



LOS ANGELES UNIFIED SCHOOL DISTRICT

Serrania Avenue Charter for Enriched Studies

A DISTRICT AFFILIATED CHARTER SCHOOL

Renewal Charter Petition

Submitted
March 5, 2025

TERM OF CHARTER

JULY 1, 2025 TO JUNE 30, 2030

TABLE OF CONTENTS

| | |
|---|----|
| Assurances, Affirmations, and Declarations | 2 |
| Element 1 – The Educational Program | 4 |
| Element 2 – Measurable Pupil Outcomes, and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured | 66 |
| Element 4 – Governance | 72 |
| Element 5 – Employee Qualifications | 77 |
| Element 6 – Health and Safety Procedures | 79 |
| Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learners, including redesignated fluent english proficient Pupils Balance | 81 |
| Element 8 – Admission Policies and Procedures | 82 |
| Element 9 – Annual Financial Audits | 87 |
| Element 10 – Suspension and Expulsion Procedures | 88 |
| Element 11 – Employee Retirement Systems | 90 |
| Element 12 – Public School Attendance Alternatives | 91 |
| Element 13 – Rights of District Employees | 92 |
| Element 14 – Mandatory Dispute Resolution | 93 |
| Element 15 – Charter School Closure Procedures | 94 |
| Additional Provisions | 97 |

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Serrania Avenue Charter for Enriched Studies (also referred to herein as “Serrania,” “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

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

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

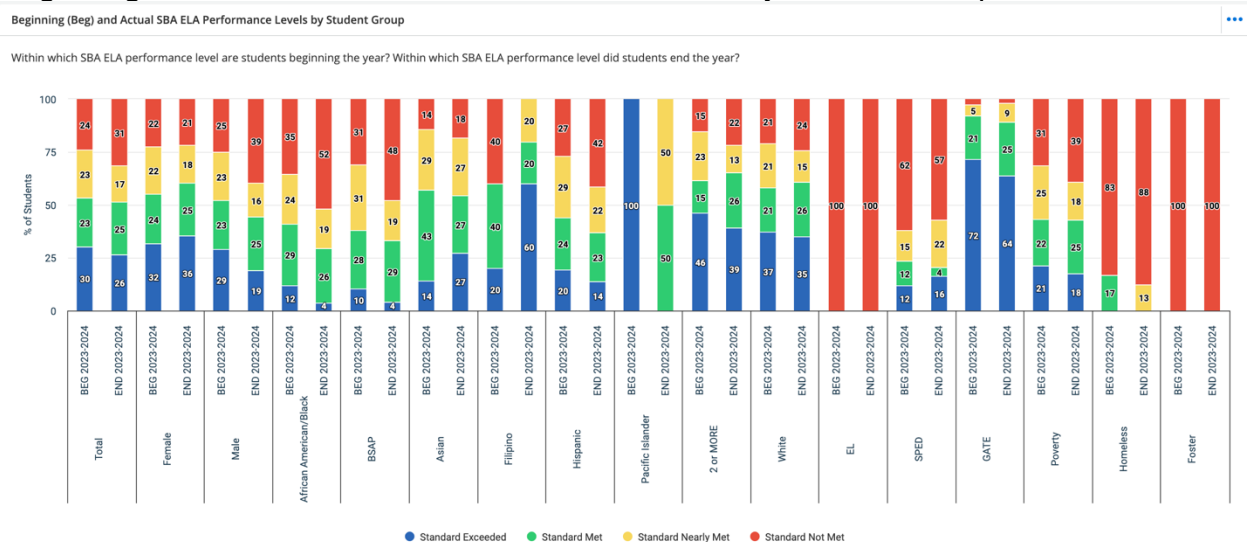
| | |
|--|--|
| ● The name and title of the contact person for Charter School is: | <i>Dr. Alana Burton</i> |
| ▪ The contact address of Charter School is: | <i>5014 Serrania Ave. Woodland Hills, CA 91364</i> |
| ● The contact phone number for Charter School is: | <i>818-340-6700</i> |
| ● Charter School is located in LAUSD Board District: | <i>4</i> |
| ● Charter School is located in LAUSD Region: | <i>North</i> |
| ● The grade configuration of Charter School is: | <i>TK-5th</i> |
| ● The number of students in the first year of this charter term will be: | <i>563</i> |
| ● The grade level(s) of the students in the first year will be: | <i>TK-5th</i> |
| ● Charter School's scheduled first day of instruction in 2025-2026 is: | <i>August 11, 2025</i> |
| ● The current operational capacity of Charter School is: NOTE: For all District-affiliated charter schools, the District determines each school's operational capacity annually in accordance with District policy. Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors. | <i>563</i> |
| ● The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: | <i>Traditional</i> |
| ● The bell schedule (e.g. daily hours) for Charter School will be: | <i>8:05 am - 2:28 pm</i> |
| ● The term of this Charter shall be from: | <i>July 1, 2025- June 30, 2030</i> |
| ● If Charter School is Low performing, per the CDE Performance Category, the term of this Charter, if approved: | <i>July 1, 2025- June 30, 2027</i> |

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

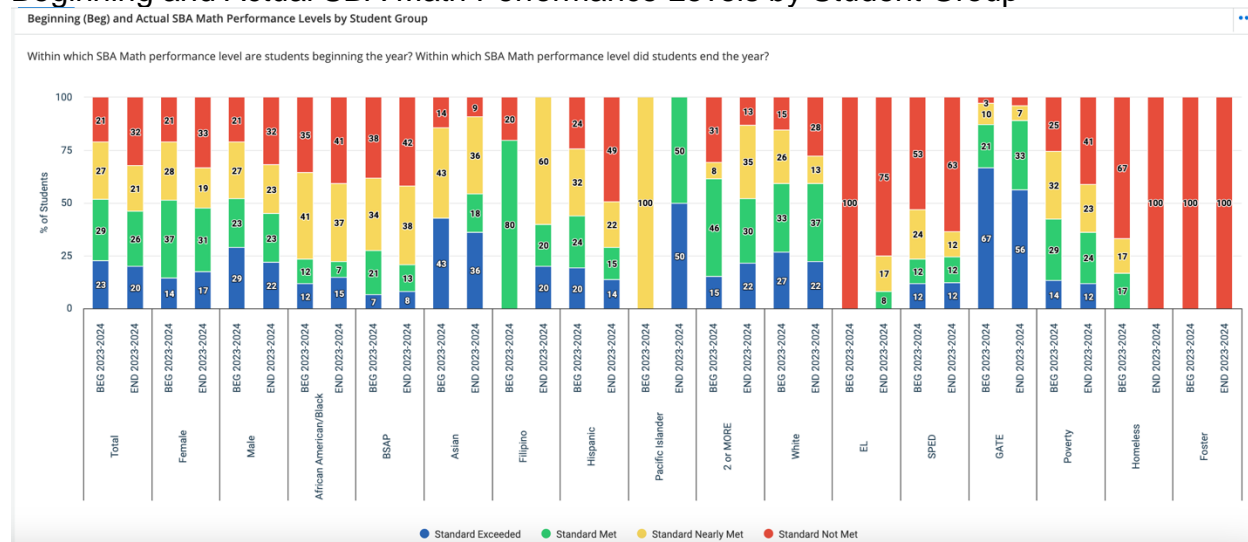
Serrania Avenue Charter for Enriched Studies is in a West San Fernando Valley suburb. Our resident families care deeply about their children's education. We became a charter to build upon current programs such as our fine arts program, technology, and science. Serrania competes to maintain its status as the highest quality education available for our community. We intend to preserve our resident population, while at the same time opening our enrollment to an even broader base of students within the District when we have the available space. By becoming a more diverse school that embraces children of all ethnic and socioeconomic backgrounds, we will foster a deeper appreciation for the diversity inherent in Los Angeles and the greater global community.

Serrania continues to demonstrate success with our GATE student performance as seen in our SBA English Language Arts and Math. Our key features of how the school builds community with stakeholders, raises funds and provides enrichment classes for our students, and is well-versed in teaching at a higher level as an SAS school, we infuse rigor into our curriculum while continually update our technology, such as 1:1 devices, Promethean Boards, an updated computer lab, and integrate technology instruction for all students. Serrania provides comprehensive programs in the arts, physical education, and STEM. To address our areas of challenge with our English Learners performing at grade level as measured in SBA English Language Arts and Math, we intend to provide a cultivating environment while meeting the needs of the whole. Through ongoing professional development, intervention, small group instruction, data analysis, progress monitoring, and a strong commitment of teachers, staff, parents, and administration, we strive to provide every student with the best educational program in a safe and nurturing learning environment.

Beginning and Actual SBA ELA Performance Levels by Student Group



Beginning and Actual SBA Math Performance Levels by Student Group



STUDENT POPULATION TO BE SERVED

Serrania is a school that enrolls children who live within our local school boundaries and non-resident students selected from our lottery. In 2024-2025, the student body of 532 students that serves TK-5th grade is approximately 35% White, 2% Asian, 27% Hispanic, 8% African American, 2% Filipino, 1% Pacific Islander, 13% Unknown, and 12% Two or More Races. English Learners comprise 12% of our total student population. Approximately 9% of students were identified as Gifted. Serrania is a school with a significant number of high-achieving and high-ability students. Our GATE population is at 9% in the 2024-2025 school year, which exceeds LAUSD's average of 6%. 57% of students are Socio-Economically Disadvantaged, and 15% as Students with Disabilities.

We are currently facing challenges with student attendance due to families taking vacations throughout the school year. To address this issue, we have hired a Pupil Services and Attendance (PSA) Counselor who works with us two days a week. To further encourage attendance, we will continue to hold weekly awards assemblies recognizing students and classrooms with perfect attendance.

Our students and parents are intensely interested in the school's enrichment programs, which promote academic support in reading, language arts, math, fine arts, music, and poetry during and after school. Over 180 students participate in our District-supported after-school programs. The Boys and Girls Club provides academic support, STEM programs, healthy lifestyle education, arts programs, and leadership and character development opportunities. The Youth Services program offers educational assistance, recreational activities, and enrichment opportunities. All programs aim to create a positive experience that encourages students to reach their fullest potential in a supportive and engaging environment.

GOALS AND PHILOSOPHY

Our Charter School educational plan allows students to achieve according to their individual abilities and learning styles by:

- Purposefully involving all stakeholders (parents, students, faculty, administration, and local community partners) in the continuous improvement and success of the Charter School.
- Emphasizing social and community values and nurturing self-esteem and respect for each other. Multidisciplinary, project-based learning encourages students to connect their learning to real-world experiences and become lifelong learners.
- Focusing on all students' social-emotional health and well-being to foster self-esteem and respect.
- Developing and advancing best practices, engaging students and parents, training teachers, promoting educational excellence, collaboration, and innovation.
- Integrating the arts, dance movement, and music into a standards-based curriculum to create a balanced child capable of reaching his/her full potential with a whole-child developmental approach.
- Including hands-on investigative learning, incorporating indoor and outdoor science and math labs, library media center, computer lab, and special off-site field trips.

Mission and Vision

Mission Statement

At Serrania Avenue Charter for Enriched Studies, our mission is to provide our students with an engaging educational experience that supports intellectual, social-emotional, and physical development.

Our Motto

“We imagine, We innovate, We inspire.”

Vision Statement

We are a community of students, staff, and parents committed to working together to develop lifelong leaders who value themselves, contribute to their community, and succeed in a 21st-century world. Serrania Avenue Charter for Enriched Studies provides an integrated core curriculum focused on independent thinking, decision-

making, problem-solving, and creativity, emphasizing community and global responsibility.

Our Vision for Student Outcomes

The curriculum for Serrania Avenue Charter for Enriched Studies will focus on a project-based learning environment that nurtures inquiry and is aligned with Common Core State Standards, California State Standards, and Next Generation Science Standards.

We envision that, as students matriculate through Serrania Avenue Charter for Enriched Studies and move on to their secondary education, they will be on the path to becoming:

- Self-directed learners with respect for themselves and others, capable of creating a vision for themselves and their future, setting priorities and achievable goals, monitoring and evaluating their progress, and assuming responsibility for their learning.
- Collaborative workers who use effective leadership and group skills to develop and manage interpersonal relationships within diverse settings.
- Scholars who will identify, critique, and persevere to make decisions and solve complex problems.
- Productive students who create intellectual, artistic, and practical products that reflect originality, high standards, and the use of multiple technologies.
- Worldwide stewards who contribute their time, energies, and talents to improving the environment and the welfare of others.

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

Education 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, biology, chemistry, 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.

At Serrania, we teach 21st-century skills vital for students to thrive in today's world. These skills encompass learning, literacy, and life skills. To prepare students for jobs in the information age, they must think critically about various issues, solve problems creatively, collaborate in teams, and communicate clearly across different media. Additionally, they must adapt to rapidly changing technologies and manage overwhelming information.

The rapid changes in our world require students to be flexible, take initiative, and exhibit leadership when needed. They must also be innovative, making meaningful contributions to the workplace. Serrania offers students relevant learning experiences that foster resourcefulness and adaptability, emphasizing the responsible and effective use of technology. In the 21st century, a well-educated individual embodies the spirit of lifelong learning, embracing change and turning challenges into opportunities in an ever-evolving landscape. Our students are prepared for college, careers, and life in a global society.

How Learning Best Occurs

Serrania believes that the best learning occurs when the community fosters a culture of education that supports the holistic development of every child. Our teachers, staff, parents, and community partners collaborate to provide our diverse student population with various learning opportunities that promote success.

1. The **Constructivist Learning Theory** emphasizes that learners build their understanding and knowledge of the world through experiences and reflection on those experiences. At Serrania students benefit from hands-on activities, collaborative projects, and real-world problem-solving tasks. These methods allow students to engage with the material and develop a deeper understanding actively.
2. Teachers implement **Differentiated Instruction** to meet their students' diverse needs. At Serrania where students come from various backgrounds and possess different learning styles, this approach ensures that each student receives personalized support. Differentiated instruction enables teachers to offer challenges that cater to students' strengths while supporting their growth in areas needing improvement.
3. Our **Social-Emotional Learning (SEL)** program focuses on enhancing students' social and emotional skills, which include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. By incorporating the District's approved Social and Emotional Learning (SEL) curriculum, we help students develop the skills necessary for academic and personal success through the Harmony Program. Harmony supports SEL by implementing daily practices and strategies that promote classroom and school-wide agreements, foster intentional relationships, and

create an inclusive community. Lessons and activities include Home School Connections and activities for families, while Harmony at Home and the Harmony Game Room app provide additional support for families.\

4. Teachers **integrate technology** in the classroom to provide students with interactive and engaging learning experiences. At Serrania educational software, online resources, and digital tools enrich learning and empower students to explore subjects innovatively.

5. Encouraging a **Growth Mindset** involves teaching students that their abilities can be developed through dedication and hard work. This concept helps students build resilience and a positive attitude toward learning, enabling them to overcome challenges and persist in their efforts.

Educators create an affirming and effective learning environment by integrating these learning theories and concepts into the curriculum and instructional practices at Serrania. This approach meets the diverse needs of our student population and prepares them to become lifelong learners.

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

At Serrania, we envision a vibrant learning environment where our entire school community collaborates to cultivate a culture of education that challenges and nurtures each student's development. Our steadfast commitment to California's Common Core State Standards and Chapter Renewal Plan guides our teaching methods, ensuring they are effective and aligned with our school's mission and vision statements.

Learning at Serrania thrives on the collaboration among teachers, parents, guardians, and community partners. United in purpose, we create an environment that embodies the values of our school, homes, and community. This shared responsibility fosters a culture of education that inspires teamwork and highlights the importance of education for every child.

Our academic objectives for all students focus on educational inquiry and enriched programs designed to foster the whole child's development. This learning approach allows students to become:

1. Self-motivated learners who create a vision for their future, set priorities and achievable goals, monitor and evaluate their progress, and take responsibility for their learning.
2. Collaborative learners who employ leadership skills to develop and maintain relationships within diverse groups.

3. Complex thinkers who can problem-solve, think critically, evaluate their own and others' reasoning, and persevere in the face of challenges.
4. Scholars who produce intelligent and artistic work that reflects originality and incorporates advanced technology are equipped for success in the 21st century.
5. Leaders within their school community who contribute their talents to improve the environment and promote the emotional well-being of all Serrania students through a peer mediation program.
6. Leaders within their broader community who recognize the emotional needs of others by engaging in activities such as organized drives to assist those in need, including donating food, clothing, and toys to underprivileged students, families, and military personnel locally and abroad.

Our students excel on standardized tests like the Standards-Based Assessment (SBA). While we acknowledge that the SBA provides only one snapshot of a child's development, we recognize that our educational goals, combined with our staff's expertise, enrichment programs, and community involvement, help us develop self-motivated, lifelong learners. Serrania students have positive role models at home, in their community, and at school who demonstrate what it means to be productive and caring citizens in the world they will inherit.

Local Control Funding Formula (LCFF)

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 | |
| To provide and maintain Basic Services for students, the charter school will assign teachers based on 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. The charter school will achieve and maintain an overall "good" rating or equivalent on annual review(s) of school facilities. | <div style="text-align: center;">Related State Priorities:</div> <div style="display: flex; justify-content: space-around;"> X 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 </div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 </div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> 3 <input type="checkbox"/> 6 </div> <div style="text-align: center; margin-top: 10px;">Local Priorities:</div> <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/>: <input type="checkbox"/>: </div> |
| Specific Annual Actions to Achieve Goal | |
| Annual review of school compliance with credentialing, assignment requirements, and teacher hiring procedures by the Principal and Plant Manager. | |

- Annual Williams instructional materials review and certification process
- Annual school verification rosters
- Annual budget review and planning to ensure funds are available for instructional materials
- Internal and/or District annual review(s) of the state and condition of its facilities
- Ongoing maintenance and repair log, with bi-annual inspection of school facilities by Plant Manager and Principal
- Quarterly review of ELD and special education programs to identify and obtain all instructional materials needed, done by the Principal, APEIS, and EL Designee

Expected Annual Measurable Outcomes

Outcome #1: The charter school will assign 100% of teachers according to their credentials, including subject matter and EL authorizations.

Metric/Method for Measuring:

Annual Review of School Compliance with Credentialing and Assignment Requirements

*Student group not numerically significant at this time

| APPLICABLE STUDENT GROUPS | Baseline (Based on most recent data available) | 2024-2025 | 2025-2026 | 2026-2027 (Not applicable if categorized as Low Performing) | 2027-2028 (Not applicable if categorized as Low Performing) | 2028-2029 (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 | 100% | 100% | 100% | 100% | 100% | 100% |
| 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 | 100% | 100% | 100% | 100% | 100% | 100% |
| White Students | 100% | 100% | 100% | 100% | 100% | 100% |

Outcome #2: The charter school will achieve and maintain an overall “good” rating or better on annual review(s) of school facilities.

*Student group not numerically significant at this time

[illegible]

| | | | | | | |
|--|--|--|--|--|--|--|
| English Learners Students | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> |
| Socioeconomically Disadvantaged Students | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> |
| Foster Youth Students | * | * | * | * | * | * |
| Students with Disabilities | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> |
| African American Students | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> |
| American Indian/Alaska Native Students | * | * | * | * | * | * |
| Asian Students | * | * | * | * | * | * |
| Filipino Students | * | * | * | * | * | * |
| Latino Students | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> |
| Native Hawaiian/Pacific Islander Students | * | * | * | * | * | * |
| Students of Two or More Races | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> |
| White Students | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> | <i>"Good" or Better Rating</i> |

Outcome #3:

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.

Metric/Method for Measuring:

Quarterly audits on Destiny. Annual Williams Instructional Materials Review and Certification Process.

*Student group not numerically significant at this time

| APPLICABLE STUDENT GROUPS | Baseline (Based on most recent data available) | 2024-2025 | 2025-2026 | 2026-2027 (Not applicable if categorized as Low Performing) | 2027-2028 (Not applicable if categorized as Low Performing) | 2028-2029 (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 | 100% | 100% | 100% | 100% | 100% | 100% |
| 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 | 100% | 100% | 100% | 100% | 100% | 100% |
| White Students | 100% | 100% | 100% | 100% | 100% | 100% |

| GOAL #2 | | | | | | |
|---|--|-----------------------|-----------------------|---|---|---|
| 100% of teachers will provide high-quality instruction within their classrooms to ensure the effective implementation of the California Content Standards. To provide high-quality instruction, the charter school will build teacher capacity through research-based professional development. | Related State Priorities: <input type="checkbox"/> X 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> X 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 | | | | | |
| | Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : | | | | | |
| Specific Annual Actions to Achieve Goal | | | | | | |
| <ul style="list-style-type: none"> Yield improved academic performance outcomes for all students, including English Learners. Set internal benchmark performance targets. Design and deliver appropriate professional development opportunities for teachers to attend training on Common Core implementation strategies for ELA, Mathematics, and GATE lesson design and delivery, focusing on critical thinking, problem solving, and real-world applications. Teachers will implement a high-quality education throughout the year, utilizing the various scaffolds and differentiations to ensure access to the California content standards. The school will evaluate each professional development and training. The administration will provide support and conduct classroom observations to provide actionable feedback to improve the quality of instruction. | | | | | | |
| Expected Annual Measurable Outcomes | | | | | | |
| Outcome #1: The charter school will annually increase the percentage of students achieving “Met” or equivalent on SBA English Language Arts and Mathematics assessments. | | | | | | |
| Metric/Method for Measuring: SBA summative assessment results *Student group not numerically significant at this time | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | 2024-2025 | 2025-2026 | 2026-2027 <small>(Not applicable if categorized as Low Performing)</small> | 2027-2028 <small>(Not applicable if categorized as Low Performing)</small> | 2028-2029 <small>(Not applicable if categorized as Low Performing)</small> |
| All Students (Schoolwide) | ELA: 51% Math: 46% | ELA: 54% Math: 49% | ELA: 57% Math: 52% | ELA: 60% Math: 55% | ELA: 63% Math: 58% | ELA: 66% Math: 61% |
| English Learners Students | ELA: 6% Math: 15% | ELA: 9% Math: 18% | ELA: 12% Math: 21% | ELA: 15% Math: 24% | ELA: 18% Math: 27% | ELA: 21% Math: 30% |
| Socioeconomically Disadvantaged Students | ELA: 43% Math: 32% | ELA: 46% Math: 35% | ELA: 49% Math: 38% | ELA: 52% Math: 41% | ELA: 55% Math: 44% | ELA: 58% Math: 47% |
| Foster Youth Students | * | * | * | * | * | * |

| | | | | | | |
|---|---|---|---|---|---|---|
| Students with Disabilities | <i>ELA:</i> 23% <i>Math:</i> 27% | <i>ELA:</i> 26% <i>Math:</i> 30% | <i>ELA:</i> 29% <i>Math:</i> 33% | <i>ELA:</i> 32% <i>Math:</i> 36% | <i>ELA:</i> 35% <i>Math:</i> 39% | <i>ELA:</i> 38% <i>Math:</i> 42% |
| African American Students | <i>ELA:</i> 28% <i>Math:</i> 21% | <i>ELA:</i> 31% <i>Math:</i> 24% | <i>ELA:</i> 34% <i>Math:</i> 27% | <i>ELA:</i> 37% <i>Math:</i> 30% | <i>ELA:</i> 40% <i>Math:</i> 33% | <i>ELA:</i> 43% <i>Math:</i> 36% |
| American Indian/Alaska Native Students | * | * | * | * | * | * |
| Asian Students | * | * | * | * | * | * |
| Filipino Students | * | * | * | * | * | * |
| Latino Students | <i>ELA:</i> 38% <i>Math:</i> 28% | <i>ELA:</i> 41% <i>Math:</i> 31% | <i>ELA:</i> 44% <i>Math:</i> 34% | <i>ELA:</i> 47% <i>Math:</i> 37% | <i>ELA:</i> 50% <i>Math:</i> 40% | <i>ELA:</i> 53% <i>Math:</i> 43% |
| Native Hawaiian/Pacific Islander Students | * | * | * | * | * | * |
| Students of Two or More Races | <i>ELA:</i> 55% <i>Math:</i> 43% | <i>ELA:</i> 58% <i>Math:</i> 46% | <i>ELA:</i> 61% <i>Math:</i> 49% | <i>ELA:</i> 64% <i>Math:</i> 52% | <i>ELA:</i> 67% <i>Math:</i> 55% | <i>ELA:</i> 70% <i>Math:</i> 58% |
| White Students | <i>ELA:</i> 60% <i>Math:</i> 59% | <i>ELA:</i> 63% <i>Math:</i> 62% | <i>ELA:</i> 66% <i>Math:</i> 65% | <i>ELA:</i> 69% <i>Math:</i> 68% | <i>ELA:</i> 72% <i>Math:</i> 71% | <i>ELA:</i> 75% <i>Math:</i> 74% |

Outcome #2: English Learners will meet annual AMAO 1 Targets: ELPI progress

Metric/Method for Measuring: Constant monitoring of English Learner Monitoring Rosters, RFEP Monitoring rosters, and Potential Reclassification Rosters. Monthly SSPT meetings to track students meeting and not meeting AMAO 1 Targets.

| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | 2024-2025 | 2025-2026 | 2026-2027 <small>(Not applicable if categorized as Low Performing)</small> | 2027-2028 <small>(Not applicable if categorized as Low Performing)</small> | 2028-2029 <small>(Not applicable if categorized as Low Performing)</small> |
|---|--|-----------|-----------|---|---|---|
| All Students (Schoolwide) | N/A | N/A | N/A | N/A | N/A | N/A |
| English Learners Students | 35.5% | 40% | 45% | 50% | 55% | 60% |
| Socioeconomically Disadvantaged Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Foster Youth Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A | N/A |
| African American Students | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaska Native Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Latino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian/Pacific Islander Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Students of Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A |
| White Students | N/A | N/A | N/A | N/A | N/A | N/A |

GOAL #3

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

Related State Priorities:

- ☐ 1 ☐ 4 ☐ 7
☐ 2 ☐ 5 ☐ 8
☒ 3 ☐ 6

Local Priorities:

- ☐ :
☐ :

Specific Annual Actions to Achieve Goal

Maintain an effective program for parent and family involvement that includes:

- meaningful opportunities for providing and gathering parental input
- involving parent stakeholders in sharing and receiving information
- teaching and learning how to support the educational program

Expected Annual Measurable Outcomes

Outcome #1

Percentage of parents completing the School Experience Survey annually

Metric/Method for Measuring:

School Experience Survey and Local Data (sign-ins and school surveys)

| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | 2024-2025 | 2025-2026 | 2026-2027 <small>(Not applicable if categorized as Low Performing)</small> | 2027-2028 <small>(Not applicable if categorized as Low Performing)</small> | 2028-2029 <small>(Not applicable if categorized as Low Performing)</small> |
|---|--|-----------|-----------|---|---|---|
| All Students (Schoolwide) | 69% <i>(all parents)</i> | 71% | 73% | 75% | 77% | 79% |
| English Learners Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Foster Youth Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A | N/A |
| African American Students | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaska Native Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Latino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian/Pacific Islander Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Students of Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A |
| White Students | N/A | N/A | N/A | N/A | N/A | N/A |

Outcome #2:

Percentage of parents who feel they are a partner with this school in decisions made about my child's education.

Metric/Method for Measuring:

School Experience Survey and Local Data (sign-ins and school surveys)

| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | 2024-2025 | 2025-2026 | 2026-2027 <small>(Not applicable if categorized as Low Performing)</small> | 2027-2028 <small>(Not applicable if categorized as Low Performing)</small> | 2028-2029 <small>(Not applicable if categorized as Low Performing)</small> |
|---|--|-----------|-----------|---|---|---|
| All Students (Schoolwide) | 64% <i>(all parents)</i> | 67% | 70% | 73% | 76% | 79% |
| English Learners Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Foster Youth Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A | N/A |
| African American Students | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaska Native Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Latino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian/Pacific Islander Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Students of Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A |
| White Students | N/A | N/A | N/A | N/A | N/A | N/A |

Outcome #3:

Percentage of parents trained on academic initiatives by providing at least four workshops annually.

Metric/Method for Measuring:

School Experience Survey

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

| GOAL #4 | | | | | | |
|--|---|-----------|-----------|--|--|--|
| The charter school will annually increase the number of students achieving proficiency level and above as measured by the SBA English Language Arts and Mathematics assessments and increase the number of English Learners who reclassify as Reclassified Fluent English Proficient. | Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 | | | | | |
| | Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : | | | | | |
| Specific Annual Actions to Achieve Goal | | | | | | |
| <ul style="list-style-type: none"> The charter school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program to (1) yield improved academic performance outcomes for all students, including English Learners, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development Provide or obtain training for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, focusing on critical thinking, problem-solving, and real-world applications. Monitor Long Term English Learners (LTEs) progress (Language Acquisition Team) Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas | | | | | | |
| Expected Annual Measurable Outcomes | | | | | | |
| Outcome #1: The percentage of students who met standard/exceeded standard in Language Arts on the CAASPP/SBAC | | | | | | |
| Metric/Method for Measuring: California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment *Student group not numerically significant at this time | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline (Based on most recent data available) | 2024-2025 | 2025-2026 | 2026-2027 (Not applicable if categorized as Low Performing) | 2027-2028 (Not applicable if categorized as Low Performing) | 2028-2029 (Not applicable if categorized as Low Performing) |
| All Students (Schoolwide) | 51% | 54% | 57% | 60% | 63% | 66% |
| English Learners Students | 6% | 9% | 12% | 15% | 18% | 21% |
| Socioeconomically Disadvantaged Students | 43% | 46% | 49% | 52% | 55% | 58% |
| Foster Youth Students | * | * | * | * | * | * |
| Students with Disabilities | 23% | 26% | 29% | 32% | 35% | 38% |
| African American Students | 28% | 31% | 34% | 37% | 40% | 43% |
| American Indian/Alaska Native Students | * | * | * | * | * | * |
| Asian Students | * | * | * | * | * | * |
| Filipino Students | * | * | * | * | * | * |
| Latino Students | 38% | 41% | 44% | 47% | 50% | 53% |
| Native Hawaiian/Pacific Islander | * | * | * | * | * | * |

| | | | | | | |
|-------------------------------|-----|-----|-----|-----|-----|-----|
| Students | | | | | | |
| Students of Two or More Races | 55% | 58% | 61% | 64% | 67% | 70% |
| White Students | 60% | 63% | 66% | 69% | 72% | 75% |

Outcome #2:

The percentage of students who met standard/exceeded standard in Mathematics on the CAASP/SBA

Metric/Method for Measuring:

California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment

*Student group not numerically significant at this time

| APPLICABLE STUDENT GROUPS | Baseline (Based on most recent data available) | 2024-2025 | 2025-2026 | 2026-2027 (Not applicable if categorized as Low Performing) | 2027-2028 (Not applicable if categorized as Low Performing) | 2028-2029 (Not applicable if categorized as Low Performing) |
|---|---|-----------|-----------|--|--|--|
| All Students (Schoolwide) | 46% | 49% | 52% | 55% | 58% | 61% |
| English Learners Students | 15% | 18% | 21% | 24% | 27% | 30% |
| Socioeconomically Disadvantaged Students | 32% | 35% | 38% | 41% | 44% | 47% |
| Foster Youth Students | No Data | No Data | No Data | No Data | No Data | No Data |
| Students with Disabilities | 27% | 30% | 33% | 36% | 39% | 42% |
| African American Students | 21% | 24% | 27% | 30% | 33% | 36% |
| American Indian/Alaska Native Students | No Data | No Data | No Data | No Data | No Data | No Data |
| Asian Students | 55% | 58% | 61% | 64% | 67% | 70% |
| Filipino Students | No Data | No Data | No Data | No Data | No Data | No Data |
| Latino Students | 28% | 31% | 34% | 37% | 40% | 43% |
| Native Hawaiian/Pacific Islander Students | No Data | No Data | No Data | No Data | No Data | No Data |
| Students of Two or More Races | 43% | 46% | 49% | 52% | 55% | 58% |
| White Students | 59% | 62% | 65% | 68% | 71% | 74% |

Outcome #3:

Increase the number of English Learners who reclassify as Reclassified Fluent English Proficient

Metric/Method for Measuring:

Reclassification data

*Student group not numerically significant at this time

| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | 2024-2025 | 2025-2026 | 2026-2027 <small>(Not applicable if categorized as Low Performing)</small> | 2027-2028 <small>(Not applicable if categorized as Low Performing)</small> | 2028-2029 <small>(Not applicable if categorized as Low Performing)</small> |
|---|--|-----------|-----------|---|---|---|
| All Students (Schoolwide) | N/A | N/A | N/A | N/A | N/A | N/A |
| English Learners Students | 18% | 20% | 22% | 24% | 26% | 28% |
| Socioeconomically Disadvantaged Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Foster Youth Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A | N/A |
| African American Students | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaska Native Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Latino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian/Pacific Islander Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Students of Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A |
| White Students | N/A | N/A | N/A | N/A | N/A | N/A |

| GOAL #5 | | | | | | |
|---|---|-----------|-----------|---|---|---|
| The charter school will annually increase student attendance and decrease chronic absenteeism to foster student engagement and positive student outcomes. | <div style="border-bottom: 1px solid black; padding-bottom: 5px;"> Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> X 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 </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"> Increase annually the percentage of students attending 173-180 days Maintain attendance incentive programs Utilize PSA counselors to contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership regarding attendance Decrease the number of students missing 16 or more school days each year Conduct monthly recognition, attendance, and awards assemblies Conduct SSPT for students with chronic absenteeism to provide intervention services and referrals | | | | | | |
| Expected Annual Measurable Outcomes | | | | | | |
| Outcome #1: The charter school will annually increase the number of students that attend 173-180 days each school year (i.e. achieve individual attendance rates of 96% or higher). Metric/Method for Measuring: Student Attendance Rates *Student group not numerically significant at this time | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | 2024-2025 | 2025-2026 | 2026-2027 <small>(Not applicable if categorized as Low Performing)</small> | 2027-2028 <small>(Not applicable if categorized as Low Performing)</small> | 2028-2029 <small>(Not applicable if categorized as Low Performing)</small> |
| All Students (Schoolwide) | 41% | 42% | 43% | 44% | 45% | 46% |
| English Learners Students | 42% | 43% | 44% | 45% | 46% | 47% |
| Socioeconomically Disadvantaged Students | 28% | 29% | 30% | 31% | 32% | 33% |
| Foster Youth Students | No Data | No Data | No Data | No Data | No Data | No Data |
| Students with Disabilities | 32% | 33% | 34% | 35% | 36% | 37% |
| African American Students | 36% | 37% | 38% | 39% | 40% | 41% |
| American Indian/Alaska Native Students | No Data | No Data | No Data | No Data | No Data | No Data |
| Asian Students | 79% | 80% | 81% | 82% | 83% | 84% |
| Filipino Students | 50% | 51% | 52% | 53% | 54% | 55% |
| Latino Students | 38% | 39% | 40% | 41% | 42% | 43% |
| Native Hawaiian/Pacific Islander Students | 25% | 26% | 27% | 28% | 29% | 30% |
| Students of Two or More Races | 45% | 46% | 47% | 48% | 49% | 50% |
| White Students | 43% | 44% | 45% | 46% | 47% | 48% |

Outcome #2:

The charter school will decrease annually the number of students with chronic absenteeism (missing 16 days or more each school year or an attendance rate of 91% or lower schoolwide).

Metric/Method for Measuring:

Student Attendance Rate

*Student group not numerically significant at this time

| APPLICABLE STUDENT GROUPS | Baseline (Based on most recent data available) | 2024-2025 | 2025-2026 | 2026-2027 (Not applicable if categorized as Low Performing) | 2027-2028 (Not applicable if categorized as Low Performing) | 2028-2029 (Not applicable if categorized as Low Performing) |
|---|---|-----------|-----------|--|--|--|
| All Students (Schoolwide) | 29% | 28% | 27% | 26% | 25% | 24% |
| English Learners Students | 45% | 44% | 43% | 42% | 41% | 40% |
| Socioeconomically Disadvantaged Students | 18% | 17% | 16% | 15% | 14% | 13% |
| Foster Youth Students | No Data | No Data | No Data | No Data | No Data | No Data |
| Students with Disabilities | 38% | 37% | 36% | 35% | 34% | 33% |
| African American Students | 32% | 31% | 30% | 29% | 28% | 27% |
| American Indian/Alaska Native Students | No Data | No Data | No Data | No Data | No Data | No Data |
| Asian Students | 7% | 6% | 5% | 4% | 3% | 2% |
| Filipino Students | 13% | 12% | 11% | 10% | 9% | 8% |
| Latino Students | 34% | 33% | 32% | 31% | 30% | 29% |
| Native Hawaiian/Pacific Islander Students | 25% | 24% | 23% | 22% | 21% | 20% |
| Students of Two or More Races | 29% | 28% | 27% | 26% | 25% | 24% |
| White Students | 26% | 25% | 24% | 23% | 22% | 21% |

| GOAL #6 | | | | | | |
|--|--|-----------|-----------|---|---|---|
| <p>The charter school will annually increase the percentage of parents, students, and staff participating in the school experience survey and maintain a 0% suspension and expulsion rate.</p> <ul style="list-style-type: none"> • Increase the number of students participating in the school experience survey annually by providing classrooms with the time and technology needed. • Increase annually the number of school staff members participating in the school experience survey by providing them with the time and technology needed to do so. • Conduct workshops for parents to understand the importance of the school experience survey. • Maintain a 0% suspension and expulsion rate by implementing restorative justice practices across the charter school | <p>Related State Priorities:</p> <div> <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 </div> <div> <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 </div> <div> <input type="checkbox"/> 3 <input checked="" type="checkbox"/> X 6 </div> | | | | | |
| | <p>Local Priorities:</p> <div> <input type="checkbox"/>: </div> <div> <input type="checkbox"/>: </div> | | | | | |
| Specific Annual Actions to Achieve Goal | | | | | | |
| <ul style="list-style-type: none"> • Conduct multiple workshops before and during the school survey window to increase the percentage of parents filling out the school experience survey annually. | | | | | | |
| Expected Annual Measurable Outcomes | | | | | | |
| <p>Outcome #1:</p> <p>The charter school will increase the number of parents and students participating in the school experience survey annually.</p> | | | | | | |
| <p>Metric/Method for Measuring:</p> <p>School Report Card</p> <p>*Student group not numerically significant at this time</p> | | | | | | |
| Baseline | Baseline <small>(Based on most recent data available)</small> | 2024-2025 | 2025-2026 | 2026-2027 <small>(Not applicable if categorized as Low Performing)</small> | 2027-2028 <small>(Not applicable if categorized as Low Performing)</small> | 2028-2029 <small>(Not applicable if categorized as Low Performing)</small> |
| All Students (Schoolwide) | 95% | 96% | 97% | 98% | 99% | 100% |
| English Learners Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Foster Youth Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A | N/A |
| African American Students | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaska Native Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Latino Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian/Pacific Islander Students | N/A | N/A | N/A | N/A | N/A | N/A |
| Students of Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A |
| White Students | N/A | N/A | N/A | N/A | N/A | N/A |

Outcome #2:

The charter school will maintain annually the 0% rate of students being suspended or expelled from school.

Metric/Method for Measuring:

School Report Card, School Demographics Online, MyData

*Student group not numerically significant at this time

| APPLICABLE STUDENT GROUPS | Baseline <small>(Based on most recent data available)</small> | 2024-2025 | 2025-2026 | 2026-2027 <small>(Not applicable if categorized as Low Performing)</small> | 2027-2028 <small>(Not applicable if categorized as Low Performing)</small> | 2028-2029 <small>(Not applicable if categorized as Low Performing)</small> |
|---|--|-----------|-----------|---|---|---|
| All Students (Schoolwide) | 0.5% | 0% | 0% | 0% | 0% | 0% |
| English Learners Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Socioeconomically Disadvantaged Students | 0.6% | 0% | 0% | 0% | 0% | 0% |
| Foster Youth Students | No Data | No Data | No Data | No Data | No Data | No Data |
| Students with Disabilities | 1.9% | 0% | 0% | 0% | 0% | 0% |
| African American Students | 1.5% | 0% | 0% | 0% | 0% | 0% |
| American Indian/Alaska Native Students | No Data | No Data | No Data | No Data | No Data | No Data |
| Asian Students | No Data | No Data | No Data | No Data | No Data | No Data |
| Filipino Students | No Data | No Data | No Data | No Data | No Data | No Data |
| Latino Students | 0% | 0% | 0% | 0% | 0% | 0% |
| Native Hawaiian/Pacific Islander Students | No Data | No Data | No Data | No Data | No Data | No Data |
| Students of Two or More Races | 0% | 0% | 0% | 0% | 0% | 0% |
| White Students | 0.8% | 0% | 0% | 0% | 0% | 0% |

LCFF STATE PRIORITIES-COURSE ACTION

LCFF STATE PRIORITIES-COURSE ACCESS

GOAL #7

The 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, Art Physical Education) to **100% of its students** every year.

Related State Priorities:

☐ 1 ☐ 4 ☒ 7
☐ 2 ☐ 5 ☐ 8
☐ 3 ☐ 6

Local Priorities:

☐ :
☐ :

Specific Annual Actions to Achieve Goal

- Conduct an annual review of the school's master schedule, student schedules, and other information.
- Classroom daily schedules will be posted for all core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program (Science Lab, Art, P.E., Media Lab, Dance, Music)

Expected Annual Measurable Outcomes

Outcome #1: The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science to **100% of its students** every year.

Metric/Method for Measuring: Method for Measuring: Annual Review of Master Schedule and Student Schedules

| APPLICABLE STUDENT GROUPS | Baseline | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 |
|---------------------------|----------|-----------|-----------|-----------|-----------|-----------|
|---------------------------|----------|-----------|-----------|-----------|-----------|-----------|

*Student group not numerically significant at this time

| | | | | | | |
|--|--|--|--|--|--|--|
| All Students (Schoolwide) | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects |
| English Learners | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects |
| Socioeconomically Disadvantaged Students | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects |
| Foster Youth | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects |
| Students with Disabilities | Maintain 100% of students having | Maintain 100% of students having access to | Maintain 100% of students having | Maintain 100% of students | Maintain 100% of students having access | Maintain 100% of students having access |

| | access to the core subjects | the core subjects | access to the core subjects | having access to the core subjects | to the core subjects | to the core subjects |
|--|--|--|--|--|--|--|
| African American Students | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects |
| American Indian/Alaska Native Students | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects |
| Asian Students | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects |
| Filipino Students | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects |
| Latino Students | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects |
| Native Hawaiian/Pacific Islander Students | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects |
| Native Hawaiian/Pacific Islander Students | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects |
| Students of Two or More Races | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects |
| White Students | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects |
| Outcome #2: The school will offer a comprehensive enrichment program (Science Lab, Media Lab, Dance, Music) to 100% of its students every year. | | | | | | |
| Metric/Method for Measuring: California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC) | | | | | | |
| *Student group not numerically significant at this time | | | | | | |
| APPLICABLE STUDENT GROUPS | Baseline | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 |

[illegible]

| | | | | | | |
|-------------------|--|--|--|--|--|--|
| Filipino Students | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program |
| Latino Students | Maintain 100% of students having access to the | Maintain 100% of students having access to | Maintain 100% of students having access to the | Maintain 100% of students | Maintain 100% of students having access | Maintain 100% of students having access |

| | | | | | | |
|---|--|--|--|--|--|--|
| | school's enrichment program | the school's enrichment program | school's enrichment program | having access to the school's enrichment program | to the school's enrichment program | to the school's enrichment program |
| Native Hawaiian/Pacific Islander Students | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program |
| Students of Two or More Races | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program |

LCFF STATE PRIORITIES-COURSE ACTION

LCFF STATE PRIORITIES-COURSE ACCESS

GOAL #7

The 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, Art Physical Education) to **100% of its students** every year.

Related State Priorities:

- ☐ 1 ☐ 4 ☒ 7
☐ 2 ☐ 5 ☐ 8
☐ 3 ☐ 6

Local Priorities:

- ☐ :
☐ :

Specific Annual Actions to Achieve Goal

- Conduct an annual review of the school's master schedule, student schedules, and other information.
- Classroom daily schedules will be posted for all core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program (Science Lab, Art, P.E., Media Lab, Dance, Music)

Expected Annual Measurable Outcomes

Outcome #1: The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science to **100% of its students** every year.

Metric/Method for Measuring: Method for Measuring: Annual Review of Master Schedule and Student Schedules

| APPLICABLE STUDENT GROUPS | Baseline | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 |
|---------------------------|--|--|--|--|--|--|
| All Students (Schoolwide) | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects | Maintain 100% of students having access to the core subjects |
| English Learners | Maintain 100% of students having | Maintain 100% of students having access to | Maintain 100% of students having | Maintain 100% of students | Maintain 100% of students having access | Maintain 100% of students having access |

[illegible]

Outcome #2: The school will offer a comprehensive enrichment program (Science Lab, Media Lab, Dance, Music) to 100% of its students every year.

[illegible]

| | | | | | | |
|---|--|--|--|--|--|--|
| | | | | enrichment program | | |
| Latino Students | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program |
| Native Hawaiian/Pacific Islander Students | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program |
| Students of Two or More Races | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program |
| White Students | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program | Maintain 100% of students having access to the school's enrichment program |

SERRANIA AVENUE CHARTER FOR ENRICHED STUDIES

LCFF STATE PRIORITIES-OTHER STUDENT OUTCOMES

GOAL # 8

The charter school will continue to advance in the areas of study by offering a comprehensive schoolwide enrichment program in Engineering, Robotics, Technology, Art, Dance, Music, and Physical Education. 100% of students will have access to the charter school's wide enrichment programs every year.

Related State Priorities:

- ☐ 1 ☐ 4 ☐ 7
☐ 2 ☐ 5 ☒ 8
☐ 3 ☐ 6

Local Priorities:

- ☐:
☐:

Specific Annual Actions to Achieve Goal

- Provide and maintain a full-time computer lab teacher, science lab teacher, Art teacher, dance teacher, and Physical Education Teacher.
- The school will maintain a school-funded Engineering instructor.
- Continue on-site training for teachers and paraprofessionals in the arts and Next Generation Science Standards via the Instructional Leadership Team (ILT) and other Charter Committees, such as Teamwork, Community, Enrichment, Achievement, and STEM.

Expected Annual Measurable Outcomes

Outcome #1: The charter school will monitor monthly enrichment teacher meetings with the content area teachers to align rigorous curriculum that exceeds the State Content Standards.

Metric/Method for Measuring: Teacher/Parent Surveys, Student Work Samples, Classroom Visits, Participation Logs, Schedules, and monthly meetings between content area teachers and enrichment teachers.

*Student group not numerically significant at this time

| APPLICABLE STUDENT GROUPS | Baseline | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 |
|---|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 100% | 100% | 100% | 100% | 100% | 100% |
| English Learners | 100% | 100% | 100% | 100% | 100% | 100% |
| Socioeconomically Disadvantaged Students | 100% | 100% | 100% | 100% | 100% | 100% |
| Foster Youth | * | * | * | * | * | * |
| Students with Disabilities | 100% | 100% | 100% | 100% | 100% | 100% |
| African American Students | 100% | 100% | 100% | 100% | 100% | 100% |
| 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 | 100% | 100% | 100% | 100% | 100% | 100% |
| White Students | 100% | 100% | 100% | 100% | 100% | 100% |

Outcome #2: The charter school will annually increase the number of students achieving benchmarks in schoolwide, districtwide, and statewide assessments due to the direct exposure and engagement in problem-solving and creative thinking skills found across these enrichment programs.

Metric/Method for Measuring: School/ District/State-Based Performance Assessments

*Student group not numerically significant at this time

| APPLICABLE STUDENT GROUPS | Baseline | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 |
|---|----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide) | 66% | 68% | 69% | 70% | 71% | 72% |
| English Learners | 12% | 14% | 15% | 16% | 17% | 18% |
| Socioeconomically Disadvantaged Students | 56% | 58% | 59% | 60% | 61% | 62% |
| Foster Youth | * | * | * | * | * | * |
| Students with Disabilities | 25% | 27% | 28% | 29% | 30% | 31% |
| African American Students | 59% | 61% | 62% | 63% | 64% | 65% |
| American Indian/Alaska Native Students | * | * | * | * | * | * |
| Asian Students | * | * | * | * | * | * |
| Filipino Students | * | * | * | * | * | * |
| Latino Students | 52% | 54% | 55% | 56% | 57% | 58% |
| Native Hawaiian/Pacific Islander Students | * | * | * | * | * | * |

| | | | | | | |
|-------------------------------|-----|-----|-----|-----|-----|-----|
| Students of Two or More Races | 60% | 62% | 63% | 64% | 65% | 66% |
| White Students | 68% | 70% | 71% | 72% | 73% | 74% |

INSTRUCTIONAL DESIGN

Framework and Teaching Methodology

At Serrania Avenue Charter for Enriched Studies, our dedicated teachers use methodologies that focus on differentiated, experiential, inquiry-based instruction and project-based research units within cooperative group settings.

Our teachers collaborate with grade-level experts and instructional leaders who are knowledgeable in various subject areas to facilitate professional development. All teaching methods are supported by authentic assessments aligned with the Common Core State Standards (CCSS), California State Standards (CSS), and Next Generation Science Standards (NGSS). We utilize district-wide assessments, teacher-created performance assessments, and publisher assessments to collect valuable data. This data illuminates the path to effective instruction, inspires innovative teaching methodologies, and guides the selection of curriculum materials to enhance student learning. Our commitment demonstrates a dedication to providing high-quality, inclusive, and effective education for all students at Serrania.

Instructional Framework

Serrania Charter School's curriculum is based on CCSS, CSS, NGSS, and associated frameworks in Language Arts, ELD, Mathematics, Science, Social Studies, Visual and Performing Arts, Technology, and Physical Education. Our students are best served through a balanced program combining curriculum-centered and student-centered instruction.

Our direct instruction, guided practice, and skills learned through multidisciplinary selection ensure that our students are exposed to all Common Core, LAUSD, and state standards. Serrania utilizes brain-based research to address multiple intelligences through the use of open-ended inquiry as well as project-based learning, which leads to self-motivated, well-balanced, college and career-ready lifelong learners. Integrating these modalities has proven to engage our students, allowing them to become analytical, creative thinkers.

At Serrania, 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

Our teaching methodologies are centered around differentiated and inquiry-based instruction. Marti (2025) highlighted effective methods for student success in 2025. He discussed what many educators intuitively understand. When learning is connected to real-life experiences, students are more likely to apply and retain information meaningfully. Our approach incorporates authentic assessments, utilizing tools from LAUSD, teacher-created assessments, performance evaluations, and publisher assessments.

Our teachers employ experimental and open-ended inquiry and project-based learning to address multiple intelligences to help students become self-motivated, well-rounded, competent, and lifelong learners. When students formulate their questions, they become more actively engaged in reading and are driven by their curiosity rather than solely by the teacher's direction.

Our standard methodologies include:

1. ***Academic Rigor and Higher-Level Thinking Skills***—Teachers design engaging and meaningful lessons. Students are challenged to make higher-level connections to real-world situations and conceptual knowledge. Students engage in inquiry-based lessons to develop a deeper understanding of academic concepts.
2. **Set Clear Learning Objectives:** Clearly define what students are expected to learn and achieve.
3. **Use Active Learning Techniques:** Engage students in the learning process through discussions, problem-solving, and experiential hands-on activities.
4. **Provide Regular Feedback:** Help students identify areas for improvement and track their progress over time with opportunities to self-assess using criteria charts and rubrics.
5. **Encourage Collaboration:** Foster community and teamwork among students using cooperative learning groups.
6. **Utilize Technology to Enhance Learning:** Leverage digital tools and resources to support student learning and integrating STEM practices.
7. **Differentiate Instruction:** Tailor teaching methods to meet the diverse needs of students.
8. **Foster a Growth Mindset:** Encourage students to see challenges as opportunities for growth and development.
9. **Use Assessment Data to Inform Instruction:** Analyze data to identify areas where students need additional support and adjust teaching strategies accordingly.
10. **Create a Positive Learning Environment:** Establish a supportive and inclusive classroom atmosphere.
11. **Stay Up-to-Date with Best Practices:** Continuously update teaching methods and strategies to reflect the latest research and trends.

12. Direct Instruction—Teachers provide strategically planned direct instruction using technology and multiple modality techniques appropriate to their students' developmental needs to teach standards-based lessons.

13. Guided and Independent Practice—Teachers give students adequate time to demonstrate their understanding of the concepts or skills being taught using a variety of learning modalities and manipulatives, enabling each student to achieve success.

14. Teachers use **Norman Webb's Depth of Knowledge** and **Sandra Kaplan's** strategies to differentiate lessons for varied groups of learners.

15. Integration of the Arts - The Arts are a key component of our school. Teachers and curriculum specialists use drama, dance, music (vocal and instrumental), and visual arts to enhance and deepen the learning experience across the curriculum.

Adhering to the proposed instructional framework and teaching methodologies ensures Serrania teachers can successfully meet the needs of all students, including the following subgroups: GATE, Students with Special Needs, English Learners, and Socioeconomically Disadvantaged. The key features of Serrania are that we build a strong community with all stakeholders, we provide students with enrichment, and offer a competitive School for Advanced Studies program. These key features are seen in different areas throughout the petition in the ways Serrania involves parents, provides enrichment during and after school, and the training our teachers have to support and challenge students identified as gifted or SAS. Further details are provided in the community section on page 5._____

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.

Goals of Content Areas

The teachers at Serrania have embraced the implementation of the Common Core State Standards through differentiated professional development opportunities. We constantly strive to improve instruction by remaining up to date with research-based instructional strategies to meet the standards as stated in our vision.

The scope and sequence of skills taught across grade levels and subjects that our school plans to implement are outlined below. *Cross-grade-level planning addresses all Common Core State Standards and California State Standards, ensuring students receive consistent instruction.*

Language Arts

Student-related goals are to:

- Develop critical reading skills.

- Critique, justify, and theorize in compositions/writing across disciplines.
- Demonstrate critical thinking skills in conjunction with the Depth and Complexity curriculum, Jo Boaler's research and lessons, and Byrdseed TV to complement our curriculum.

Teacher-related goals are to:

- Utilize a rigorous curriculum, Core Knowledge Language Arts, that exceeds CCSS for TK-5 language arts.
- Develop students' reading, writing, listening and speaking skills to support academics across disciplines.
- Enhance reading using Literature Circles, Classics, Core Literature, and Newsela.
- Implement a school-wide writing program. This will allow students to theorize and justify their thinking across all genres of writing while also allowing them to write across the curriculum.
- Build upon students' grammar, spelling, speaking, and active listening skills through direct instruction, vocabulary development, and integration of language arts embedded across the curriculum.
- Apply vocabulary development in written and oral formats.
- Devote at least two hours daily to language arts instruction in grades TK-5.

English Language Development (ELD)

Student goals:

- Demonstrate progress through reading, writing, speaking, and listening in English.
- Use prior knowledge to integrate English language acquisitions in all content areas.
- Increase of one or more ELPI levels per year with the goal of reclassification.

Teacher goals:

- A rigorous curriculum to ensure meeting and exceeding the State and Common Core Standards.
- Implementation of the English Learner Master Plan.
- Develop and support students' mastery of English using SDAIE techniques.
- Use SDAIE techniques across all curriculum areas to promote understanding.

Mathematics-Eureka, Building Fact Fluency, CGI

Student goals:

- Advance students' mathematics proficiency by applying mathematical concepts and computational skills to various mathematical processes.
- Develop understanding of computations, patterns, functions, geometry, statistics, and probability concepts.
- Make sense of problems and persevere in solving them.
- Construct viable arguments and critique the reasoning of others.
- Discernment operations are necessary to solve word problems.

Teacher goals:

- Implement a rigorous curriculum that exceeds Common Core State Standards and State Content Standards for mathematics.
- Develop students' mathematics proficiency by applying mathematical concepts and computational skills to various mathematical processes.
- Enhance mathematics using Engage NY, Building Fact Fluency, Jo Boaler, and CGI strategies.
- Guide students to develop an understanding of the concepts of computations, patterns, functions, geometry, statistics, and probability.
- Apply math skills to daily problem-solving situations.
- Recognize relevant information and review applications.
- Discernment 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, manipulatives). Build a deep understanding of the CCSS math practices to embed lifelong problem-solving skills.

History and Social Studies

Student Goals:

- Students will understand their place in the world through studying communities, cities, states, and countries in terms of geographical settings and periods.
- Through critical thinking skills, students will relate to historical events and be able to find parallels and patterns over time.
- Students will conclude by interpreting geographical and historical data.
- Students will understand the cause and effect of historical events.
- Students will learn to research their own histories through field trips, research projects, and school-wide events, supported by their heritage, culture, family trees, and traditions.
- Students will research historical figures and present their learning by portraying their historical figures.

Teacher Goals:

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

Science

Students Goals:

- Students will hypothesize and develop experiments utilizing scientific methods.
- Students will theorize and view other subjects, such as music, art, and theory, as scientists.
- Students will understand the need for eco-friendly products and life changes to improve our local and global community.
- Students will design and engineer models, use arguments supported with evidence, and present and defend their conclusions.

Teacher Goals:

- Implement a rigorous curriculum that exceeds the state content standards for science.
- Hypothesize and develop experiments utilizing scientific methods.
- Use hands-on experiments to further research and prove/disprove conjectures.
- Integrate science and writing using Dr. Kaplan's Depth and Complexity icons.
- Theorize and view other subjects, such as music, art, and theory, as a scientist.
- Understand the need for eco-friendly products and life changes to improve our local and global community.
- Teach the sciences as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade levels, as incorporated in the shift to NGSS.
- Incorporate STEM practices in grades TK-5.

Visual and Performing Arts

Student goals:

- Students in all grade levels explore the elements of design: line, shape, form, space, color, and texture, aligned with the California State Standards, CCSS, and the developmental needs of each student.
- Students learn an appreciation for art in all forms and from all cultures and explore the use of different media.
- Students learn and perform instrumental music.
- Students learn and perform the art of vocal music across cultures and spanning generations.

Teacher goals:

- Provide art lessons to include the principles of design: balance, emphasis, movement, pattern, repetition, proportion, rhythm, variety, and unity.
- Guide students to make connections across disciplines.
- Visual art is taught with rigorous content to achieve state standards, challenging all students to create their own works and respond to their works of art and the ideas they impart.

Physical Education / Health and Wellness

Student goals:

- Access a consistent physical education program that will enhance all aspects of development, including academic performance, movement knowledge, motor skills, rules, cooperation, and self-esteem.
- Learn and apply good physical, social and emotional health concepts, including nutrition and substance abuse awareness.
- Meet or exceed 5th-grade physical fitness standards.

Teacher Goals:

- Enhance the concepts of team sports and good sportsmanship while incorporating fairness in competition.
- Provide a consistent physical education program that 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 district-mandated activity of 200 minutes every 10 days is an important component of providing our students with a healthy mind and body.

Technology

Student Goals:

- Through word processing, students will demonstrate written expressions.
- Explore artistic applications appropriate to grade level.
- Students use Google Docs, Microsoft Word, PowerPoint, Excel, and iMovie to compile and present information.
- Students will identify and use search engines to research relevant information.
- Students will use serraniawebly.com to access educational resources.
- Use classroom technology, including ChromeBooks and iPads, daily to enhance curriculum and 21st-century skills.
- Use of Kahn Academy for intervention and enrichment.
- The Computer Lab teacher will introduce the students to coding and web design.

Teacher Goals:

- Present a rigorous curriculum that exceeds the State Content Standard for technology.
- Utilize multimedia to present information.
- Incorporate ELMO and document readers, Promethean Boards, MacBook Pro, and iPads.
- Integrated instruction with Computer Lab Specialists.

Intervention and Enrichment Programs **Additional Enrichment Instruction**

Throughout the week, all Serrania students attend various enrichment programs. Our parent organization, Friends of Serrania (FOS), and LAUSD allocations fund these programs.

The Arts Programs

Serrania believes in educating the whole child. The arts support academic excellence. “National SAT scores give credence to the theory that music and the arts together have a positive effect on mathematics and verbal skills.” (College Board, 2000) The skills learned in visual and performing arts transfer to academic success. In addition to our Arts Enrichment classes, many of our teachers have been trained through the LAUSD Arts Prototype program and annual gifted conferences and teach these skills in their classrooms.

Music

The district provides an Instrumental Music instructor who teaches orchestra for our 3rd-5th-grade students, culminating in a performance. Teachers provide music education, including vocal performance skills, music history, social studies, and music theory, culminating in Winter and Spring concerts.

Visual Art

Our parent organization, FOS, provides funds for a visual arts instructor. She teaches art history, artists, primary and secondary colors, lines, techniques, and different art mediums. The students produce artwork that ties into many areas of our curriculum. All students from PreK-5th grade produce work that is exhibited throughout the school, culminating in a Spring art show.

Dance

Teachers provide dance education culminating in a Multicultural Dance Celebration

Theater

Many of our teachers produce musicals and puppet shows, which other students and parents enjoy. Theater also allows students to develop skills in listening, following directions, and group cooperation, which leads to self-confidence.

Technology

Our technology/computer lab is supported through district and FOS funds. It has computers and a full-time computer teacher. All classrooms have access to the lab. Our

computer teacher provides instruction using the California State technology standards. In addition, upper-grade classrooms have Chromebooks, and primary grades have iPads for every student to enhance instruction. Providing technology allows our students to become 21st-century citizens.

Science Program

Our STEM lab is supported through district and FOS funds. In addition to using Amplify kits in the classroom, our teachers design a curriculum that meets NGSS standards focused on engineering skills. We have a designated STEM lab that all students have access to.

Physical Education

Our PE program uses the Common Core Standards curriculum and is funded through FOS. Teachers provide additional PE minutes following district standards. To support our children's educational goals, we participate in the Presidential Physical Fitness Program. Serrania believes that a healthy body and a healthy mind go hand in hand to create a successful child.

Intervention

Students at the strategic level receive intervention to address their specific learning needs in groups. This includes trained school assistants who work individually and with small groups. Our classroom teachers lead intervention sessions throughout the school year. These sessions provide additional support in language arts skills, ELD, and mathematics.

Intervention student goals:

- Engage in small group, one-on-one, classroom instruction led by credentialed teachers and highly trained paraprofessionals.
- Participate in classroom and before or after-school intervention programs taught by credentialed teachers, limited contract teachers, trained paraprofessionals, and trained computer specialists, to assist EL and at-risk students.

Intervention teacher goals:

- Analyze DIBELS and iReady assessments to identify students' reading ability and provide targeted interventions.
- Review specific assessments results to help formulate small intervention groups with like needs as students receive targeted interventions.
- Provide after-school interventions for EL and at-risk students are provided for additional support, such as: After School Homework Club, District online support taught by trained specialists, and English Language Arts, and Math taught by credentialed teachers and trained paraprofessionals.

Enrichment student goals:

- During the school day students engage in activities that enrich content and individual interest areas through the use of drama, art, technology, novelty, and acceleration.
- Engage in individual areas of interest, such as: Lego design and engineering, robotics, generalized STEAM activities and graphic design.
- Enroll in optional physical activities, such as cheerleading, dance, gymnastics, karate, and a variety of athletic interests.
- Participate in weekly enrichment opportunities including computer lab, science lab, music (instrumental and vocal), art, drama, and dance.

Enrichment teacher goals:

- Utilize Dr. Kaplan's depth and complexity through drama, novelty, art, and student-based interest projects.
- Provide opportunities for students to self-select interest-based projects with guidelines and timelines for completion of student learning and demonstration of that learning.
- Continue self-directed professional development to remain current in gifted/talented and social/emotional needs of gifted students.
- Remain up to date on current trends in gifted education.
- Prepare lessons that enable students to accelerate when appropriate and delve deeper into topic and content areas.
- Credentialed teachers and skilled professionals provide weekly enriched instruction in computer lab, art, drama, music, (vocal and instrumental), dance and science lab.

Curricular and Instructional Materials

- TK-5, CKLA, English Language Arts
- TK-5, CKLA English Language Development component
- TK-5, CKLA Intervention Component
- Grades 3-5, varied, grade-level appropriate literature
- Time for Kids
- Newsela
- Eureka Math
- TK-5, Amplify Science kits
- TK-5 supplemental materials for NGSS
- TCI California Social Science
- Health and Wellness
- Inner Explorer
- Various and grade-level appropriate field trips and assemblies
- Additional curricula, materials, and resources may be added or modified to address the evolving needs of the school.

How the Curriculum Addresses California Content Standards

All components of Serrania's curriculum plan conform to the Frameworks for California public schools. Instruction will be standards-based and assessed by the SBA as scheduled by the Department of Education and the Los Angeles Unified School District. The Charter School assures us that the school will implement Common Core State Standards. Our teachers have autonomy in determining how much they will use the District's adopted curricula and supplemental materials to teach CCSS. Serrania's curriculum design includes collaboration with administration and teachers in identifying and aligning curriculum, materials, instructional activities, and interventions to meet the California Content State Standards in each subject area. Student learning is the focus of this committee's work. Serrania, as an affiliated LAUSD Charter School, will follow the California State Frameworks and the California Content State Standards for curriculum delivery and student learning. The specific scope and sequence of skills to be taught are derived from these frameworks and standards. Students will be tested and graded upon these standards. Serrania will use the CCSS for English Language Arts, ELD, Math, Science, Social Studies, Technology, Physical Education, Health, and Art as the primary source for developing lessons and focusing on student learning. As our students demonstrate their need for enrichment and/or intervention, we adopt appropriate resources to meet their needs.

Development of Technology-Related Skills

Serrania is a one-to-one school that provides TK-2nd grade students with an iPad and 3rd-5th grade students with a Chromebook. Teachers use Promethean interactive boards to enhance instruction and implement technology integration for all subject areas. Students use technology in their enrichment class as they engage in coding and learn how to use different platforms to demonstrate their mastery in all subject areas. Students use their devices to complete assessments in ELA and Mathematics during the beginning, middle, and end of the year. The 3rd-5th grade students also use their devices for computer-based state standardized assessments, such as SBA in ELA and Math, and Science in 5th grade.

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 Transitional Kindergarten (TK) at Serrania follows district curriculum guidelines. The California Preschool Learning Curriculum and hands-on learning are being utilized to help the students make progress towards kindergarten readiness. The program provides equal access for all students, including English Learners, Students with Disabilities, and Gifted Learners. Our TK students participate as part of the school-wide community of learners in all of the appropriate extracurricular activities.

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.

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

Serrania Charter for Enriched Studies
Bell Schedule 2024-2025

REGULAR DAY SCHEDULE

Morning Bells

| | |
|-----------|--------------------|
| 7:45 a.m. | Gates Open |
| 8:00 a.m. | Get Ready Bell |
| 8:05 a.m. | Instruction Begins |

1st Recess

| | |
|-------------------|--|
| 9:50 - 10:10 a.m. | Grades 3 rd , 4 th & 5 th |
|-------------------|--|

2nd Recess

| | |
|--------------------|---|
| 10:15 - 10:35 a.m. | Grades TK, K, 1 st & 2 nd |
|--------------------|---|

1st Lunch

| | |
|--------------------|--|
| 11:50 – 12:30 p.m. | Grades 3 rd , 4 th & 5 th |
|--------------------|--|

2nd Lunch

| | |
|-------------------|---|
| 12:35 – 1:15 p.m. | Grades TK, K, 1 st & 2 nd |
|-------------------|---|

Dismissal

2:28 p.m.



MINIMUM DAY SCHEDULE

1st Brunch

| | |
|--------------------|--|
| 10:00 – 10:35 a.m. | Grades 3 rd , 4 th & 5 th |
|--------------------|--|

2nd Brunch

| | |
|--------------------|---|
| 10:40 – 11:15 a.m. | Grades TK, K, 1 st & 2 nd |
|--------------------|---|

Dismissal

12:53 p.m.

BANKED-TIME TUESDAY SCHEDULE

Dismissal

1:28 p.m.

****Every Tuesday Dismissal****

Serrania Charter for Enriched Studies
Bell Schedule 2024-2025

RAINY DAY/HOT WEATHER DAY SCHEDULE

We will be on a modified 30-minute lunch schedule. Recess will remain at 20 minutes for students.

Recess*

9:50 - 10:10 a.m. Grades 3rd, 4th & 5th

10:15 - 10:35 a.m. Grades TK, K, 1st & 2nd

***Teachers, please see the Inclement Weather Schedule for details.**

Lunch

11:30 - 12:00 p.m. – 4th & 5th Grade

12:05 - 12:35 p.m. – 2nd & 3rd Grade

12:40 - 1:10 p.m. – TK, K, & 1st Grade

All students will eat at the cafeteria or auditorium tables. No playtime.

Teachers, please pick up your students at your lineup area.

P.E. Program Schedule

Tuesdays

8:15-9:05 – 1st & 3rd Grade

9:15-10:05 – 2nd & TK and Kindergarten

10:15 - 10:05 – 5th & 4th Grade

Fridays

8:15-9:05 – 1st & 3rd Grade

9:15-10:05 – 2nd & TK and Kindergarten

10:15 - 10:05 – 5th & 4th Grade

| Sample Regular Day Schedule | | |
|---------------------------------|-----------------------|------------------------------|
| Content Area | Instructional Minutes | |
| SEL | 20 | |
| ELA | 60 | |
| Math | 60 | |
| Designated ELD (if applicable) | 30 | |
| Small Group Instruction | 40 | |
| Science/ Social Studies/ Health | 50 | <i>These subjects rotate</i> |
| PE | 20 | |
| Art | 43 | |
| | 323 | Total Daily Minutes |

Instructional Days and Minutes Calculator

| Grades | Grades Offered | Number of Regular Days | Number of Instr. Minutes Per Regular Day | Number of Early Dismissal Days | Number of Instr. Minutes Per Early Dismissal Day | Number of Minimum Days | Number of Instr. Minutes Per Minimum Day | Number of [Other] Days | Number of Instr. Minutes Per [Other] Day | Total Number of Instr. Days | Minutes Req'd Per State Law | Total Number of Instr. Minutes | Number of Instr. Minutes Above/ Below State Req't. |
|--------|----------------|------------------------|--|--------------------------------|--|------------------------|--|------------------------|--|-----------------------------|-----------------------------|--------------------------------|--|
| TK/K | Yes | 134 | 323 | 39 | 263 | 9 | 253 | 1 | 253 | 183 | 36000 | 56069 | 20069 |
| 1 | Yes | 134 | 323 | 39 | 263 | 9 | 253 | 1 | 253 | 183 | 50400 | 56069 | 5669 |
| 2 | Yes | 134 | 323 | 39 | 263 | 9 | 253 | 1 | 253 | 183 | 50400 | 56069 | 5669 |
| 3 | Yes | 134 | 323 | 39 | 263 | 9 | 253 | 1 | 253 | 183 | 54000 | 56069 | 2069 |
| 4 | Yes | 134 | 323 | 39 | 263 | 9 | 253 | 1 | 253 | 183 | 54000 | 56069 | 2069 |
| 5 | Yes | 134 | 323 | 39 | 263 | 9 | 253 | 1 | 253 | 183 | 54000 | 56069 | 2069 |
| 6 | No | | | | | | | | | 0 | 54000 | 0 | -54000 |
| 7 | No | | | | | | | | | 0 | 54000 | 0 | -54000 |
| 8 | No | | | | | | | | | 0 | 54000 | 0 | -54000 |
| 9 | No | | | | | | | | | 0 | 64800 | 0 | -64800 |
| 10 | No | | | | | | | | | 0 | 64800 | 0 | -64800 |
| 11 | No | | | | | | | | | 0 | 64800 | 0 | -64800 |
| 12 | No | | | | | | | | | 0 | 64800 | 0 | -64800 |

Mathematics Placement Act

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

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

PROFESSIONAL DEVELOPMENT

As a District-affiliated charter school, Serrania shall comply with and implement all applicable District policies and procedures related to staff professional development.

The ILT-Instructional Leadership Team administration, in conjunction with the Local School Leadership Council (if applicable), will collaborate to determine the Professional Development calendar at Serrania. Professional Development will be research-based, differentiated, and built on school-wide student needs, supported by data and the interests of teachers via the input of Serrania's Instructional Leadership Team (ILT).

Professional Development will focus on instructional practices, curriculum, differentiated instruction and strategies, behavior strategies, intervention, and enrichment to meet the needs of all students, particularly the subgroups of English Learners, students with special needs, and gifted students.

Professional Development topics will address local and state-mandated initiatives. Classroom teachers determine locationally designed Professional Development based on specific programs or program needs for implementation. State-mandated professional Development programs are scheduled monthly to meet compliance with LAUSD and to inform our teachers of any new initiatives being implemented in education. State initiatives are at the core of district Professional Development and take priority in scheduling for the year. This includes but is not limited to the English Learner Master Plan for English Learners, Special Education, Response to Instruction and Intervention, and Special Education.

The Principal oversees and assures that all Professional Development is facilitated according to the PD schedule and may update the schedule based on the needs of the staff and school. At the local level, the Principal secures vendors or specialists as necessary and encourages internal support by creating teams to provide professional development. The Principal prioritizes time for teams to plan and develop local PDs at the school site.

Serrania Avenue Charter for Enriched Studies will adhere to the guidelines in memo, MEM-6015.3 “School-Site Professional Development Priorities Banked-Time Days for Elementary Schools.” Some Professional Development topics scheduled yearly, include but are not limited to, Common Core State Standards (CCSS), CCSS Lessons for Math or ELA, 95% Group Phonological Awareness Lessons, English Language and Literacy Plan, Engage NY, Robotics, Smarter Balanced Assessment Consortium, SBA Performance Tasks, NGSS, Amplify Science, technology, and writing.

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*.

Serrania continues to work with English Learners to ensure they meet or exceed English language proficiency and grade level standards comparable to those of their fluent English proficient peers. The principal, assistant principal, and EL Designee work closely with teachers and families to ensure the District’s English Learner Master Plan is followed and accountabilities are met. They also provide teachers receive support in meeting the goals of each student. There is open communication with parents through our monthly ELAC meetings. Topics include ELPAC testing, SBA testing, Common Core State Standards, California State ELD standards, attendance, academic program elements, websites to access for support, and reclassification. The four areas in which ELAC is required to advise the SSC are the importance of regular school attendance, comprehensive needs assessment, single plan student achievement, and the annual language census.

Serrania provides English Learners with an effective English language acquisition program that affords meaningful access to the charter school’s academic core curriculum. Instructional plans for English Learners are based on the District’s English Learner Master Plan, utilizing Start Smart, Core Knowledge Language Arts, and Early Language Literacy Plan strategies. The teachers continue to include SDAIE techniques, realia, novelty, think-pair-share, scaffolding, thinking maps, and Constructive Conversation Skills. 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 English Learners to ensure they are accessing the curriculum to the fullest of their abilities.

Yearly meetings with administration, EL Designee, and teachers are scheduled to monitor the progress of our EL and RFEP students and to evaluate our EL program for improvement by:

- Monitor students identified as EL and RFEP based on the home language survey
- Monitor completion of all annual ELPAC tests that are administered
- Monitor reclassification of EL and RFEP students
- Monitor required minimum daily EL instructional minutes requirements are met
- Monitor ELD standards are incorporated into classroom lessons
- Monitor ELPAC, DIBELS, and grades of our EL and RFEP students
- Monitor consistent progress monitoring for reclassification

At Serrania Avenue Charter for Enriched Studies, our focus is on providing a rich, language-based curriculum for our English Learner and RFEP population to succeed in reading, writing, listening, and speaking.

Serrainia's Goals:

- 55% of our English Learners to progress at least 1 ELPI level per year
- 25% Reclassification rate per year

Serrainia can meet these goals when teachers analyze the results of ELPAC, DIBELS, i-Ready, and classroom progress monitoring. Teachers and EL Designees work together to incorporate a comprehensive ELD program. Serrania and its stakeholders aim to foster students' positive self-image in their cultural background in a multicultural society.

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.

We are committed to engaging in comprehensive strategies for all students enrolled at Serrania. Various measuring tools will identify students as gifted and/or talented. Second-grade students will continue to participate in the OLSAT/8 assessment. Intellectual testing will be requested based on teacher/parent recommendation, followed by the recommendation of the GATE Screening Committee. As appropriate, SBA scores will be used to identify students in the gifted categories of High Achieving and Specific Abilities. Teachers will refer to underrepresented students as they recognize critical thinking and problem-solving achievements. Talented students will be recognized through artistic, creative, and/or leadership abilities and referred by a teacher or parent for identification in the appropriate categories. A GATE Coordinator will continue to oversee the abovementioned processes, plan informative parent meetings, share research with parents and teachers, monitor the academic progress of GATE students and the teachers of those identified students, and offer staff professional development.

Teachers will provide GATE students with lessons and projects encouraging them to use depth, complexity, novelty, and acceleration in their cognitive thinking skills and creativity. Students will be asked to demonstrate their understanding and analyze each subject by defining, describing, and synthesizing what they have learned.

Classroom teachers will employ the differentiated strategies of compacting, tiered assignments, flexible skills grouping, questioning strategies, interest grouping, and independent projects in a project-based learning environment in response to student need and interest. Programs and curriculum include but are not limited to: Dr. Sandra Kaplan's gifted strategies, Webb's Depth of Knowledge instruction, theatrical productions, podcasts, TED Talks, research projects, and debates. Students identified as gifted in visual and performing arts are invited to participate in the LAUSD Arts Programs and the Saturday Conservancy of the Fine Arts Programs.

We are committed to engaging all comprehensive strategies for our students. In addition to our identified GATE students, our high-achieving population is equally addressed. We provide opportunities for our students to utilize their individual strengths and diversity to enhance their cognitive thinking skills.

Serrania will provide differentiated instruction in UTK through the 5th grade. High-achieving and identified GATE students will be clustered and taught by credentialed teachers who have completed their district-mandated gifted training. Using multiple measures of student achievement, students will have opportunities to participate in advanced instructional activities that are focused and targeted for their unique needs.

We will continue to use LAUSD's GATE identification process and policy and reimburse the District for testing and processing on a fee-for-service basis.

Students Achieving Below Grade Level

How will the school monitor the progress of students achieving below grade level?

Students achieving below grade level are identified using standardized test results such as Common Core State Standards Assessment/SBA for grades 3-5 annually, benchmark assessments such as DIBELS and i-Ready, which are administered every 6-8 weeks, and various formative and summative assessments. ELPAC is administered yearly. Historically, data has been evaluated, based on the results of these combined assessments, to target students who require interventions to assist them in performing at a level of proficiency.

Once a student is identified as achieving below grade level, the following intervention services are implemented:

- A Resource Specialist Teacher may be assigned to specific students with IEPs to provide services in accordance with the Modified Consent Decree.
- Afterschool Intervention: Certified teachers and instructional aides work with students in small groups to reinforce basic skills. Students are referred based on the assessments mentioned above.
- Math and ELA interventions are held weekly.
- After-school intervention classes are taught annually by credentialed teachers.
- After-school homework club is available to students who need additional homework support.

Utilizing multiple means of assessment data, iReady, DIBELS, and teacher observations, students are provided with opportunities to participate in intervention activities that are focused and targeted, based on their unique academic needs. Each teacher, along with the members of the administrative team, will monitor the academic progress of students achieving below grade level.

Socioeconomically Disadvantaged

Students are identified as socioeconomically disadvantaged when they enroll at Serrania and are eligible for free or reduced lunch. The cafeteria manager and administration monitor these applications regularly. Teacher observations, grades, test scores, DIBELS, i-Ready, class participation, and classwork will monitor the academic progress of students identified as socioeconomically disadvantaged.

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

To meet the needs of students in the student groups, such as foster youth, students experiencing homelessness, and English Learners, based on the information provided in the enrollment packet. Serrania will monitor academic and attendance data. Students requiring counseling services will receive support and services from our school

psychologist and our Specialized Student Specialist. In addition, our APEIS, school nurse, EL Designee, and homeless liaison to support and monitor students' social emotional, and academic progress. Students, parents/guardians, teachers, and school administrators collaborate throughout this process. Academic progress is monitored through diagnostic assessments and data, including attendance, DIBELS, SBA, report cards, IEP progress reports, etc.

“A TYPICAL DAY”

The day begins with students arriving and being greeted by teachers and staff. Mornings start with a warm-up activity, followed by interactive math, science, and language arts lessons. Teachers use diverse methods, including project-based learning, to engage students through collaborative work and individual tasks. Students enjoy recess, playing, and socializing on the playground in mid-morning to recharge. Afterward, they return to classrooms for focused, engaging lessons with integrated technology to enhance learning. At lunch, students relax with peers over a nutritious meal, sharing experiences and building friendships while enjoying games and music in the lunch area.

The afternoon includes art, music, and physical education, allowing self-expression, talent development, and social-emotional learning to build essential life skills. As the day ends, students reflect on their achievements and receive encouragement from teachers. Over 300 students also participate in after-school enrichment programs until 6:00 p.m.

| Activity Time Block | Description Structure & Strategies | Integrated Opportunities for Program Enrichment | Outcomes |
|---|--|--|--|
| <i>Morning Routine</i> Breakfast in the Classroom Announcements 8:05-8:15 a.m. Friday Routine | Character Education Friday morning assembly held weekly | Flag Salute Community Awareness Recognition of attendance Student of the month Enrichment assemblies | Engage all community members in one setting Avenue to encourage student success and student code of conduct Promote community awareness (multicultural holidays, charity projects, community outreach) Global awareness |
| <i>Language Arts Block</i> 8:15-10:00 a.m. | Flexible groups Common Core State Standards | Cooperative grouping Differentiated curriculum | Provides stimulating, engaging |

| | | | |
|---|---|---|---|
| | District Adopted Reading Programs Lecture/discussion/team teaching Thematic extensions using Universal Themes ELD Instruction | Hands-on inquiry based instruction Literature circles Silent Instructional Reading Student portfolios Fluid grouping Shakespeare plays Poetry Play production | environment for all students Cross-curricular projects Independent study with use of technology to create final product Effective oral presentation |
| <i>Recess 1 and 2</i> 9:50-10:10 a.m. 10:15– 10:35 a.m. | Character Development | Student Council | Cooperative play Positive reinforcements using Caught Being Good certificates |
| <i>Writing Block</i> 10:20-11:00 a.m. | Cross-curricular journal writing Poetry Biographical and autobiographical Script development Thinking maps Differentiation Critical thinking skills Decision making Research based inquiry ELD instruction | Library Media Center Community sharing of literature and poetry Reader's Theatre Cooperative Learning Groups Letter writing | Upper to primary grade peer share of final product Peer editing, revising, and sharing Writing portfolios Reflective writing promoting introspection Citizenship |
| <i>Mathematics Block</i> 11:00-12:30 p.m. | Flexible groups Common Core State Standards District Adopted Math Programs Hands-on computation Cooperative grouping Manipulatives Outdoor student generated pictorial math Use of | Engage New York IXL Hundred's Day Math Fair Zero the Hero Integrated math projects Artistic math analysis Sandra Kaplan math icons | Using math to promote kinesthetic awareness Student achievement towards proficiency and advanced levels |

| | | | |
|--|---|--|---|
| | environment for geometric conceptual understanding counting, and predicting/probability Preteach, reteach, review Spiraling curriculum | | Apply math problem solving skills to real world scenarios |
|--|---|--|---|

| | | | |
|---|--|---|--|
| <i>Lunch 1 and 2</i> 11:50-12:30 p.m. 12:35-1:15 p.m. | Recycle Student Council Literacy Garden School Beautification Interactive games Character Development | Green Team Recycling/environmental care Community Garden | Character education Cooperative play Pro-active decision- making Positive role models |
| <i>Afternoon Routine</i> 12:45-2:28 p.m. Health, Social Studies, Science, Physical Education, Enrichment, Social Skills | Common Core State Standards based curriculum Next Generation Science Standards Interactive/hands-on modalities to illuminate abstract concepts Orchestra, band, music, theater, dance, and visual art instruction Mainstreaming of special education students Physical education instruction Health Agricultural Education | District Arts Program District Instrumental Program Physical education program Inner Explorer History simulations Character Counts STEM On and off campus field trips and lto support student learning The Kitchen Community Learning Garden | Enriching assemblies Community Outreach: Toy, food, costume drives 5th grade growth and development Recycling Program Science Fair Colonial Fair Wax Museum Guest speakers /readers Outreach from local law enforcement |

| | | | |
|-------------------------------|------------------|------------------|------------------|
| <i>Dismissal</i> 2:28 p.m. | <i>Dismissal</i> | <i>Dismissal</i> | <i>Dismissal</i> |
|-------------------------------|------------------|------------------|------------------|

| | | | |
|--|---|---|---|
| <i>After School Programs</i> 2:30-6:00 p.m. *** <i>after school meal</i> | Homework Club Cheer/fitness Literacy Sports Intervention After school care Enrichment Program | Beyond the Bell Homework Club Cheer/fitness after school daycare and enrichment programs: Robotics Lego Engineering Sports: Tennis, Soccer Math and Language Arts Intervention | Provides children opportunities to participate in enrichment activities Gives children the opportunity for physical and artistic expression Beyond the Bell provides a nurturing after school experience open to all children |
|--|---|---|---|

| | | | |
|---|---|--|--|
| <i>Parent Education/ Outreach</i> Times vary | Gifted/Talented information for differentiation and identification Parent educational symposiums Principal Coffee Talks Kindergarten orientation and play days Student/parent conferences School tours Intervention | Friends of Serrania (FOS) Governance Board English Learner Advisory Council (ELAC) School Site Council (SSC) Locals School Leadership Council (LSLC) Room Parents Shine on Serrania Community Representative Parent Learning Center Classroom Parent Volunteers Testing Informational Sessions | Parent and community involvement and outreach Fundraising |
|---|---|--|--|

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.

See the LCFF State Priorities table provided in Element 1.

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

Serrania Avenue Charter for Enriched Studies - Student Outcome Alignment to the LCFF State Priorities

Serrania aligns the outcome of all students with educational goals, specific actions, and measurable outcomes in the LCFF as outlined in Element 1. See the LCFF State Priorities table provided in Element 1.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

Serrania will utilize standardized formative assessments conducted at the beginning, middle, and end of the school year to identify students meeting grade level standards, which include but are not limited to:

- DIBELS Reading Assessments (TK-2)
- Text Reading Comprehension
- CKLA Assessments
- District Interim Math Assessment (TK-5, 3 times a year)
- SBA Interim Assessment Blocks for ELA (3-5)
- SBA Interim Assessment Blocks for Math (3-5)
- i-Ready Reading and Math

In addition, Serrania will utilize authentic formative assessments. Authentic formative assessments are ongoing and evaluate students over time and in various settings. Authentic assessments may include, but are not limited to, portfolios of significant work, journals, teacher-created tests, referenced tests, and projects. Performance task assessments allow for the meaningful application of essential knowledge and skills to provide a wealth of data for teachers to evaluate student improvement, performance, and achievement.

Serrania believes that formative assessments are ongoing and allow teachers to develop daily lessons that meet the needs of all students based on their strengths and needs. We are committed to ensuring that each student achieves proficiency in all subject areas. Teachers and grade-level colleagues collect and analyze data from these different assessments. Additionally, the administration analyzes and engages in data chats with teachers throughout the year.

In conjunction with standardized and authentic assessments, teachers will also use informal daily evaluations from observations, weekly quizzes and tests, class work, and

project-based learning assignments to help identify immediate areas of concern and to guide lessons within the classroom.

| Serrania Charter for Enriched Studies | | |
|--|--|---|
| Formative Assessments | | |
| English Language Arts-Writing | <ul style="list-style-type: none"> -Critique, justify, and theorize in writing across disciplines with evidence Grades UTK-5 -read non-fiction text, orally discuss details, have students draw a picture and state their opinion, and back it up with facts from text. -Defend, critique and illustrate in oral and written formats -Describe and illuminate in oral and written format using figurative language -Apply vocabulary development and knowledge in written and oral format -Demonstrate critical thinking skills specific to Depth of Knowledge degrees -Produce inquiry-based research projects aligned to thematic subjects in various disciplines -Creative Writing-stories & poetry | <ul style="list-style-type: none"> -District mandated tests -Interim Assessments -Teacher developed assignments, tests and activities -CKLA Writing Program -Writing journals -Young Author -Oral presentations and project exhibits -End of unit projects -create own writing pieces such as; narrative, informative, opinion |
| English Language Arts-Reading | <ul style="list-style-type: none"> Identify, analyze and evaluate thematic cross-curricular literature -Discern relevant information after careful examination and exploration of text - | <ul style="list-style-type: none"> - District-mandated tests - Interim Assessment Blocks - Teacher-developed assignments, tests, and activities -CKLA Reading series - DIBELS |

| | | |
|-----------------------------------|--|---|
| | <p>Distinguish between fact vs. fiction and important supporting details -</p> <p>Understand cause & effect and connections in rising action</p> <p>-Select and evaluate books and other “reads for pleasure” while also participating in a leveled individualized reading program</p> | <p>-Close Reading -Project-based learning inquiry projects</p> <p>-Oral Presentations</p> <p>-Project exhibits</p> |
| Math | <p>-Apply and practice acquired skills in daily math problem solving</p> <p>-Discern operations necessary to solve word problems -Persevere in solving problems, including multi-step/multiple strategy problems</p> <p>-Explain / show math strategies and justify solutions</p> <p>-Math Talks</p> | <p>-District-mandated tests</p> <p>-Interim Assessment - Teacher-developed assignments, tests, and activities</p> <p>-Publishers’ classwork, homework, activities, and tests</p> <p>-Manipulative-based math activities</p> |
| Science | <p>-Develop theories and test them utilizing scientific inquiry process</p> <p>-Report on findings in oral or written presentation; conduct further inquiry</p> <p>-Implement NGSS using hands-on inquiry</p> | <p>-District-based tests</p> <p>-Teacher-developed assignments, tests, and activities</p> <p>-Field studies</p> <p>-Interactive units and simulations</p> <p>-Lab-based investigations and STEM activities</p> <p>-Science note-taking and reflective journals</p> <p>-Exhibits and presentations</p> |
| History and Social Studies | <p>- Understand cause and effect connections of the making of civilizations</p> <p>-Relate and connect over time patterns in events</p> <p>-Finding parallels in historical events</p> <p>-Read content area</p> | <p>-Teacher-developed assignments, tests, and activities</p> <p>-Field studies</p> <p>-Interactive units and simulations</p> <p>-Exhibits and oral presentations</p> |

| | | |
|-------------------------------------|--|--|
| | information to critique events and policies of the past -Interpret, information to draw conclusions and make predictions -Use role play and interactive -Famous figures of history -Multi-cultural understanding | -Integration of the Arts -Debate -Reenactments -Current events |
| Technology (Media Lab/iPads) | -Use Internet for research and learn to evaluate relevant -Use word processing applications to create documents -Coding -Create spreadsheets to analyze data -Use artistic applications to create original and novel products | -Teacher-developed activities -Presentations and inquiry-based projects |

DATA ANALYSIS AND REPORTING

Serrania prioritizes data-driven decision-making to enhance its ability to meet the needs of all students, monitor the school's overall progress, and establish future goals and interventions. Here are some specific examples of this approach:

1. Teachers and administration continuously evaluate data from combined Smarter Balanced Assessments, iReady, DIBELS assessments, and student discipline referrals as well as qualitative observations and stakeholder feedback. The data is used to identify students for the afterschool intervention and enrichment programs. This ongoing evaluation helps to address the educational needs of each student and class. Additionally, data is utilized to identify and prioritize professional development opportunities.
2. District and standardized assessment results, along with authentic assessment outcomes, are communicated to parents by the teaching staff throughout the school year. Furthermore, school-wide data is shared publicly during governance council meetings to facilitate discussions on upcoming program developments and educational intervention priorities.
3. Behavioral referrals are used to monitor student behavior, interventions, and progress. Any contact with parents is added to the contact log in MiSiS.
4. The Parent Portal/Schoology platform is accessible to all parents, teachers, and

students, providing immediate access to grades, scores, and attendance. This instant access allows all stakeholders to monitor student performance and academic growth effectively.

Staff members analyze school-wide data to inform school decisions, grade-level teams examine data to guide their specific decisions, and teachers review both class and individual student data in order to make informed instructional and classroom management choices. Parents are informed of the data in Coffee with the Principal and at councils where the data informs school-wide decisions.

How Students' Progress is Reported to Families

At Serrania, individual classroom teachers are accountable for assessing their students' achievements with regard to standards-based, grade-level work, and achievement of grade appropriate content standards. Student progress of meeting grade level outcomes is monitored on an ongoing basis at each grade level by varied assessments aligned to the school's, District's, and State's curricular standards as appropriate for each grade level and content area.

Student progress will be communicated to parents with timely feedback on class assignments, homework assignments, warning notices, Progress Reports, and parent/teacher conferences.

Progress is reported to the parents annually (three times) using the LAUSD Progress Report and if applicable, the Report of Progress Toward the Achievement of IEP Goals.

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).

Serrania’s Governing Council is composed of 12 members, 6 staff members and 6 parent/community members. The Governing Council provides input on school programs and funding. The Governing Council has nominations for members and members with roles at the beginning of the year. There is a chairperson, Vice-Chairperson, Secretary, and Parliamentarian. Everyone is provided an opportunity to self-nominate or be nominated for a role, every member votes and then approves or does not approve the membership.

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 which Ensures Staff, Student and Other Stakeholder Involvement

Parents play a vital role in our school, and the success of Serrania Avenue Charter for Enriched Studies relies on maintaining this tradition. The productive collaboration between parents and educators allows us to provide the best and most enriched education possible. While parents are involved in some decision-making processes at Serrania Avenue Charter for Enriched Studies, their participation enhances our commitment to delivering an enriched educational experience for all children.

Serrania actively consults with parents and teachers about the school's educational programs through needs assessments, the LAUSD School Experience Survey, and by encouraging parents to join our Governance Council, PBIS committee, ELAC, and School Site Council. At least three elected parent representatives will serve on the school's Governing Council.

Methods by Which Schools Consult with Parents and Teachers Regarding School's Educational Programs

School Governance

Involvement in the Governing Council and the various charter committees will provide direct parent and teacher participation in reviewing and revising the Charter School's educational program. This will enable us to continue meeting the unique and changing needs of each Serrania student. All Governing Council, School Site Council (SSC), Local School Leadership Council (LSLC), English Learner Advisory Council (ELAC), and standing committee meetings will be open to the public in accordance with the Brown Act. All stakeholders and interested parties will be encouraged to contribute agenda items for discussion to develop our Local Control Accountability Plan (LCAP) and annual update. Meeting schedules will be made available to the public (including the school website, email notifications, and Blackboard Connect), and an agenda of each meeting will be posted publicly (at the school site and the school's website) at least 72 hours in advance. All meetings will be held in accordance with the posted agenda, and any items during any

“public comments” period will be added to a later agenda for official discussion. The minutes of meetings will also be posted on the school’s website.

Additional Parent Involvement Opportunities

Parent involvement is the key to the success of the Charter School, with opportunities for both parents who stay at home and those who work outside the home. These opportunities include events such as: Back-to-School Night, Open House, Parent/Teacher Conferences, monthly Coffee with the Principal, parent participation in the classrooms, campus beautification, parent workshops, and monthly PTO meetings. In addition, parents are provided opportunities to participate in the school experience survey and needs assessment survey. Parents have opportunities to engage in two-way email or written correspondence. Parents receive information via email, website posts, social media, and Blackboard Connect. Teachers communicate during grade-level meetings, professional development meetings, and regular faculty meetings. Parents are essential to making the Charter School a vital part of the community and in fostering the diversity and excellence of Serrania’s enriched educational program.

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

Serrania will offer at least six tours for prospective parents each school year. Resident student enrollment is the LAUSD enrollment process. for the upcoming school year begins annually during the spring semester. This includes prospective non-resident families who accept their child’s enrollment through the LAUSD Choices application

process to enter the lottery. Interested families can obtain a school tour brochure and enrollment information during the tour, on the Serrania website, or by visiting or calling the Serrania school office.

Serrania actively recruits and reaches out to students who have a history of low academic performance, socio-economically disadvantaged students, and students with disabilities. This outreach is done through our website, the Choices brochure, school tours, and partnerships with community organizations.

Lottery Procedures

Serrania will continue to conduct an annual random lottery draw to establish future enrollment and a waitlist to reach desired capacity. At the end of the application period, the names of non-resident applicants will be organized by applicant's application number and grade level. The lottery shall be conducted in the following manner:

It shall be open to all students who are not residents, who wish to apply. Lottery applicants will be divided into three groups: 1) sibling preference of students who will be enrolled in the desired school year of attendance, 2) students residing outside of Serrania's boundaries, but within LAUSD boundaries, 3) students residing outside of LAUSD's boundaries. Within each of these groups, the students will be subdivided by the grade for which they are applying. The lottery will be hybrid, held on Zoom and on the campus of Serrania. Family members of lottery applicants and any other members of the public are encouraged to attend, but attendance is not required. Serrania's administrator and staff will conduct a randomization drawing of names to fill each set of selected and waitlisted students.

Transportation will not be provided. Serrania will adhere to all applicable laws governing the minimum age for public school attendance. Additionally, if a lottery permitted student does not adhere to District policies, the Administrator has the right to revoke the said student's permit.

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.

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.

Non-Resident Boundary Students

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

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

Lottery Preferences and Procedures

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

- **LAUSD Students**

- Siblings

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

- Other LAUSD Students

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

- **California Students**

- Siblings

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

- Other California Students

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

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

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

Charter School shall hold its lottery in the Parent Center 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, randomized application number selection, Wheel of Names.

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

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

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

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

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

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless

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

Non-Discrimination

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

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

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

Documentation of Admissions and Enrollment Processes

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

Plan, Charter School's administrator will convene a Section 504 Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

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

OUTCOME DATA

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

READMISSION

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

GUN-FREE SCHOOL ZONE ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

| | |
|--------------------|--|
| To Charter School: | Serrania Avenue Charter for Enriched Studies c/o School Principal 5014 Serrania Avenue Woodland Hills, California 91364 |
|--------------------|--|

| | |
|--------------|---|
| 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

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

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

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

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

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

Local Control Funding Formula (LCFF) Requirements

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

Curriculum and Instruction

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

Transitional Kindergarten

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

Academic Calendar and Schedules

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

Mathematics Placement Act

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

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

MEETING THE NEEDS OF ALL STUDENTS

English Learners

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

Gifted and Talented Students and Students Achieving Above Grade Level

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

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

1. District Affiliated Charter School's Special Education Responsibilities

a. General Requirements

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

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

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

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

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

The District Affiliated Charter School is responsible for the management of its personnel, programs, and services. All employees shall be hired by the District and

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

b. Transferring Students

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

c. Assessments

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

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

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

The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP

team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

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

e. Least Restrictive Environment

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

f. Inclusion

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

g. Staffing Requirements

The District Affiliated Charter School shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional

strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

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

h. Student Discipline

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

2. Procedural Safeguards/Due Process Hearings

The District on behalf of and/or in conjunction with the District Affiliated Charter School may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the District Affiliated Charter School if the District determine that such action is legally necessary to ensure compliance with federal and state special education laws and regulations. In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, the District will be named as respondent-s. Whenever possible, the District and the District Affiliated Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

3. Complaints

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

4. Funding of Special Education

The District Affiliated Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from

time to time. The District shall retain all state and federal special education funding for District Affiliated Charter School students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

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

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

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

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

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

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

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

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate school and student data in MiSiS, and other data systems used or required by the District, and otherwise ensure that Charter School reports complete, accurate, and up-to-date data for all purposes related to the California Longitudinal Pupil Achievement Data System (CALPADS) in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

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

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

If the charter school has a separate charter school Governing Council [if applicable, outline composition of that board and those duties here, if not insert **N/A**]

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

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

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

Certificated Personnel

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

Classified Personnel

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

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

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

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

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

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION

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

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

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

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

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

GENERAL PROVISIONS

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

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

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

Application Procedures

Resident Boundary Students

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

Non-Resident Boundary Students

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

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

Lottery Preferences and Procedures

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

- **LAUSD Students**

- **Siblings**

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

- **Other LAUSD Students**

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

- **California Students**

- **Siblings**

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

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.

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:

- 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:

[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

- 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).)