine Arts.

We are deeply committed to implementing comprehensive strategies for our students at Nestle Avenue Charter. This commitment extends beyond our identified GATE students to address the needs of our high-achieving population. We aim to provide opportunities for all students to utilize their strengths and diverse backgrounds to enhance their cognitive thinking skills. Our comprehensive approach ensures that no student is left behind and that all students have the opportunity to excel. Nestle Avenue Charter passionately monitors the progress of gifted and talented students through diverse methods, including insightful teacher observations, academic performance, test scores, DIBELS (Dynamic Indicators of Basic Early Literacy Skills), i-Ready data, active class participation, and completed assignments. Our dedicated arts teachers also contribute valuable insights into the progress of students identified as talented in the arts.

By utilizing multiple measures of student achievement, we create dynamic opportunities for students to engage in advanced instructional activities, thoughtfully designed to elevate their unique potential.

Students Achieving Below Grade Level

At Nestle Charter, our students who perform below grade level are identified using standardized test results. These include the Smarter Balanced Assessment (SBA) for grades 3-5, administered annually, and multiple District benchmark assessments such as DIBELS and i-Ready, which are given three times a year. Various formative and summative evaluations are used to identify students such as CKLA assessments, which are administered weekly and by unit, Eureka Math assessments including topic assessments, mid-module assessments, and end-of-module assessments. Teachers collect and analyze data from these assessments independently and during grade-level meetings. Furthermore, the administration reviews and discusses this data with teachers and plans how to utilize it effectively throughout the year. Historically, this combined assessment data has been evaluated to identify students who need interventions to help them achieve proficiency.

Nestle has adopted a multi-faceted approach to provide targeted interventions and supports, tailored to the specific needs of these students.

- Classroom teachers differentiate instruction based on the individual learning needs, strengths, and abilities of each student. This may involve modifying the content, process, product, or learning environment to provide students with the support they need to grasp concepts at their own pace.
- Classroom teachers provide additional resources such as visuals, manipulatives, interactive technology, or simplified instructions for struggling students. They can also group students flexibly (e.g., small groups, one-on-one) for targeted support.
- While classroom teachers are primarily responsible for differentiating instruction, they collaborate with other staff (interventionists) for additional strategies.
- For students who are significantly below grade level, small group instruction can target specific gaps in knowledge or skills. Classroom teachers and the interventionist pull small groups of students to work in specific areas (e.g., reading fluency, math concepts) where they need additional support. These groups allow for more individualized attention and tailored instruction.
- Students who are below grade level are supported through a tiered intervention system, such as RTI, where students receive increasingly targeted and intensive support based on their progress and needs.
 - **Tier 1:** High-quality classroom instruction for all students, with differentiated support.
 - **Tier 2:** Small group interventions for students who need additional help in specific areas (e.g., targeted reading interventions).
 - **Tier 3:** More intensive, individualized interventions for students who are still struggling despite Tier 2 supports.
- Nestle provides after-school tutoring to help address specific gaps in students' knowledge and skills.
- i-Ready is used to provide personalized learning experiences, allowing students to work at their own pace and reinforcing key skills. The i-Ready programs adjust based on the student's progress, offering more support when needed and moving students forward when they're ready.

- Students with an IEP may receive modifications or accommodations in their curriculum, as well as direct instruction from special education teachers
- Nestle continuously monitors students' progress through regular assessments, informal observations, and student work samples. This helps to identify when adjustments need to be made to interventions or instructional strategies.
- Teachers meet weekly in professional learning communities to discuss best practices for supporting struggling students and share resources.
- A Class Size Reduction Teacher has been added, allowing for smaller class sizes that enable more individual attention and differentiated learning.

Socioeconomically Disadvantaged

Nestle Avenue Charter School will use free and reduced lunch program applications to identify socio-economically disadvantaged students. The Cafeteria Manager and Administration will oversee this process. We are committed to ensuring all students have the tools and support necessary to succeed academically. Our goal includes identifying Gifted Students within this subgroup, who are recognized by achieving a score of 90-94 on the OLSAT and being recommended for testing in the intellectual category by their teachers. Additionally, teachers can identify students under the leadership and creative categories.

We offer a variety of enrichment opportunities to enhance the experiences of socioeconomically disadvantaged students through exposure to the arts and field trips. Our Parent Teacher Association (PTA) provides scholarships for these students to participate in enrichment activities. The inability to donate does not exclude any student from participating in these activities. Our aim is to demonstrate the success of all students, regardless of their economic background.

To monitor the progress of students identified as socio-economically disadvantaged, we will use teacher observations, grades, test scores, DIBELS assessments, class participation, and completed assignments. We will also utilize "WholeChild 2.0" as a monitoring tool.

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

1. District Affiliated Charter School's Special Education Responsibilities

a. General Requirements

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

The District Affiliated Charter School will comply with Sections 504 and 508 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs ("IEPs") in the format required by the District and will enter accurate assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review and submit to the District all required reports.

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

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

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

b. Transferring Students

For students transferring to the District Affiliated Charter School from other school districts, District-operated schools or District authorized charters, the District will provide those related services required by the students' IEPs immediately upon the students' enrollment regardless of the types of service provider (i.e., school-based, NPA, or private). District Affiliated Charter School will ensure that IEP team meetings

for such students will be held within thirty (30) days of the student's enrollment in accordance with federal and state law and District policies and procedures.

c. Assessments

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

Upon a teacher or other staff member's request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15-day timeline.

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

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

d. Alternative Placements

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

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

e. Least Restrictive Environment

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

f. Inclusion

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

g. Staffing Requirements

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

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

h. Student Discipline

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

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

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

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

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

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

Students in Other Student Groups

At Nestle Avenue Charter, our unwavering commitment is to meet and exceed state standards, ensuring the highest quality education for our diverse student population. Through differentiated instruction, our teachers tailor various educational programs to meet each student's unique needs. Students are identified upon enrollment and continuously throughout the school year, with parents and teachers playing a crucial role. Foster and Homeless Youth are also prioritized, receiving support that addresses their educational and social-emotional needs. Parents can identify these students during enrollment by completing the Student Housing Questionnaire.

Our collaborative approach at Nestle Avenue Charter ensures that every student, including Foster Youth and Homeless Youth, receives the necessary support. A Foster Youth Liaison, provided through LAUSD, acts as a liaison between the Department of Social Services, LAUSD, and families, ensuring students receive the required academic and emotional support. The PSA and classroom teachers work hand in hand with the Foster Youth Liaison to implement strategies that promote student success. Our school nurse, the PSA, the Foster Youth Counselor/Homeless Liaison, the Intervention Prevention Support Coordinator, and teachers all monitor these students, using various diagnostic tools and data to assess their progress.

At Nestle Avenue Charter, we are committed to providing a supportive and inclusive environment for all our students. The Intervention Prevention Support Coordinator ensures that no student is left behind, following up with students and additional counselors as needed. If a student is struggling, the teacher will refer them to a Student Success and Progress Team meeting to discuss improvement strategies and consider interventions or services such as counseling. All students have equal access to our enrichment programs regardless of their academic level. High achievers are placed in GATE (Gifted and Talented Education) classrooms. Our school believes in collaborative learning, where all students work together, and no one is singled out as different.

"A TYPICAL DAY"

At Nestle School, the day unfolds with a delightful routine that creates a positive tone for all the students. As soon as the gates are opened each morning, it becomes clear how much community is part of every day at Nestle Avenue Charter. Kids race to greet each other and get to their class line-up areas.

The campus quiets down as soon as the bell rings, but only for a few minutes. While students are eating their Breakfast in their classrooms, the Student Council Co-Presidents greet everyone with an enthusiastic, “Good morning, Nestle Neutrons,” over the loudspeaker. Their infectious energy lifts the spirits of the children, prompting them to stand a little taller in anticipation. As the students gather in their classrooms, they place their hands over their hearts to recite the Pledge of Allegiance, fostering a sense of unity and patriotism. Following this, the “Pinkie Promise Pledge” is recited—a solemn commitment to kindness and respect that resonates throughout the school. This pledge serves as a powerful reminder of the shared responsibility each student has to maintain a safe and supportive environment. After pledging, the principal shares important announcements, upcoming events, and celebrations, capturing the students' attention and curiosity about the day ahead. This harmonious start fosters a sense of belonging, ensuring everyone at Nestle feels valued right from the morning's outset.

As the day progresses, the classroom buzzes with the energy of eager learners ready to dive into the Language Arts block. The teacher, aware that each student has unique needs and strengths, has thoughtfully designed flexible groups to promote meaningful engagement with the material. This approach aligns seamlessly with the Common Core State Standards, establishing a solid foundation for their learning journey. The lesson begins with a blend of lectures and lively discussions. Students gather in small clusters, sharing ideas and exploring themes that echo throughout their reading universal themes of love, resilience, and adventure come to life in their discussions. Each connection sparks excitement and curiosity, turning the learners into explorers of language and literature. The teacher moves gracefully through the classroom, providing individualized support and encouragement, ensuring every student feels confident in their abilities. For those needing extra help, targeted instruction in English Language Development (ELD) is readily available, reinforcing a supportive learning environment. When recess arrives, the air fills with the joyful sounds of children's laughter echoing across the playground. Students rush outside, eager to soak up the warm, inviting weather. Groups of boys gather around the handball court, their competitive spirits ignited as they take turns serving the ball against the wall, calling out scores and cheering each other on. The rhythmic thwack of the ball blends with their joyful shouts, creating an exhilarating atmosphere. Across the playground, adventurous girls gleefully climb onto colorful equipment, their eyes shining with excitement. They navigate the monkey bars and balance on beams, celebrating each small victory with delighted squeals and high-fives. As the sun casts playful shadows, the playground buzzes with energy, friendships blossom, and memories are woven into the fabric of childhood. These precious minutes of freedom are cherished, and the joyful whistle signals the end of recess, calling them back to their classrooms for more enriching experiences.

Students trickle into their classrooms where they are greeted by their teachers, who are ready to inspire and guide them through a variety of engaging activities. In one classroom, students are deep into cross-curricular journal writing. With enthusiasm, they weave together lessons from different subjects, pouring their thoughts into reflective pieces that showcase their unique voices. The air is alive with creativity as they craft poetry, exploring

both biographical and autobiographical themes, and learning the art of storytelling while organizing their ideas with thinking maps. Differentiation is a priority, allowing critical thinking and decision-making skills to flourish.

After writing, students eagerly transition to math, where district-approved programs emphasize hands-on computation. They gather in cooperative groups, sharing strategies and discovering new ways to grasp complex concepts through the use of manipulatives. The classroom buzzes with shared ideas as they learn to count objects and predict outcomes, using their environment as a powerful tool for understanding geometry. Teachers ensure that each student is well-prepared, pre-teaching essential concepts and revisiting key ideas to reinforce knowledge.

When the lunch bell rings, a wave of excitement sweeps through the school. Children flock to the lunch area, clutching brightly colored lunch bags, their laughter resonating as they settle at tables. Friends gather to share stories and jokes, filling the space with joy and camaraderie. Aides, in bright safety vests, oversee the scene, smiling at the vibrant interactions and the delightful atmosphere. Every child knows where to be and when to be there, rotating between assigned lunch tables and play areas, which include tetherball, four square, and the coveted apparatus. It wouldn't be lunchtime without our principal overseeing it all, often handing out Caught Being Goods to reward responsible behavior.

Back in the classroom, the afternoon brings a dynamic science lesson. With tablets in hand, students log into the interactive Amplify Science program. Their curiosity sparks as they dive into ecosystems, exploring the delicate balance of nature through vivid graphics and simulations. Collaborative groups form to conduct experiments, testing hypotheses and engaging in spirited discussions. The room vibrates with excitement, particularly when students make new discoveries about plant growth. The teacher circulates, asking thought-provoking questions that encourage deeper analysis. As the lesson winds down, students gather for a reflection on what they have learned. They discuss the importance of ecosystems and the interconnectedness of life, leaving the classroom not just with facts, but with a newfound appreciation for science. Their questions and ideas linger in the air, igniting passions that extend beyond the school walls.

Another class is headed to the garden where with the garden ranger, they will discuss the changes in their plants, and have each student try a well-washed peapod off the vine.

Students head out to the yard for Physical Education time. Students begin with stretching and performing warm-up activities. The teacher then divides them into groups and explains how they will practice their dribbling skills. Students work as a team, moving the ball between the cones, and then passing the ball to a teammate.

When the bell rings at 2:38 pm (1:38 pm on Tuesdays), the gates are unlocked, and parents flood to pick up their children. The action doesn't stop there though. Students head in all directions for after-school activities including intervention programs, Beyond the Bell, Soaring Eagles, or just squeezing in a quick hello to an old teacher before heading home. Students can be found in the library reading or completing homework. Many can be

found taking an after-school class where they learn to play chess, create original works of art, learn to code in the computer lab, learn to cook, or learn new soccer skills. Students might be found working in a small group with a teacher, obtaining extra support in math, reading, or writing.

Teachers remain long after the final bell. Groups of teachers will be found in various classrooms planning future lessons together.

In this lively elementary school, every moment is an opportunity for growth, collaboration, and celebration, ensuring that each child's voice is heard and valued in their educational journey.

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.

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

Basic Services

To provide and maintain Basic Services for students the Charter School will assign teachers in accordance with their credentials, including subject matter and EL authorizations. The Charter School will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter.

Implementation of Common Core State Standards

100% of teachers will provide high quality instruction within their classroom to ensure the effective implementation of the California Content State Standards. To provide high quality instruction, the Charter School will build teacher capacity through research based professional development.

Student Achievement

The Charter School will annually increase the number of students achieving proficiency level and above as measured by the CAASPP/SBAC English Language Arts and Mathematics assessments annually and increase the number of English Learners who reclassify as Reclassified Fluent English Proficient.

Math Measurable Implementation Goal:

During the 2025-2026 school year, 100% of teachers in K-5 will meet two times a month during grade level meetings to analyze data from the i-Ready Math to determine the strengths and needs of their students to differentiate instruction to increase student performance in math standards as measured by progress monitoring data, formal and informal assessments, meeting agendas and sign-ins.

Math Measurable Improvement Goal:

By June 2026 students in grades K-5, will have increased i-Ready Math scores on Early on Grade Level by 20% from 23% to 43% as measured by i-Ready EOY data.

To address our red and orange performance on the CA Dashboard, the percentage of students in grades 3-5 will increase 10% for met or exceeds standards from 47% to 57% by June 2026 as measured by WholeChild 2.0.

ELA Measurable Implementation Goals:

During the 2025-26 school year, 100% of K-2 teachers will analyze DIBELs BOY, MOY progress monitoring data and i-Ready Reading diagnostic data during grade level meetings to create small groups for targeted intervention during the instructional day as evidenced by professional development sign-ins and formal/informal classroom observations.

During the 2025-26 school year, 100% of teaching staff in grades 3-5 will analyze i-Ready reading diagnostic data during grade level meetings and create small groups for targeted

intervention during the instructional day as evidenced by professional development sign-ins and formal/informal classroom observations.

ELA Measurable Improvement Goals:

By June 2026, the percentage of Nestle's K-2 students scoring benchmark or above on their DIBELS composite score will increase by 10% from 71% to 81% as measured by DIBELS EOY data.

By June 2026, Nestle 3rd-5th grade students will increase the percentage on ELA SBAC for met or exceeds standards by 10%, moving from 50% to 60% as measured by LAUSD WholeChild 2.0.

By June 2026, our Students with Disabilities subgroup that scored in the red on the California Dashboard will increase the percentage on ELA SBAC for met or exceeds standard by 10%, moving from 13% to 23% as measured by LAUSD WholeChild 2.0.

Parental Involvement

The Charter School will increase the number of parents completing the School Experience Survey and the percentage of parents trained on academic initiatives and ways in which to support their child's learning.

By June 2026, school staff will plan 4 parent workshops per semester to provide professional development for parents to support home to school connection, emotional support and academic learning as measured by workshop sign-ins.

By June 2026, the number of parents attending parent workshops will increase by 5 from 7 to 12 parents as measured by parent workshop sign-ins.

Student Engagement

The Charter School will annually increase our attendance rate to 96% or higher, while decreasing chronic absenteeism by maintaining attendance incentives and utilizing PSA counselors to contact families of children who are chronically absent.

Attendance Measurable Implementation Goal:

During the 2025-26 school year, the Pupil Service Attendance Counselor (PSA) will review monthly attendance reports focusing on at-risk and chronically absent students, prepare PD and training to address attendance issues at least once a semester and contact parents of chronically absent students as evidenced by Focus Attendance reports, PD agendas and sign-ins and MISIS contact logs.

Attendance Measurable Improvement Goal:

To address our red status on the California Dashboard, by June 2026, Nestle will decrease the percentage of chronically absent students by 7% moving from 23.64% to 16.64% as measured by Focus Dashboard.

To address our red status on the California Dashboard, by June 2026, Nestle will decrease the percentage of students in the Students with Disabilities subgroup who are chronically absent by 7%, moving from 31.25% to 24.25% as measured by Focus Dashboard.

To address our red status on the California Dashboard, by June 2026, Nestle will decrease the percentage of students in the Hispanic subgroup who are chronically absent by 10%, moving from 29.2% to 19.2% as measured by Focus Dashboard.

School Climate

The Charter School will maintain a 0% suspension and expulsion rate by promoting positive behavior supports and strengthening partnership between home and school.

Course Access

The Charter School will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program (Science Lab, Media Lab, Dance, Music, Physical Education) to all students.

Other Student Outcomes

Nestle Avenue Charter Elementary will continue to advance in the areas of study by offering comprehensive schoolwide enrichment program classes. 100% of students will have access to the school wide enrichment programs every year.

Our Vision for Student Outcomes

Nestle Avenue Charter's curriculum includes an integrated, inquiry-based K-5 curriculum aligned with Common Core State Standards (CCSS) for ELA and Math, California ELD Standards, Next Generation Science Standards, and California State Standards for Social Studies. Cross-curricular, hands-on project-based enrichment activities meet or exceed State Standards for Music, Art, Physical Education, and Technology. We believe that to have a rigorous, challenging curriculum, there must be a strong, basic foundation. The Nestle Avenue Charter program embraces the following key elements:

Standards are Essential: CCSS serves as a benchmark for what students at each grade level need to learn. These standards are a crucial aspect of making sure we meet the academic needs of all students. They also serve as guides for teachers, administrators, parents, and students themselves as to the specific, basic knowledge and skills the students must master.

Challenging Curriculum: The goal of Nestle is to provide a challenging, 21st Century curriculum that will not only meet but also exceed the minimum thresholds established by the Common Core State standards.

Trained Teachers: If students are going to be held to high standards, they need teachers who know the subjects and know how to teach those subjects. Strategies for significant and on-going teacher professional development using the selected curricula are included in the Nestle program.

DESIRED OUTCOMES OF THE SCHOOL'S INSTRUCTIONAL PROGRAM

Language Arts: Students will be able to read, write, listen, and speak effectively. Students will be able to incorporate the language of the discipline and give concrete examples when writing and speaking. Furthermore, they will actively read and listen and be able to locate and interpret information. Students will be able to combine these skills to compose meaningful writing and oral presentations.

Mathematics: Students will understand and apply formal logical reasoning, analytic and symbolic processing, arithmetic and pre-algebraic manipulation and construction. Students will also make sense of problems and persevere in solving them, including creating their own word problems to gain further understanding of the applications of such processes.

Science: Students will acquire proficiency in the fundamental concepts and terms of the branches of science: Physical, Life, and Earth. In addition, NGSS will be implemented and supported in the classroom. Students will formulate their hypothesis and conduct investigations as they engage in hands-on critical thinking projects.

History and Social Studies: Students will demonstrate an understanding of culture, diversity and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. They will demonstrate an understanding of the rights and the origins, functions, and sources of power, authority, and governance.

Technology: Students will access technology on Chromebooks or iPads in the classroom. Students will understand the use of current technology and its real-world applications.

Arts: Students will develop knowledge of and appreciation for the arts such as music, visual arts, theatre, and dance/creative movement. This will be promoted through an academic curriculum intertwined with instruction by specialists.

Physical Education: Each student will build a healthy and balanced body and mind through various intramural sport activities/drills that follow the Physical Education standards with dedicated time for psychomotor skills development.

Cultivating Life-Long Learners

At Nestle Avenue Charter we focus not just on the child's education, but on the child as a whole. Students at Nestle will also develop lifelong learning and interpersonal skills, which include:

Cooperation, Collaboration, and Leadership:

Students at Nestle Avenue Charter will know and be able to gain adaptive and associative skills appropriate to their developmental stage. In this area of focus students will learn to prepare argumentative assignments through effective participation in constructing conversations and collaboration with various groups and partners. Students will learn to accept and build on others' ideas and express their new understandings in a persuasive manner.

Goal Setting

Students will be able to be part of their academic successes as they set their own short-term and long-term academic goals yearly based on a high level of expectation inherent in the school community.

Critical Thinking and Problem Solving

Students will learn to be effective problem solvers and will develop critical thinking skills. This includes being able to analyze and evaluate information that is provided through observation, experience or communication. Students will learn to respond to new information and use questioning to gain further meaning.

Self-Discipline

Students at Nestle Avenue Charter will learn to manage their behavior and to respect and uphold the values of their community. They will utilize effective communication strategies both on the playground and in school to resolve conflicts through an established school-wide positive behavior support program. This program enables our students to engage in systematic and individualized strategies aimed at achieving social and academic success while preventing problematic behavior for all students.

Citizenship

Students will learn about and practice their civil rights and responsibilities, developing an appreciation for their impact on both their immediate community and the larger world. They will be encouraged to be safe, responsible, and respectful towards their peers, teachers, administrators, and staff, as well as the school itself. Students who are "Caught Being Good," along with classes that demonstrate teamwork, will earn Nestle Avenue Charter's "Caught Being Good" tickets.

Each month, teachers nominate students to be recognized for stellar achievement in the Pillars of Character: Responsibility, Trustworthiness, Caring, Citizenship, Manners, Respect, and Fairness. The recipients receive a Certificate of Excellence and a small award, which is handed out by the teacher at the award ceremony held at the end of each month, along with academic achievements. Parents are invited, in advance, to attend and applaud their students' achievement that serves to not only recognize but motivate positive student behavior at school.

Grades 3-5 will be given the opportunity to run for Student Council and participate in a democratic election process. This will give the students a vested interest in the school community and provide them with team-building experience.

MEASURABLE PUPIL OUTCOMES:**SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

Nestle Avenue Charter will utilize standardized summative assessments. Teachers in grades K-2 conduct three DIBELS 8th Edition assessments throughout the school year (beginning, middle, and end). The beginning of the year assessment is used to acquire a baseline for foundational reading and comprehension abilities, as well as determine which students need foundational reading intervention. The middle and end of year assessments are to reassess these students to ensure that they are continuing to make adequate progress and determine if the intervention strategies being applied are effective.

Students in grades K through 5 take three i-Ready benchmark assessments in Reading and Math throughout the school year: at the beginning, middle, and end of the year. The beginning-of-the-year assessment is administered to all students to establish a baseline for their reading comprehension and mathematical skills, as well as to identify those who may need intervention. The middle and end-of-year assessments are conducted to re-evaluate students and determine whether the intervention strategies implemented are effective.

Students in grades 3 through 5 will participate in Interim Assessment Blocks throughout the year to evaluate their skills in English Language Arts (reading, comprehension, and writing) and Mathematics. These assessment blocks will help gauge students' knowledge in these subjects. Teachers will review the scores during grade-level meetings to enhance lesson planning and implementation in the classroom, as well as to apply intervention strategies for students who are performing below grade level. Additionally, these assessments provide valuable practice for all students in preparation for the Smarter Balanced Assessment (SBA) in the spring. In that season, students in grades 3 through 5 will take the SBA in both English Language Arts and Mathematics. The results will be sent directly to the principal and parents each fall.

Fifth-grade students take the California Science Test (CAST), which assesses their knowledge and skills based on the California Next Generation Science Standards. These standards emphasize understanding scientific concepts in Earth and Space Sciences, Life Sciences, and Physical Sciences. They integrate Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students understand how science operates in the natural world.

Fifth-grade students also take the Physical Fitness Test (PFT) every spring. The PFT is a comprehensive set of health-related physical fitness tests for students in California. It consists of five components that help assess a student's level of fitness, which can provide some protection against diseases related to inactivity.

The Summative ELPAC is administered yearly in the spring to all English Language Learners. The Initial ELPAC is administered to all new students who speak a language other than English in their home to determine if the student is an English Language Learner (ELL).

Over the course of our Charter, we have assembled much from the summative assessments/ SBA data and have set goals for our future Charter term.

According to Nestle's 2023-2024 SBA ELA scores, 51% of students met or exceeded the standard in English Language Arts (ELA). Our measurable goal is to increase the percentage of students scoring at or above the standard in ELA by 10% in the first year and by an additional 5% each year thereafter. *See LCFF State Priority Goal 2 Outcome 1 Graph 1.*

According to Nestle's 2023-2024 SBA ELA scores, 51% of Socioeconomically disadvantaged students met or exceeded the standard in English Language Arts (ELA).

Our measurable goal is to increase the percentage of students scoring at or above the standard in ELA by 10% in the first two years and by an additional 5% each year thereafter. *See LCFF State Priority Goal 2 Outcome 1 Graph 1.*

According to Nestle's 2023-2024 SBA ELA scores, 15% of students with disabilities met or exceeded the standard in English Language Arts (ELA). Our measurable goal is to increase the percentage of students scoring at or above the standard in ELA by 5% in the first year and by an additional 5% each year thereafter. *See LCFF State Priority Goal 2 Outcome 1 Graph 1.*

According to Nestle's 2023-2024 SBA ELA scores, 39% of Latino students met or exceeded the standard in English Language Arts (ELA). Our measurable goal is to increase the percentage of students scoring at or above the standard in ELA by 10% in the first year and by an additional 5% each year thereafter. *See LCFF State Priority Goal 2 Outcome 1 Graph 1.*

According to Nestle's 2023-2024 SBA ELA scores, 60% of White students met or exceeded the standard in English Language Arts (ELA). Our measurable goal is to increase the percentage of students scoring at or above the standard in ELA by 2% in the first two years and by an additional 5% each year thereafter. *See LCFF State Priority Goal 2 Outcome 1 Graph 1.*

According to Nestle's 2023-2024 SBA ELA scores, 10% of English Language Learners met or exceeded the standard in English Language Arts (ELA). Our measurable goal is to increase the percentage of students scoring at or above the standard in ELA by 10% in the first two years and by an additional 5% each year thereafter. *See LCFF State Priority Goal 2 Outcome 3 Graph 1.*

According to Nestle's 2023-2024 SBA Math scores, 48% of students met or exceeded the standard in Math. Our measurable goal is to increase the percentage of students scoring at or above the standard in Math by 10% in the first year and by an additional 5% each year thereafter. *See LCFF State Priority Goal 2 Outcome 2 Graph 2.*

According to Nestle's 2023-2024 SBA Math scores, 18% of English Language Learners met or exceeded the standard in Math. Our measurable goal is to increase the percentage of students scoring at or above the standard in Math by 10% in the first year and by an additional 10% each year thereafter. *See LCFF State Priority Goal 2 Outcome 2 Graph 2.*

According to Nestle's 2023-2024 SBA Math scores, 45% of Socioeconomically disadvantaged students met or exceeded the standard in Math. Our measurable goal is to increase the percentage of students scoring at or above the standard in Math by 10% in the first two years and by an additional 5% each year thereafter. *See LCFF State Priority Goal 2 Outcome 2 Graph 2.*

According to Nestle's 2023-2024 SBA Math scores, 20% of students with disabilities met or exceeded the standard in Math. Our measurable goal is to increase the percentage of

students scoring at or above the standard in Math by 5% in the first year and by an additional 5% each year thereafter. See *LCFF State Priority Goal 2 Outcome 2 Graph 2*.

According to Nestle's 2023-2024 SBA Math scores, 32% of Latino students met or exceeded the standard in Math. Our measurable goal is to increase the percentage of students scoring at or above the standard in Math by 10% in the first two years and by an additional 5% each year thereafter. See *LCFF State Priority Goal 2 Outcome 2 Graph 2*.

According to Nestle's 2023-2024 SBA Math scores, 57% of White students met or exceeded the standard in Math. Our measurable goal is to increase the percentage of students scoring at or above the standard in Math by 2% in the first two years and by an additional 2% each year thereafter. See *LCFF State Priority Goal 2 Outcome 2 Graph 2*.

According to Nestle's 2023-2024 ELPAC data, 57% of English Language Learners scored Level 3 or Level 4. Our measurable goal is to increase the percentage of students scoring at Level 3 or 4 on the ELPAC by 10% in the first year and by an additional 5% each year thereafter. See *LCFF State Priority Goal 2 Outcome 3 Graph 1*.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

Nestle Avenue Charter will implement standardized formative assessments, which will include, but are not limited to, the following:

- CKLA Knowledge Assessments (Mid and/or End of Unit)
- CKLA Skills Assessments (Mid and/or End of Unit)
- CKLA Spelling Tests
- Eureka Math Mid-module and End-of-Module Assessments
- DIBELS Progress Monitoring (Grades K-2, biweekly)
- i-Ready Standards Mastery Assessments (after each standard is taught)
 - FIABs and IABs (3rd -5th grade)

Nestle Avenue Charter employs the CKLA Language Arts Program and the Eureka Math Program for assessments, along with authentic formative assessments. These ongoing assessments are designed to better evaluate a student's progress over time and across various settings. Authentic assessments may include, but are not limited to, portfolios of significant work, journals, work samples, homework, teacher-created tests, performance tasks, and projects. Performance tasks facilitate the meaningful application of essential knowledge and skills, providing valuable data for teachers to assess student improvement, performance, and achievement.

Nestle Avenue Charter believes that formative assessments are ongoing processes that provide teachers with opportunities to create daily lessons tailored to the strengths and needs of all students. We are dedicated to ensuring that each student achieves their proficiency level in language arts and mathematics. To obtain a comprehensive understanding of student achievement, we utilize a variety of assessment tools. Teachers collect and analyze data from these assessments both independently and during weekly grade-level collaboration meetings. Additionally, the administration reviews and discusses this data with teachers throughout the year during dedicated data chats, planning how to use it effectively. In addition to standardized and authentic assessments, teachers incorporate informal assessments—such as observations, exit tickets, and classwork—to quickly identify areas of concern and guide differentiated instruction in the classroom.

DATA ANALYSIS AND REPORTING

Nestle Avenue Charter Elementary prioritizes data-driven decision-making to enhance the educational experience for all students, monitor school progress, and set future goals and interventions. This comprehensive approach includes the following key practices:

- **Continuous Evaluation of Data:** Teachers and administrators regularly analyze data from combined assessments to address the individual educational needs of students. This process helps identify key areas for professional development and supports timely interventions.
- **Communication with Parents:** The results of district and authentic assessments are shared with parents by teachers throughout the school year, ensuring they are well-informed about their child's academic progress.
- **Public Sharing of School-Wide Data:** School-wide data is presented during monthly Governance Council meetings to discuss program development and educational intervention priorities. This approach fosters transparency and ensures active involvement from all stakeholders in decision-making.
- **Parent Engagement:** Parents are encouraged to use LAUSD's Parent Portal and Schoology to access real-time information about their child's grades, scores, and attendance. This instant access allows parents to monitor student performance and academic growth closely.
- **Use of the WholeChild 2.0 Integrated Data Platform:** With the rollout of LAUSD's WholeChild 2.0 Integrated Data platform, staff will regularly examine data to refine professional development, improve classroom instruction, and implement targeted interventions, ensuring continuous improvement.

These strategies are designed to leverage data effectively to support student success, promote consistent communication with parents, and guide school-wide development.

How Students' Progress is Reported to Families

At Nestle Avenue Charter Elementary, individual classroom teachers are responsible for assessing students' progress in meeting standards-based, grade-level expectations and mastery of content standards necessary for advancement to the next level.

Student progress is continuously monitored through regular assessments aligned with the school's, District's, and State's curricular standards, as appropriate for each grade level and subject area. Teachers communicate students' progress through timely feedback on assignments, progress reports, and regular parent-teacher conferences.

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

The LAUSD Progress Report employs a 4-point scoring rubric to evaluate student progress:

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

These academic standards are aligned with specific learning objectives in various subject areas, including:

- Language Arts (foundational reading, text comprehension, language conventions, vocabulary use, writing, speaking, and listening)
- Mathematics (Content and Mathematical Practices)
- History and Social Science
- Science
- Health Education
- Physical Education
- Visual and Performing Arts

The Progress Report also includes a rubric for assessing Characteristics and Behaviors of a College-Prepared and Career-Ready Learner, based on the following criteria:

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

Students earn the following ratings for each criterion:

- C: Consistently
- S: Sometimes
- R: Rarely

This structured approach ensures that parents are kept informed about their child's academic achievements and personal growth, while also fostering ongoing communication between home and school.

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

Process Ensuring Staff, Student, and Stakeholder Involvement

At Nestle Avenue Charter, we recognize that collaboration among staff, students, parents, and other stakeholders is essential to our school's success. Parents play a vital role in shaping the educational experience, and our strong tradition of partnership between families and educators allows us to provide the best possible learning environment for all students.

To ensure meaningful involvement, parents actively participate in decision-making at all levels. They serve as representatives on key school councils and committees, including those focused on budget, curriculum, school safety, technology, and discipline. Their input helps guide policies and initiatives that directly impact students' academic and personal development.

In addition to parent involvement, staff and students also contribute to the decision-making process. Teachers collaborate to implement effective instructional strategies, monitor student progress, and refine interventions as needed. Student voices are encouraged through leadership opportunities, feedback forums, and participation in school initiatives. By fostering a culture of shared responsibility, Nestle Avenue Charter ensures that all stakeholders—parents, educators, students, and community members—are engaged in creating a high-quality, enriched educational experience for every child.

Methods of Consultation with Parents and Teachers Regarding the School's Educational Programs

School Governance

Nestle Avenue Charter values the collaboration of parents and teachers in shaping its educational programs. Through participation in school councils and committees, parents and educators engage in the ongoing review and refinement of the school's curriculum, policies, and initiatives.

Local School Leadership Council, School Site Council, and English Learner Advisory Council meetings are held approximately once a month, providing parents with updates on school programs and classroom activities. These meetings serve as a forum for discussion, where parents can share insights and recommend strategies for immediate or future implementation. Teachers who do not serve on council committees receive the same updates during their Tuesday meetings, ensuring all educators remain informed and engaged in decision-making.

All stakeholders, including parents, teachers, and community members—are encouraged to contribute agenda items, especially when developing and updating the Local Control Accountability Plan (LCAP). Council meetings, as well as other parent gatherings, are open to all interested parties, fostering a culture of transparency and shared responsibility. While the principal provides regular updates on school activities, votes are only conducted during official council meetings.

Additional Parent Involvement Opportunities

Recognizing that parent involvement is essential to student success, Nestle Avenue Charter offers a variety of engagement opportunities for both stay-at-home and working parents. These include:

- Attend Back-to-School Night and Open House
- Attend Parent-Teacher Conferences
- Attend Parent Workshops
- Attend monthly PTA Meetings
- Volunteering in the classroom or to supervise fieldtrips
- Supporting school fundraisers and events
- Read the Weekly Parent Bulletin
- Sign up and use the Parent Portal

To ensure accessibility, the Charter School announces these opportunities through email and Blackboard Connect. Additionally, teachers communicate with parents and colleagues through weekly collaboration meetings, professional development sessions, and faculty meetings.

By fostering active parent and teacher participation, Nestle Avenue Charter strengthens its role as a vital part of the community, promoting diversity, excellence, and an enriched educational experience for all students.

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

Nestle Avenue Charter Elementary conducts a minimum of four prospective parent tours each school year, held in September, October, November, and March. These tours are advertised across multiple channels to ensure they reach as many interested families as possible. Announcements will be made on the school's website, through the marquee, Connect Ed calls, social media platforms, and by current families who spread the word.

During the tours, families will be provided with detailed enrollment information. This information is also available on the Nestle Avenue website or can be obtained by visiting or contacting the school office directly.

For prospective students who live outside of the Charter School's attendance boundaries, enrollment is facilitated through the District Choices program. Applications for available openings will be accepted starting in October.

Application Procedures

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance area (boundaries¹) of Charter School ("resident students") shall have **first** admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

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

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

Lottery Preferences and Procedures

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

- **LAUSD Students**

- **Siblings**

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

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.

- Other LAUSD Students

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

- **California Students**

- Siblings

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

- Other California Students

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

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

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

Charter School shall hold its lottery in the library 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, a school administrator and a classified employee will oversee the random drawing of names.

The selection process entails writing each applicant's name on an individual slip of paper, which is then cut, folded, and placed into a container, organized by grade level. Names are drawn at random, one at a time, and recorded in the order selected until all entries had been processed.

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:

- 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:

Nestle Avenue Charter Elementary
c/o School Principal
5060 Nestle Avenue
Tarzana, CA 91356

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

[Enter school name here] (also referred to herein as “[Enter short form of school name here]”, “District Affiliated Charter School” and “Charter School”) shall:

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

including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

Local Control Funding Formula (LCFF) Requirements

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

Curriculum and Instruction

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

Transitional Kindergarten

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

Academic Calendar and Schedules

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

Mathematics Placement Act

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

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

MEETING THE NEEDS OF ALL STUDENTS

English Learners

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

Gifted and Talented Students and Students Achieving Above Grade Level

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

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

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

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

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its Governing Council are and remain consistent with applicable laws, District policy, the

provisions of LAUSD collective bargaining agreements (CBAs), any applicable District-UTLA waiver(s), and the provisions of this Charter.

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Sections 504 and 508 of the Rehabilitation Act of 1973 ("Section 504" and "Section 508"), and the District's Uniform Complaint Procedures.

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

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent/guardian cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental/guardian involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental/guardian involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Education Code section 47605(n).)

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity in accordance with all applicable legal and District requirements. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

STAFFING

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

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

Certificated Personnel

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

Classified Personnel

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

- (i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)*

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

As a District Affiliated Charter School, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergency response and preparedness, including but not limited to the required creation, maintenance, and implementation of an Integrated Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School's health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures.

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Integrated Safe School Plan) and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District Affiliated Charter School, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, vendor/contracting entity employee who may have frequent or prolonged contact with students, and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION

As a District Affiliated Charter School, Charter School shall comply with all applicable District policies and procedures related to suicide prevention and the requirements of AB 2246 (2016), codified in Education Code section 215.

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

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

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

GENERAL PROVISIONS

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

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

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

Application Procedures

Resident Boundary Students

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance area (boundaries²) of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

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

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

Lottery Preferences and Procedures

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

- **LAUSD Students**

- **Siblings**

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

- **Other LAUSD Students**

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

- **California Students**

- **Siblings**

² For all District Affiliated Charter Schools, which are conversion charter schools, the term “former attendance area (boundaries)” includes those sending areas designated under the District’s Permits with Transportation (PWT) and Capacity Adjustment Program (CAP) programs.

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

□ Other California Students

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

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

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

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

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

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

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

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

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

HOMELESS AND FOSTER YOUTH

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

NON-DISCRIMINATION

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

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

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion

recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF STUDENT’S DISTRICT OF RESIDENCE

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

OUTCOME DATA

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

READMISSION

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

GUN-FREE SCHOOL ZONE ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

District employees working at or assigned to Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD, inclusive of but not limited to provisions related to salaries, unemployment benefits, retirement systems and benefits (including CalSTRS and CalPERS), health insurance, life insurance, and all other assigned compensation and benefits.

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School:

[Enter name of school here.]

c/o School Principal

[Enter street address of school here.]

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

To District:

LAUSD

Attn: Director, Charter Schools Division

Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor

Los Angeles, California 90017

- 5) A written response ("Written Response") shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 6) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)

CLOSURE ACTION

In order to close Charter School, the LAUSD Board of Education must take a “Closure Action.” A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School’s request to revert to a non-charter District school.

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

REVOCATION OF THE CHARTER

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

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

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

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

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

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

CLOSURE PROCEDURES

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

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

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be

responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

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

ADDITIONAL PROVISIONS

FACILITIES

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

FISCAL MATTERS

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN

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