



LOS ANGELES UNIFIED SCHOOL DISTRICT

El Oro Way Charter for Enriched Studies

A DISTRICT AFFILIATED CHARTER SCHOOL
12230 El Oro Way, Granada Hills, CA 91344

Renewal Petition

Submitted
February 21, 2017

TERM OF PROPOSED CHARTER

JULY 1, 2017 TO JUNE 30, 2022

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(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. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her 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(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students 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”). (Ed. Code § 47605(d)(2)(B).)
- 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(d)(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(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(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 “District Required Language” (DRL), including the Assurances, Affirmations, and Declarations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL 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 DRL contained in the addendum, the provisions of the DRL 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(b)(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(b)(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(b)(5)(A)(iii).)

GENERAL INFORMATION

• The contact person for Charter School is:	SooJoon Choi
• The address of Charter School is:	12230 El Oro Way, Granada Hills, CA 91344
• The phone number for Charter School is:	818.360.2288
• Charter School is located in LAUSD Board District:	3
• Charter School is located in LAUSD Local District:	Northwest
• The grade configuration of Charter School is:	TK-5
• The number of students in the first year of this Charter will be:	500
• The grade levels of the students in the first year will be:	TK-5
• Charter School's scheduled first day of instruction in 2017-2018 is:	August 15, 2017
• 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.)	499
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Single Track
• The bell schedule for Charter School will be:	8:15 a.m. – 2:43 p.m.
• The term of this Charter shall be from:	July 1, 2017 to June 30, 2022

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

The El Oro Way Charter for Enriched Studies, an affiliated charter of LAUSD, is located in Granada Hills, at the northern end of Los Angeles.

El Oro Way Charter for Enriched Studies provides a high quality educational program to the community of Granada Hills. As an affiliated charter, El Oro Way is able to both serve the neighborhood families and accept the enrollment of students from beyond the residential boundaries to supplement the student body's diversity. Diversity in the areas such as socio-economics, primary language, and ethnicity will allow for a school community that can explore and deepen appreciation for the diversity of Los Angeles, even at a small school site.

In the years as an affiliated charter school, El Oro Way has maintained enrollment despite LAUSD's enrollment decline and maintains a wait list of approximately 200 students. The final API ranking issued by the state of California was 901. El Oro Way Charter earned a 10/10 on both the ELA and Math academic domains in the School Quality Index (March 2016.) CAASPP data discussed below highlights the school's high achievements in academics that continue this trend.

64% of students achieved Meets/Exceeds Standards on CAASPP SBAC – ELA in spring 2015.

- 69% of students achieved Meets/Exceeds Standards on CAASPP SBAC – ELA in spring 2016. 56% of students achieved Meets/Exceeds Standards on CAASPP SBAC – Math in spring 2016.
- El Oro Way's performance in SBAC ELA surpassed the similar schools by 6% and resident schools by 28%.
- 56% of students achieved Meets/Exceeds Standards on CAASPP SBAC – Math in spring 2015.
- 56% of students achieved Meets/Exceeds Standards on CAASPP SBAC – Math in spring 2016.
- El Oro Way's performance in SBAC Math matched the similar schools at 56% and surpassed resident schools by 21%.

The integration of the innovations in art, technology, physical education and science is evident throughout all the classrooms at El Oro Way. The itinerant dance teacher taught a class an interpretive dance that was performed by the students at the LAUSD Art Fest in 2016. Parent volunteers were recruited to sew simple costumes and students performed at the district wide event with pride. Each year at Open House, the classrooms display a plethora of student art work samples that provide evidence of a coherent visual arts program that shows the development of student work as they progress through the grades. The science lab supports the implementation of NGSS and live specimen used in science explorations of the FOSS curriculum can be found in both the lab and classrooms. The integration of technology allows students access to the digital learning environment through Google Classroom in grades 3-5 and students

in all grades work in the computer lab to access digital content for differentiated learning tasks. Students participate in structured standards based physical education lessons that promotes lifelong healthy living choices in accordance to the LAUSD Health & Wellness Policy. All of these enrichment programs benefit the students at El Oro way.

Students at El Oro Way who are English Language Learners, Foster Youth, and/or Socio-economically disadvantaged who do not yet meet standards are provided additional learning opportunities in individual or small group settings in the school's intervention program, the Learning Garden. This program, to be described further in this document, provides targeted instruction specific to the child's needs and monitors their progress.

The level of strong academic achievement and growth are attributed to both the intervention program (Learning Garden) and the enrichments in the educational program provided through the systematic instruction and enrichment in the areas of art, physical education, technology and science. To continue to grow, El Oro Way Charter for Enriched Studies will continue to seek status as an affiliated charter school.

STUDENT POPULATION TO BE SERVED

Currently, El Oro Way Charter for Enriched Studies serves 483 children who live within our local school boundaries and students beyond the residential boundary. Students in TK-5th grade are ethnically, racially, linguistically, culturally, and economically diverse and represents the local communities of Granada Hills, Northridge, Porter Ranch, Santa Clarita, and Sylmar.

The student population served reflects the diversity of Los Angeles: 3.7% African American, 8.1% Asian, .1% Filipino, 28% Latino, and 56% White. (MiSiS March 2017) Further, the white population includes a significant population of students from Armenia, Germany and Russia who add to the diversity of the student population.

Ethnicity	# of Students Pref Loc	% of Students Pref Loc
AMERICAN INDIAN/ALASKA NATIVE		
ASIAN	39	8.1%
BLACK	18	3.7%
HISPANIC	137	28.3%
WHITE	269	55.6%
FILIPINO	20	4.1%
PACIFIC ISLANDER	1	0.2%
UNKNOWN		
Overall	484	100.0%

Language Classification	# of Students Pref Loc	% of Students Pref Loc
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EO	381	78.7%
IFEP	35	7.2%
LEP	45	9.3%
RFEP	23	4.8%
UNKNOWN		
Overall	484	100.0%

Further, the school's education program serves students of all abilities and backgrounds. 30% are Socio-economically Disadvantaged, and less than 1% is Foster Youth. Approximately 11% are identified Gifted and Talented, 8% are identified as eligible for Special Education, 9.3% are English Learners and 4.8% are Reclassified Fluent English Proficient.

- The school's GATE population exceeds the LAUSD average of 6%.

GOALS AND PHILOSOPHY

Mission

At El Oro Way Charter for Enriched Studies, our mission is to provide our students with an innovative, engaging, safe, and enriching learning environment where hands-on, highly motivating, creative experiences are embedded into a rigorous academic program—and where the whole child is supported in his/her intellectual, social, and physical development. Our goal is to provide our students with essential tools necessary to compete in the 21st century, to inspire them with a lifelong love of learning, and create a partnership with our immediate and extended community that will facilitate a foundation for their future learning.

Our Motto: "I Am Able..."

Vision Statement

At El Oro Way Charter for Enriched Studies, our vision is to provide an academically challenging program that not only meets academic standards and helps every child realize his/her full potential, but also fosters critical thinking, independence, and creativity.

El Oro Way Charter for Enriched Studies will build a model of excellence in public education through a learning program that:

- Infuses music, dance, art, physical education, and technology into the traditional standards-based curriculum to provide a rich experience for all of our students
- Includes hands-on, investigative learning with indoor and outdoor science experiences, a technology lab, and enriching curricular field trips
- Places an emphasis on multidisciplinary experiences that include projects

encouraging our students to make connections between the curriculum and the real world

- Emphasizes social and community values that foster self-esteem and respect for each other's cultural and learning differences
- Creates an academic environment that encourages student ownership of learning, collaboration, and success
- Meaningfully involves all stakeholders—parents, students, faculty, administration, and local community partners—in continuous communication that focuses on improvement and success of the school and each individual student
- Develops and advances best practices for engaging students and parents, training teachers, and promoting educational excellence, collaboration, and innovation.
- Emphasizes that student learning, critical thinking, and problem solving must be the focus of all school activity and that learning should always be a positive and engaging experience

What It Means to be an “Educated Person” in the 21st Century To be an effective citizen the 21st Century, students must be able to exhibit a range of functional, critical and healthy thinking skills related to information, media, and technology. This requires knowledge and expertise that is mastered through problem solving, communication, collaboration, and self-awareness. A student today must be able to adapt efficiently in order to work and contribute to the ever-changing social and global society. The new millennium was ushered in by a dramatic technological revolution. We now live in an increasingly diverse, globalized, and complex, media- saturated society. According to Dr. Douglas Kellner at UCLA, this technological revolution will have a greater impact on society than the transition from an oral to a print culture (Kellner, Douglas; *New Media and New Literacies: Reconstructing Education for the New Millennium*). A well-educated person in the 21st Century needs to have the following six survival skills advocated by Tony Wagner in his book, *The Global Achievement Gap*:

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

In addition to the rapid advances of technology, the United States has had dramatic change in its economic structure. Students must be prepared with skills of creativity and innovation in order to become successful contributing adults. "Because other nations have, and probably will continue to have, the competitive advantage of a low wage structure, the United States must compete by optimizing its and by sustaining the most

fertile environment for new and revitalized industries and the well-paying jobs they bring" (Rising Above the Gathering Storm, Committee on Prospering in the Global Economy of the 21st Century: An Agenda for American Science and Technology National Academy of Sciences, National Academy of Engineering, Institute of Medicine, 2007).

Students need to be prepared to succeed when they transfer to postsecondary education, career training, or the workforce that is beyond academic skills. The CDE has developed Career Ready Practices (www.careertech.org) which can be supported at the elementary school level. Academic knowledge, strong communication skills, setting and achieving goals, critical thinking, problem solving, maintaining one's health, effective citizenship and leadership, team work, and creativity are standards that are developed at El Oro Way.

Goals of the El Oro Way Charter for Enriched Studies

The primary goal for El Oro Way Charter for Enriched Studies is to provide an engaging, innovative instructional program which challenges all students to become confident 21st Century Learners who are college and career ready. We wish to accomplish the following:

- Maximize student success based on state academic standards and additional assessment techniques (performance and District interim assessment, differentiated assignments, parent teacher conferences, and student portfolios).
- Expand multiple modality learning opportunities for all students, with an emphasis on enriched learning experiences, differentiated for subgroups (children identified below grade level, Gifted and Talented, Special Needs, and English Language Learners).
- Promote the use of assessment data to plan innovative instruction using progressive teaching methods, and to create a highly qualified staff through targeted professional development.
- Integration of technology to learning with the use of the Google Classroom platform for both independent projects and collaboration opportunities.
- Integrate character education (Second Step, Pillars of Character, LAUSD School wide Positive Behavior Plan) into school and community events.
- Actively encourage the Granada Hills community to participate in opportunities that shape the dynamic learning environment at El Oro Way Charter for Enriched Studies (Habitat Workdays, Math and Science Night, Pioneer Days)

Through thoughtful, thorough ongoing communication and articulation with neighboring middle and high schools, El Oro Way will continue to build the foundation for an outstanding public education for all its students.

How Learning Best Occurs

El Oro Way recognizes that learning best occurs when the school embodies a culture of educational excellence and social responsibility that both challenges and nurtures the development of each individual. Collaboratively, teachers, parents, and the community

members foster an educational climate that is uniquely reflective of our school, home, and community.

Learning best occurs as all stakeholders fulfill their individual, departmental, and collaborative commitments to foster this culture of working as a team to educate each child. Creating a culture that focuses on the needs of the students as the first priority and encourages collaboration, shared-learning, shared decision-making, and shared-responsibilities establishes an environment where learning works best.

El Oro Way will continue its history of academic excellence in the community, which nurtures a passion for lifelong learning. The school will continue to ensure a safe, encouraging, and rigorous learning environment that supports students in realizing their optimum learning potential through multifaceted educational experiences. Highly qualified teachers, support personnel, and diverse classrooms maximize accessibility for all students to progress in their educational development. Instruction in the classroom utilizes best practices based on current educational research, clear expectations, rigor, multiple modalities and pathways to learning, as well as differentiated instruction to meet the varying abilities among all students.

LEARNING BEST OCCURS WHEN:	WHAT IT LOOKS LIKE AT EL ORO WAY:
<p>Students are engaged (academic rigor) MarzanoResearch.com</p>	<ul style="list-style-type: none"> • Multifaceted learning opportunities • Inquiry based instruction, infused with technology • Integration of content areas • Rigorous questioning, activities, and experimentation • Cohesive, connected curriculum TK-5
<p>Students thrive in a positive, supportive school culture (health and nutrition) LAUSD Positive Behavior Support, LAUSD Health and Wellness Policy</p>	<ul style="list-style-type: none"> • Positive classroom communities where students are accountable members, encouraged, and supported • A growth mindset and resilience are cultivated • Student meals follow health standards and nutrition guidelines • Monthly Awards assemblies focused on specific character traits • Restorative justice practices • Schoolwide Positive Behavior Support Plan
<p>All stakeholders collaborate and communicate (home/school connection)</p>	<ul style="list-style-type: none"> • Parent Center speakers • Family nights related to CCSS • Parents volunteering in a variety of roles • Parents participate in decision-making through service on committees and the Site/Governance Council
<p>Instruction provides for individualized, specific/actionable feedback, and clear expectations (meeting student needs) Fisherandfrey.com</p>	<ul style="list-style-type: none"> • Students understand and track their progress to set specific goals to meet/exceed standards • Students receive timely feedback on performance and are equipped with strategies for practice, improvement, and mastery • Instruction is differentiated according to student needs and learning styles
<p>A highly qualified and collaborative education team delivers instruction (professional development) Coherence, Fullan & Quinn</p>	<ul style="list-style-type: none"> • Teachers collaborate in and across grade levels to insure consistency in pedagogy and methodology • Teachers continue pursuit of lifelong learners through professional development provided by local district, recognized educational

affiliates, institutions and regional/state conferences

Learning best occurs when all teachers, parents and community members fulfill their joint, collaborative responsibility to provide a culture of education that challenges and nurtures the development of every child. Our diverse school will provide each student opportunities to broaden their learning and have much success as a contributing citizen. El Oro Way Charter for Enriched Studies will work with the community to provide additional enriching opportunities for our students: art, drama, horticulture, music, movement, as well as technology and media resources. At El Oro Way, we strive for the whole child approach to learning, teaching, and community engagement. We need to redefine what a successful learner is and how we measure success. (<http://www.wholechildeducation.org/>) Working together creates an atmosphere focused upon the importance of education, which in turn inspires shared learning. Learning occurs best when learners enjoy the process. "Learning is effective when it creates learner appetite for more learning and an insatiable desire to share the learning with others." (Dirt on Learning by Thom and Joanie Schult p. 46). Learning best occurs when all stakeholders have a voice and that voice is respected. Students, teacher, parents, support staff, and community members are all encouraged and appreciated for their effort to make El Oro Way Charter for Enriched Studies an amazing place to receive an education.

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 (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 annual update." (Ed. Code § 47606.5(e).)

LCFF STATE PRIORITIES

GOAL #1

TEACHER ASSIGNMENTS AND CREDENTIALING

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

ACCESS TO INSTRUCTIONAL MATERIALS

The 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.

Each EL student will have full access to ELD program materials and any supplemental materials necessary to provide the student with access to core instruction.

Each student with an IEP will have full access to all instructional materials necessary to participate fully in the program set forth in the IEP.

FACILITIES MAINTENANCE

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

Related State
Priorities:

- | | | |
|---------------------------------------|----------------------------|----------------------------|
| <input checked="" type="checkbox"/> 1 | <input 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:

- :
:

Specific Annual Actions to Achieve Goal

- Annual review of school compliance with credentialing, assignment requirements, and of teacher hiring procedures by Principal.
- Annual Williams instructional materials review and certification process.
- Annual budget review and planning to ensure funds are available for instructional materials.
- Annual review of ELD and special education programs to identify and obtain all instructional materials needed (Principal and EL Coordinator).
- Internal and/ or District annual review(s) of the state and condition of its facilities.
- Ongoing maintenance and repair log, with biannual inspection of school facilities by Plant Manager and Principal.

Expected Annual Measurable Outcomes

Outcome #1: Teacher assignments and credentialing. The school will assign 100% of teachers in accordance with their credentials, including subject matter and EL authorizations.

Metric/Method for Measuring: Annual Review of School Compliance with Credentialing and Assignment Requirements

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners						
Socioeconomically Disadvantaged Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #2: Access to instructional materials. The 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: Annual Williams Instructional Materials Review and Certification Process / Annual Budget Review / Annual Inventory

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners						
Socioeconomically Disadvantaged Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						

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

Outcome #3: Facilities maintenance. The school will achieve and maintain an overall “good” or better rating on annual review(s) of school facilities.

Metric/Method for Measuring: Internal and District Annual Review

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	“Good” or better rating on annual review.					
English Learners						
Socioeconomically Disadvantaged Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

LCFF STATE PRIORITIES-Implementation of State Standards

GOAL #2

<p>Consistent with the charter, the school will annually increase the number of students achieving proficiency level and above as measured by the CAASPP SBAC English Language Arts and Mathematics assessments, and DIBELS.</p> <p>For English Learners, the school will meet annual AMAO 1 (63.5% of ELL making annual progress in learning English targets).</p> <p>Provide teachers with high quality professional development aligned to Common Core State Standards.</p>	Related State Priorities:		
	<input type="checkbox"/> 1 7 X 2 8 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> <input type="checkbox"/>
	Local Priorities:		

Specific Annual Actions to Achieve Goal

- The school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to (1) yield improved 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, with a focus on critical thinking, problem-solving, and real-world applications.
- Annual review and modification of English Language acquisition program for English Learners to ensure adequate yearly progress and access to core curriculum.
- Ensure programs for English Learners are designed to include the new California English Language Development Standards.

Expected Annual Measurable Outcomes

Outcome #1: Consistent with the charter, the school will annually increase the number of students achieving proficiency level and above as measured by the CAASPP SBAC English Language Arts and Mathematics assessments.

Metric/Method for Measuring: CAASPP - SBAC

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	CAASSP Benchmark Levels of Performance for ELA 64%	1% Increase 65%	1% Increase 66%	1% Increase 67%	1% Increase 68%	1% Increase 69%

All Students (School-wide)	CAASSP Benchmark Levels of Performance for Math 56%	1% Increase 57%	1% Increase 58%	1% Increase 59%	1% Increase 60%	1% Increase 61%
English Learners	CAASSP Benchmark Levels of Performance for ELA 33%	2% Increase 35%	2% Increase 37%	2% Increase 39%	2% Increase 41%	2% Increase 43%
English Learners	CAASSP Benchmark Levels of Performance for Math 27%	2% Increase 29%	2% Increase 31%	2% Increase 33%	2% Increase 35%	2% Increase 37%
Socioeconomically Disadvantaged Students	CAASSP Benchmark Levels of Performance for ELA 66%	1% Increase 67%	1% Increase 68%	1% Increase 69%	1% Increase 70%	1% Increase 71%
Socioeconomically Disadvantaged Students	CAASSP Benchmark Levels of Performance for Math 51%	1% Increase 52%	1% Increase 53%	1% Increase 54%	1% Increase 55%	1% Increase 56%
Foster Youth	<i>None in 15/16</i>	1% Increase				
Students with Disabilities	CAASSP Benchmark Levels of Performance for ELA 20%	1% Increase 21%	1% Increase 22%	1% Increase 23%	1% Increase 24%	1% Increase 25%
Students with Disabilities	CAASSP Benchmark Levels of Performance for Math 20%	1% Increase 21%	1% Increase 22%	1% Increase 23%	1% Increase 24%	1% Increase 25%
African American Students	CAASSP Benchmark Levels of Performance for ELA 80%	1% Increase 81%	1% Increase 82%	1% Increase 83%	1% Increase 84%	1% Increase 85%
African American Students	CAASSP Benchmark Levels of Performance for Math 40%	1% Increase 41%	1% Increase 42%	1% Increase 43%	1% Increase 44%	1% Increase 45%

American Indian/Alaska Native Students	None in 15/16	1% Increase				
Asian Students	CAASSP Benchmark Levels of Performance for ELA 67%	1% Increase 68%	1% Increase 69%	1% Increase 70%	1% Increase 71%	1% Increase 72%
Asian Students	CAASSP Benchmark Levels of Performance for Math 63%	1% Increase 64%	1% Increase 65%	1% Increase 66%	1% Increase 67%	1% Increase 68%
Filipino Students	CAASSP Benchmark Levels of Performance for ELA 78%	1% Increase 78%	1% Increase 79%	1% Increase 80%	1% Increase 81%	1% Increase 82%
Filipino Students	CAASSP Benchmark Levels of Performance for Math 33%	1% Increase 34%	1% Increase 35%	1% Increase 36%	1% Increase 37%	1% Increase 38%
Latino Students	CAASSP Benchmark Levels of Performance for ELA 56%	1% Increase 57%	1% Increase 58%	1% Increase 59%	1% Increase 60%	1% Increase 61%
Latino Students	CAASSP Benchmark Levels of Performance for Math 45%	1% Increase 46%	1% Increase 47%	1% Increase 48%	1% Increase 49%	1% Increase 50%
Native Hawaiian/Pacific Islander Students	None in 15/16	1% Increase				
Students of Two or More Races	CAASSP Benchmark Levels of Performance for ELA 93%	1% Increase 94%	1% Increase 95%	1% Increase 96%	1% Increase 97%	1% Increase 98%
Students of Two or More Races	CAASSP Benchmark Levels of Performance for Math 79%	1% Increase 80%	1% Increase 81%	1% Increase 82%	1% Increase 83%	1% Increase 84%
White Students	CAASSP Benchmark Levels of	1% Increase 74%	1% Increase 75%	1% Increase 76%	1% Increase 77%	1% Increase 78%

	Performance for ELA 73%					
White Students	CAASSP Benchmark Levels of Performance for Math 63%	1% Increase 64%	1% Increase 65%	1% Increase 66%	1% Increase 67%	1% Increase 68%

Outcome #2: For English Learners, the school will meet annual AMAO 1 (63.5% of ELL making annual progress in learning English, the state accountability targets).

Metric/Method for Measuring: CELDT and/or ELPAC

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)						
English Learners	Meet or exceed AMAO 1 6.5%	Meet or exceed AMAO 1 target(s) Not yet determined by the state	Meet or exceed AMAO 1 target(s) Not yet determined by the state	Meet or exceed AMAO 1 target(s) Not yet determined by the state	Meet or exceed AMAO 1 target(s) Not yet determined by the state	Meet or exceed AMAO 1 target(s) Not yet determined by the state
Socioeconomically Disadvantaged Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #3:
Metric/Method for Measuring:

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (School-wide)						
English Learners						
Socioeconomically Disadvantaged Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

LCFF STATE PRIORITIES-Parental Involvement

GOAL #3

The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives and participation in decision making by providing a minimum of four workshops annually.

- (1) My child's teachers inform me about my child's academic progress.
- (2) My child is safe on school grounds.
- (3) School staff takes my concerns seriously.
- (4) This school provides opportunities to help me support my child's learning

The school will increase the number of parents, students and teachers completing the School Experience Survey by 2% annually.

Related State Priorities:

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

Local Priorities:

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Specific Annual Actions to Achieve Goal

- Maintain an effective program for interactive parent and family involvement that includes meaningful opportunities for providing and gathering parental input for decision-making, sharing and receiving information, and teaching and learning how to support the educational program.
- Provide guidelines for parents to express and resolve concerns, in accordance with the charter.

Expected Annual Measurable Outcomes

Outcome #1: The school will increase the number of parents completing the School Experience Survey by 2% annually.

Metric/Method for Measuring: Annual Review of School Experience Survey of Parental Participation

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	35%	37%	39%	41%	43%	45%
English Learners						
Socioeconomically Disadvantaged Students						

Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #2: The school will increase the number students completing the School Experience Survey by 2% annually.
Metric/Method for Measuring: Annual Review of School Experience Survey of Student Participation

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	98%	100%	100%	100%	100%	100%
English Learners						
Socioeconomically Disadvantaged Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Outcome #3: School will provide a minimum of four workshops annually.
Metric/Method for Measuring: Annual School Report Card Goal #4.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	100%	100%	100%	100%	100%	100%

English Learners						
Socioeconomically Disadvantaged Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

LCFF STATE PRIORITIES-Student Achievement

GOAL #4

The school will annually increase the number of students achieving “proficiency” or equivalent on CAASSP English Language Arts and Mathematics assessments.

The school will meet annual state determined growth targets, schoolwide and for all numerically significant subgroups, set by the state.

The school will annually increase the number of English Learners who Reclassified Fluent English Proficient (RFEP) by at least 1%.

Related State Priorities:

- | | | |
|----------------------------|----------------------------|--------------------------|
| <input type="checkbox"/> 1 | X 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:

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Specific Annual Actions to Achieve Goal

- Annual ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development.
- Provide or obtain opportunities for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.
- Monitor Long Term English Learners (LTEL’s) progress Language Acquisition Team
- Utilize class-size reduction teacher to target needs of EL students.
- Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas.
- Purchase ELD Common Core aligned materials.

Expected Annual Measurable Outcomes

Outcome #1: The school will annually increase the number of students achieving “proficiency” or equivalent on CAASSP SBAC English Language Arts and Math assessments.

Metric/Method for Measuring: CAASPP SBAC Data

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	CAASSP Benchmark Levels of Performance for ELA 64%	1% Increase 65%	1% Increase 66%	1% Increase 67%	1% Increase 68%	1% Increase 69%

All Students (School-wide)	CAASSP Benchmark Levels of Performance for Math 56%	1% Increase 57%	1% Increase 58%	1% Increase 59%	1% Increase 60%	1% Increase 61%
English Learners	CAASSP Benchmark Levels of Performance for ELA 33%	2% Increase 35%	2% Increase 37%	2% Increase 39%	2% Increase 41%	2% Increase 43%
English Learners	CAASSP Benchmark Levels of Performance for Math 27%	2% Increase 29%	2% Increase 31%	2% Increase 33%	2% Increase 35%	2% Increase 37%
Socioeconomically Disadvantaged Students	CAASSP Benchmark Levels of Performance for ELA 66%	1% Increase 67%	1% Increase 68%	1% Increase 69%	1% Increase 70%	1% Increase 71%
Socioeconomically Disadvantaged Students	CAASSP Benchmark Levels of Performance for Math 51%	1% Increase 52%	1% Increase 53%	1% Increase 54%	1% Increase 55%	1% Increase 56%
Foster Youth	<i>None in 15/16</i>	1% Increase				
Students with Disabilities	CAASSP Benchmark Levels of Performance for ELA 20%	1% Increase 21%	1% Increase 22%	1% Increase 23%	1% Increase 24%	1% Increase 25%
Students with Disabilities	CAASSP Benchmark Levels of Performance for Math 20%	1% Increase 21%	1% Increase 22%	1% Increase 23%	1% Increase 24%	1% Increase 25%
African American Students	CAASSP Benchmark Levels of Performance for ELA 80%	1% Increase 81%	1% Increase 82%	1% Increase 83%	1% Increase 84%	1% Increase 85%
African American Students	CAASSP Benchmark Levels of Performance for Math 40%	1% Increase 41%	1% Increase 42%	1% Increase 43%	1% Increase 44%	1% Increase 45%
American Indian/Alaska Native Students	<i>None in 15/16</i>	1% Increase				
Asian Students	CAASSP Benchmark Levels of Performance for ELA 67%	1% Increase 68%	1% Increase 69%	1% Increase 70%	1% Increase 71%	1% Increase 72%
Asian Students	CAASSP Benchmark Levels of Performance for Math 63%	1% Increase 64%	1% Increase 65%	1% Increase 66%	1% Increase 67%	1% Increase 68%
Filipino Students	CAASSP Benchmark Levels of Performance for ELA 78%	1% Increase 78%	1% Increase 79%	1% Increase 80%	1% Increase 81%	1% Increase 82%
Filipino Students	CAASSP Benchmark Levels of Performance for Math 33%	1% Increase 34%	1% Increase 35%	1% Increase 36%	1% Increase 37%	1% Increase 38%
Latino Students	CAASSP Benchmark Levels of Performance for ELA 56%	1% Increase 57%	1% Increase 58%	1% Increase 59%	1% Increase 60%	1% Increase 61%
Latino Students	CAASSP Benchmark Levels of Performance for Math 45%	1% Increase 46%	1% Increase 47%	1% Increase 48%	1% Increase 49%	1% Increase 50%
Native Hawaiian/Pacific Islander Students	<i>None in 15/16</i>	1% Increase				
Students of Two or More Races	CAASSP Benchmark Levels of Performance for ELA 93%	1% Increase 94%	1% Increase 95%	1% Increase 96%	1% Increase 97%	1% Increase 98%
Students of Two or More	CAASSP	1%	1%	1%	1%	1%

Races	Benchmark Levels of Performance for Math 79%	Increase 80%	Increase 81%	Increase 82%	Increase 83%	Increase 84%
White Students	CAASSP Benchmark Levels of Performance for ELA 73%	1% Increase 74%	1% Increase 75%	1% Increase 76%	1% Increase 77%	1% Increase 78%
White Students	CAASSP Benchmark Levels of Performance for Math 63%	1% Increase 64%	1% Increase 65%	1% Increase 66%	1% Increase 67%	1% Increase 68%

Outcome #2: The school will meet annual state determined growth targets, schoolwide and for all numerically significant subgroups, set by the state.

Metric/Method for Measuring: CA State Dashboard

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	Not currently available	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups
English Learners	Not currently available	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups
Socioeconomically Disadvantaged Students	Not currently available	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups
Foster Youth	Not currently available	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups

		significant subgroups	significant subgroups	numerically significant subgroups	significant subgroups	significant subgroups
Native Hawaiian/Pacific Islander Students	Not currently available	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups
Students of Two or More Races	Not currently available	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups
White Students	Not currently available	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups	Will meet or exceed state targets schoolwide and for all numerically significant subgroups

Outcome #3: The school will annually increase the number of English Learners who Reclassified Fluent English Proficient (RFEP) by at least 1%.

Metric/Method for Measuring: RFEP Data – Reclassification Data

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)						
English Learners	Reclassification rate 2015-16 11%	12%	13%	14%	15%	16%
Socioeconomically Disadvantaged Students						
Foster Youth						
Students with Disabilities						

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

LCFF STATE PRIORITIES-Student Engagement

GOAL #5

School Attendance Rate

The school will annually increase the number of students that attend 173-180 days each school year (I.e. achieve individual attendance rate of 96% or higher).

Chronic Absenteeism Rate

The school will decrease by 1% annually the number of students missing 16 days or more each school year or an attendance rate of 91% or lower school-wide.

Student Suspension Rate

The school will maintain the number of suspension incidents at 0% for all subgroups: English learners, foster youth, low income students, African- American students, and students with disabilities.

**Related State
Priorities:**

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

Local Priorities:

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Specific Annual Actions to Achieve Goal

- Promote and strengthen the home-school partnership through an annual schedule of programs and activities implemented by the Parent Support Officer
- Increase annually the percent of students attending 173-180 days
- Maintain attendance incentive programs
- Administration will contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership with regard to attendance
- Decrease the number of students missing 16 or more school days each year

Expected Annual Measurable Outcomes

Outcome #1: The school will annually increase the percentage of students that attend 173-180 days each school year (I.e. achieve individual attendance rate of 96% or higher).

Metric/Method for Measuring: Student Attendance Rates

APPLICABLE STUDENT GROUPS	Baseli ne	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (School-wide)	81.6%	82%	82.5%	83%	83.5%	84%
English Learners	77.3%	77.8%	78.3%	78.8%	79.3%	79.8%

Socioeconomically Disadvantaged Students	79%	79.5%	80%	81%	81.5%	82%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	81.1%	81.6%	82.1%	82.6%	83.1%	83.6%
African American Students	81%	81.5%	82%	82.5%	83%	83.5%
American Indian/Alaska Native Students	N/A	Previous Year + 0.5%				
Asian Students	89.8%	90.3%	90.8%	91.3%	91.8%	92.3%
Filipino Students	78.6%	79.1%	79.6%	80.1%	80.6%	81.1%
Latino Students	83.5%	84%	84.5%	85%	85.5%	86%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	N/A	Previous Year + 0.5%				
White Students	79.9%	80.4%	80.9%	81.4%	81.9%	82.4%

Outcome #2: The school will decrease the percentage of students missing 16 days or more each school year (attending 91% or lower.)

Metric/Method for Measuring: Chronic Absenteeism Rates

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	4.5%	4.4%	4.3%	4.2%	4.1%	4%
English Learners	9.1%	9%	8.9%	8.8%	8.7%	8.6%
Socioeconomically Disadvantaged Students	4.9%	4.8%	4.7%	4.6%	4.5%	4.4%
Foster Youth	0%	0%	0%	0%	0%	0%
Students with Disabilities	18.9%	18.8%	18.7%	18.6%	18.5%	18.4%
African American Students	4.8%	4.7%	4.6%	4.5%	4.4%	4.3%
American Indian/Alaska Native Students	N/A	Previous Year – 0.1%				
Asian Students	0%	0%	0%	0%	0%	0%
Filipino Students	0%	0%	0%	0%	0%	0%
Latino Students	3.1%	3.0%	2.9%	2.8%	2.7%	2.6%
Native Hawaiian/Pacific Islander Students	0%	0%	0%	0%	0%	0%
Students of Two or More Races	N/A	Previous Year – 0.1%				

White Students	6.1%	6%	5.9%	5.8%	5.7%	5.6%
Outcome #3: The school will maintain the number of suspension incidents at 0% for all subgroups: English learners, foster youth, low income students, African- American students, and students with disabilities.						
Metric/Method for Measuring: Student Suspension Rate						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	0%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	0%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%
Asian Students	0%	0%	0%	0%	0%	0%
Filipino Students	0%	0%	0%	0%	0%	0%
Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	0%	0%	0%	0%	0%	0%
Students of Two or More Races	0%	0%	0%	0%	0%	0%
White Students	0%	0%	0%	0%	0%	0%

LCFF STATE PRIORITIES – School Climate

GOAL #6

The school will maintain the rate of suspension of 0% schoolwide and for all subgroups and student responses on the Annual School Report Card will increase in the percentage of students who feel safe.

Related State
Priorities:

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

Local Priorities:

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Specific Annual Actions to Achieve Goal

- Continue to implement positive behavior support plans and activities, as well as social skills training.
- Continue to implement a “Character Counts” program that trains and supports student’s positive behavior to help prevent, de-escalate, and resolve conflicts
- Promote and strengthen home-school partnership to manage discipline.
- Maintain safe and positive school environments.

Expected Annual Measurable Outcomes

Outcome #1: The school will maintain the rate of suspension of 0% schoolwide and for all subgroups.

Metric/Method for Measuring: Monthly School Suspension Data

APPLICABLE STUDENT GROUPS	Baselin e	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (School-wide)	0%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	0%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%
Asian Students	0%	0%	0%	0%	0%	0%

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

Outcome #2: The school will maintain the rate of suspension of 0% schoolwide and for all subgroups.

Metric/Method for Measuring: Number of Instructional Days Lost to Suspension Data

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	0%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	0%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%
Asian Students	0%	0%	0%	0%	0%	0%
Filipino Students	0%	0%	0%	0%	0%	0%
Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	0%	0%	0%	0%	0%	0%
Students of Two or More Races	0%	0%	0%	0%	0%	0%
White Students	0%	0%	0%	0%	0%	0%

Outcome #3: Student responses on the Annual School Report Card will increase in the percentage of students who feel safe.

Metric/Method for Measuring: Percentage of students who feel safe on school grounds as reported in Annual School report Card.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	92%	93%	94%	95%	96%	97%
English Learners						
Socioeconomically Disadvantaged Students						
Foster Youth						

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

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, Computer Lab, Dance, Music, Theater, Physical Education) to **100% of its students** every year.

Related State
Priorities:

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

Local Priorities:

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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, 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	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (School-wide)	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 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
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
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, Computer Lab / Mobile Lab, Dance, Music) to 100% of its students every year.

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

				enrichment program		
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 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

**Outcome #3:
Metric/Method for Measuring:**

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)						
English Learners						
Socioeconomically Disadvantaged Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						

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

LCFF STATE PRIORITIES-Other Student Outcomes

GOAL #8

100% of our students will be participate in our Learning Garden Program plan providing foundational literacy instruction as part of first teaching or as tiered intervention, will engage in series of differentiated literacy professional developments based on individual teacher's knowledge of content and facilitated by school leadership teams, to address content facilitated by school leadership teams, to address the needs from early emergent to fluent readers. Intervention teacher will monitor and analyze student progress through student performance on DIBELS, Progress Monitoring, and TRC.

Maintain training of all teachers and paraprofessionals in the Learning Garden Intervention Program.

Related State Priorities:

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

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- Continue on-site training of teachers and paraprofessionals in Learning Garden Intervention Program through current grade-level “experts” on staff and Instructional Coach.
- DIBELS and/or TRC data will be analyzed and tracked to monitor and show student progress across all grade levels
- Maintain Lexia Core 5 license for all students for both intervention and enrichment in English Language Arts

Expected Annual Measurable Outcomes

Outcome #1: The school will implement the Learning Garden Intervention school wide in ELA that is accessible to 100% of students to increase competencies in concepts and skills.

Metric/Method for Measuring: Learning Garden Intervention Schedule will be reviewed to ensure all students are accessing the program.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	Maintain 100% of students having access to the Learning Garden	Maintain 100% of students having access to the Learning Garden	Maintain 100% of students having access to the Learning Garden	Maintain 100% of students having access to the Learning Garden	Maintain 100% of students having access to the Learning Garden	Maintain 100% of students having access to the Learning Garden

	Intervention Program	Intervention Program	Intervention Program	Garden Intervention Program	Intervention Program	Intervention Program
Outcome #2: Intervention teacher will monitor and analyze student progress through student performance on DIBELS, Progress Monitoring, and TRC. Metric/Method for Measuring: DIBELS and/or TRC data						
APPLICABLE STUDENT GROUPS	Baseline 2016/17 BOY-Proficient	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	82%	83%	84%	85%	86%	87%
English Learners	71%	72%	73%	74%	75%	76%
Socioeconomically Disadvantaged Students	78%	79%	80%	81%	82%	83%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	61%	62%	63%	64%	65%	66%
African American Students	82%	83%	84%	85%	86%	87%
American Indian/Alaska Native Students	N/A	Previous Year + 1%	Previous Year + 1%	Previous Year + 1%	Previous Year + 1%	Previous Year + 1%
Asian Students	92%	93%	94%	95%	96%	97%
Filipino Students	N/A	Previous Year + 1%	Previous Year + 1%	Previous Year + 1%	Previous Year + 1%	Previous Year + 1%
Latino Students	79%	80%	81%	82%	83%	84%
Native Hawaiian/Pacific Islander Students	93%	94%	95%	96%	97%	98%
Students of Two or More Races	N/A	Previous Year + 1%	Previous Year + 1%	Previous Year + 1%	Previous Year + 1%	Previous Year + 1%
White Students	82%	83%	84%	85%	86%	87%
Outcome #3: Maintain Lexia Core 5 license for all students for both intervention and enrichment in English Language Arts. Metric/Method for Measuring: Maintain license for student access						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	100%	100%	100%	100%	100%	100%
English Learners						
Socioeconomically Disadvantaged Students						

Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

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

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

Thinking creatively, collaborating with colleagues, problem-solving in innovative ways, and communicating effectively are a few of the skills embedded in our curriculum to engage our students in the learning process. With clear expectations and criteria set by our teachers, students are encouraged to take more initiative in their own learning and to develop tangible goals. Students make incremental checks to assure progress toward their long-term strategic goals, develop questions to analyze past experiences, and make relevant improvements. Empowering our students to become actively involved in their own educational experience helps produce responsible and contributing members of society.

INSTRUCTIONAL DESIGN

Our curriculum is aligned with the California Common Core Content Standards (CCSS) the Next Generation Science Standards (NGSS), and the LAUSD’s instructional initiatives. We believe that powerful learning and addressing the needs of our students, including all sub-groups, are best accomplished through a balanced program, which focuses on student-centered instruction. El Oro Way will rely upon research-based

strategies, examine formative and summative student data, analyze student work samples, utilize the plan-instruct-reflect-revise cyclical process of teaching for collaborative planning of long-term units, and conduct lesson studies to refine our delivery of instruction.

Student data and work samples will continuously be examined to ascertain the strengths and weaknesses of our students (from not met to exceeds) including all subgroups of student learners (at risk, special needs, socioeconomically disadvantaged, English Learners, Standard English Learners, gifted and talented, under-achieving/non-proficient, subgroups by ethnicity, and those with Section 504 plans). Adhering to the proposed instructional framework and teaching methodologies ensures that El Oro Way's instructors can successfully meet the needs of our students in all subgroups.

Using the concepts of backwards planning and Understanding by Design, curriculum will be systematically planned, providing students with a steady, consistent staircase to success. El Oro Way teachers and leadership will work together to provide research-based practices such as Dr. Kaplan's Icons for Depth and Complexity, Thinking Maps, and Singapore Math to inform our instruction to ensure mastery of the Common Core Standards for all students. We believe that it is our professional and ethical responsibility to provide daily instruction for each child in every classroom that includes the following:

- Clear expectations
 - State standards are clearly expressed using student friendly language
 - Rubrics and criteria charts, both teacher created and student created, are developed which align with state standards
 - Conceptual knowledge (knowing what to do)
 - Procedural Knowledge (knowing how to do something)
 - Reasoning (knowing when/where/why to do something)
- Rigorous curriculum
 - Critical thinking strategies in all academic areas include:
 - Scholarly Behaviors (Depth and Complexity)
 - Revised Blooms Taxonomy
 - Webb's Depth of Knowledge
- Varied opportunities for collaboration and student interactions
 - Pair-share instruction
 - Cooperative learning opportunities across the curriculum
 - Choral reading, chanting
 - Literature circles
 - Writing process, which includes peer revision and peer editing
- Differentiated curriculum
 - Tiered assignments
 - Compacting
 - Independent study
 - Scaffolding technique
 - Thinking Maps, Accountable Talk, and pre-teaching of concepts
- Differentiated instruction

- Whole group, small group, and individualized instruction
- Multi-media, technology enriched learning
- Team teaching
- Graphic organizers and mind maps
- Specially Designed Academic Instruction in English (SDAIE)
- Direct instruction
- Guided practice
- Experiential learning
 - Student centered learning
 - Independent work time, research, and projects
 - Use of manipulatives and realia
 - Hands-on inquiry-based learning through labs and simulations
 - Internet connectivity and collaboration
 - Field trips
- Integration of the arts
 - Music class
 - Visual arts instruction across the curriculum
 - Theater and dramatic arts activities

Curriculum and Instructional Strategies

Charter School shall comply with and implement all applicable District policies and procedures, as they may change from time to time, related to implementation of curriculum and instruction to meet the California content and performance standards, including the Common Core State Standards, and CAASPP.

The scope and sequence of skills across the curriculum and grade levels the school plans to teach are described below using the LAUSD basic ELA program *Benchmark*:

English Language Arts

- Develop students' reading, writing, listening, and speaking skills to access academics across the disciplines
- Integrate and infuse critical thinking skills, such as Depth and Complexity, Bloom's Taxonomy, and Webb's Depth of Knowledge Dimensions, into the District's state adopted reading program and supplemental core literature
- Provide reading materials to meet the students' independent and instructional reading abilities in a variety of texts at appropriate Lexile levels and text-complexity ranges
 - Emphasize nonfiction and fiction texts in all grades to meet and exceed the CCSS requirements
 - Teach foundational skills, including print concepts, phonics, word recognition, and fluency to address emergent readers
 - Supplement reading support using Junior Great Books and literature circles

- Implement (school wide) Thinking Maps writing program to address persuasive/opinion, narrative, and informational writing
 - Critique, justify, and theorize in compositions/writing across disciplines
 - Differentiate writing instruction to meet the needs of all learners through analysis to pinpoint further scaffolding needed in small group and individual writing workshops
 - Demonstrate writing across the curriculum for a variety of audiences and purposes
- Use technology, such as laptops, Chromebooks, and iPads to conduct and complete informative, persuasive, narrative writing assignments, oral presentations, digital portfolios, and exhibits
 - Evaluate assignments in the upper grades through submission via Google Classroom, providing peer collaboration and revision to provide immediate feedback regarding criteria and quality
- Apply speaking and listening skills by effectively engaging in a range of collaborative discussions and presentations delivered clearly using appropriate projection, expression, eye contact, and clear speech to varied audiences

Math

- Develop students' mathematical proficiency and mastery by utilizing curriculum aligned with the CCSS as the core math curriculum. Subject to applicable District policy, El Oro Way intends to utilize concept based mathematical strategies, Eureka math and/or the District adopted text as the main sources to provide rigorous conceptual and computational skills in a variety of mathematical processes to meet and exceed the CCSS.
- Facilitate students' use of the eight Mathematical Practices as outlined in the CCSS
 - Provide opportunities for students to generalize math skills to daily life across disciplines
 - Build upon understanding of the concepts and vocabulary of computations, patterns, functions, geometry, statistics, and probability
- Differentiate instruction through varied groupings to meet student needs from intensive to advanced
 - Support the identification of relevant information to plan and solve problems using multiple pathways in written and oral form, both independently and collaboratively in small groups
 - Advance student skills by integrating manipulatives to assist students with modeling problems
- Extend classroom instruction through technology by providing access to posted sample responses, videotaped lessons, enrollment in advanced math courses, and ascertaining student progress in supplemental programs such as Front Row Ed, Acellus, and Khan Academy

History/Social Studies

- Supplement instruction using a variety of materials that include state adopted textbooks and supplementary materials to meet and exceed the CCSS

- Elevate students' critical thinking skills by identifying patterns, parallels, contributions, and convergences that shaped historical events over time
- Facilitate the execution of classroom exhibits, museums, and presentations to provide creative opportunities while demonstrating mastery of content
 - Present reenactments, plays, and role-plays that apply student understanding of events and points of view in historical and present-day contexts
 - Model how to craft descriptive and historical reflections that bring the people and time periods they are studying to life
- Develop research skills to reinforce content and dig deeper into topics.
 - Interact with primary resources as historical evidence to understand the people and time periods being studied
 - Hone students' geography skills utilizing map activities
- Bridge students' awareness of their place in the world as it progresses from neighborhoods, communities, cities, states, and countries, to the interconnected, global world
 - Instill a consciousness in students to practice citizenship in their own community by supporting needs such as hunger, recycling, and donation of clothes

Science

- Provide students with a rigorous curriculum that meets the Next Generation Science Standards (NGSS) based on the California Framework for K-12 Science Education and developed by the National Research Council
 - Guide students to develop an understanding of the three disciplinary core ideas (content), scientific and engineering practices, and cross-cutting concepts in the following domains:
 - physical sciences, life sciences, earth and space sciences, biology, chemistry, and physics
- Conduct investigations by using the FOSS, 2nd edition, transitioning into the 3rd edition-Next Generation kits
- Apply scientific method to explore and discover new products and ideas, students learn to form questions, research, hypothesize, gather and analyze information and draw conclusions for their data
- Engage in the 8 science practices throughout the disciplines, which help students understand how science knowledge develops and how scientific investigation and inquiry is supported:
 - Ask questions and define problems for further exploration
 - Develop and use models to represent abstract concepts
 - Plan and carry out investigations and learning to fine-tune their research methods
 - Analyze and Interpret data so as to bring out their meaning and relevance in scientific inquiry
 - Use mathematics and computational thinking and merging the two fields of science and engineering

- Construct explanations for scientific phenomena and design engineering solutions under specific constraints and criteria
- Engage in argument, using evidence to defend a new idea
- Read, interpret, and produce scientific and technical text as a fundamental practice in our science instruction
- Encourage students to use a variety of ways to present their research, including through writing and use of technology

Technology

- Incorporate technology into all areas of the curriculum
- Allow students to demonstrate creative thinking to develop innovative products and processes using technology
- Guide students to use digital media to communicate and work collaboratively
- Teach students to apply digital tools to gather, evaluate, and use information
- Help students apply their critical thinking skills to plan and conduct research
- Provide technology instruction for K-2 students with a focus in the following areas:
 - Mastery of basic keyboarding skills (function of various keys, speed and accuracy, using the home keys)
 - Basic Internet research skills, safety, and responsibility
 - Introduction to tables and spreadsheets
 - Introduction to basic word processor skills
 - Introduction to creating informative presentations
 - Multimedia presentation
- Provide technology instruction for students in grades 3-5 with a focus in the following areas:
 - A 1-to-1 Chromebook program that incorporates the best practices of a traditional program with a modern, blended learning approach
 - Google Classroom – LMS implementation
 - Collaborative work through Google Apps for Education – Drive, Docs, Sheets, Slides, etc.
 - Digital portfolios

Visual and Performing Arts

- Music
 - Teach students to process, analyze, and respond to sensory information through the language and skills unique to music
 - Apply instrumental musical skills using class sets of instruments and portable keyboards. Expose students to a wide-ranging variety of recorded music for listening, to develop an appreciation of music and an understanding of the historical contributions of music.
 - Allow students to apply what they learn in music across subject areas.
- Theatre
 - Provide opportunities for students to express themselves and demonstrate core curriculum knowledge on the classroom stage

- Perform curriculum-based plays published by Bad Wolf Press, as well as original plays, written by staff members.
- Learn from the traveling theatre teacher as she models lessons on the 6 elements of drama with groups of students
- Encourage students to apply theatre skills to literature, science, and social studies
- Visual Arts
 - Deliver content using the Art Express and Arts Attack series
 - Expose students to cross-cultural artistic masters and encourage them to both recognize and emulate their form.
 - Provide opportunities for students to practice art in the classroom, in our Art Studio, and outdoors
 - Learn from the traveling art teacher as she models lessons on the 7 elements of art with groups of students
 - Use our state-of-the-art kiln is used to finish students' clay sculptures
 - Encourage students to apply visual arts skills across other subject areas
- Dance
 - Give students opportunities to develop movement skills, emphasizing the elements of time and space
 - Encourage students to create and communicate meaning through the performance of dance
 - Provide opportunities for 4th and 5th graders to learn and perform historically relevant dances by participating in ballroom dance instruction
 - Encourage students to apply what they learn in dance to learning across subject areas

Health and Physical Education

- Foster students' foundation of health utilizing a variety of materials that include state adopted texts such as Health and Wellness by Macmillian/McGraw-Hill across grades K-5 to meet and exceed the CCSS
 - Assist students' in uncovering how the three parts of health (mental/emotional, physical, social/family) are interconnected and contribute to overall well being
- Social-emotional health
 - Evaluate the effect of how the six pillars of character implemented school-wide contributes to a school culture of social responsibility
 - Continue reinforcement of character through a rotating focus and awards at monthly assemblies
 - Supplement further character education with information obtained from programs such as 8 Keys of Excellence and 7 Habits for Kids
 - Empower students' conflict resolution skills by communicating with I-messages
 - Inspire and call students to be active leaders in contributing to environmental health
- Healthy choices & risk management

- Judge how healthy behaviors and risk behaviors are beneficial or detrimental to personal health and safety
- Examine how the practice of healthful behaviors helps to reduce the spread of communicable and preventable diseases
- Discern how healthy food choices contribute to physical growth, and impact mental/emotional health
- Physical health
 - Commemorate the global impact of physical fitness in annual school-wide Olympics
- Celebrate existing physical education program with the annual, week-long celebration of physical fitness (Fitness Week), which involves an opening ceremony, a myriad of daily physical fitness activities, guest speakers, class banners and T-shirts, Commit to Be Fit Health Contracts, Healthy Eating Contracts, and a school-wide closing ceremony

Transitional Kindergarten

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

El Oro Way provides the transitional kindergarten program for students in accordance with LAUSD policy. Students are provided instruction in accordance with State guidelines and standards.

TK students are housed in the kindergarten area of school, playing and eating lunch on the same schedule as the kindergarten students. They participate in all enrichment programs at the school.

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, related to work year, academic calendars, and schedules.

The El Oro Way school year will operate on the LAUSD calendar with 180 days of instruction composing the school year. All LAUSD school holidays will be observed as a typical traditional track elementary school.

El Oro Way students in grades TK-5 receive 324 instructional minutes on Monday, Wednesday, Thursday, and Friday. On Tuesday banking days, students receive 264 instructional minutes. Students receive 249 minutes on Minimum Days. The instructional schedule is designed to fulfill the California Ed Code minimum number of minutes, as set forth in E.C. 47612.5.

Important Dates & Holidays

First Day of School:	August 15, 2017
Admissions Day School Closed:	September 1, 2017
Labor Day School Closed:	September 4, 2017
Unassigned Day School Closed:	September 21, 2017
Veterans Day School Closed:	November 10, 2017
Thanksgiving Holiday:	November 20-24, 2017
Winter Recess:	December 18 thru January 5, 2018
Second Semester Begins:	January 8, 2018
MLK Jr. Observed:	January 15, 2018
Presidents' Day Closed:	February 19, 2018
Spring Recess:	March 26 thru 30, 2018
Caesar E. Chavez Closed:	April 2, 2018
Memorial Day Closed:	May 28, 2018
Last Day of Instruction:	June 7, 2018

Pupil Free Days
 Monday, August 14, 2017
 Friday, June 8, 2018
 * If a school selects Monday, January 8, 2018 as a Pupil Free Day, then Friday, June 8, 2018 becomes an Instructional Day

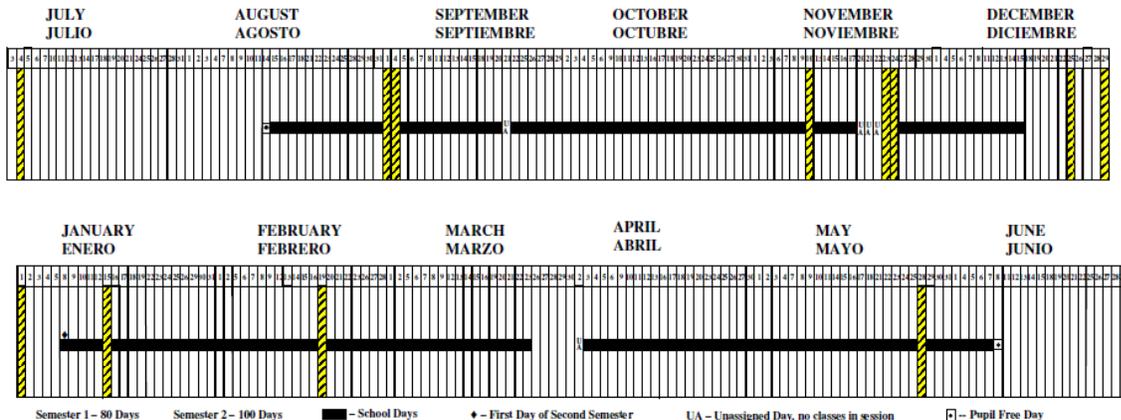


LOS ANGELES UNIFIED SCHOOL DISTRICT
DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES



Board Approved
1/10/2017

SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2017-2018
CICLO UNICO CALENDARIO ESCOLAR DE INSTRUCCIÓN



<u>IMPORTANT DATES:</u>					
07-04-2017	Independence Day	11-23 & 11-24-2017	Thanksgiving Holiday	03-26 thru 03-30-2018	Spring Recess
08-15-2017	First Day of Instruction	12-18-2017 thru 01-05-2018	Winter Recess	04-02-2018	Cesar E. Chavez
09-01-2017	Admissions Day	* 01-08-2018	Second Semester Begins		Birthday Observed
09-04-2017	Labor Day	01-15-2018	Dr. Martin L. King, Jr.'s Birthday	05-28-2018	Memorial Day
11-10-2017	Veterans Day Observed	02-19-2018	Presidents' Day	* 06-07-2018	Last Day of Instruction

Daily Bell Schedule
Regular Days

	Instructional Minutes	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal
TK/Kindergarten	324	8:15	10:00	10:20	11:45	12:30	2:43
Grades 1-2	324	8:15	10:00	10:20	11:45	12:30	2:43
Grades 3-4	324	8:15	10:00	10:20	12:05	12:50	2:43
Grades 5	324	8:15	10:00	10:20	12:35	1:20	2:43

Professional Development Banked Days

	Instructional Minutes	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal
TK/Kindergarten	264	8:15	10:00	10:20	11:45	12:30	1:43
Grades 1-2	264	8:15	10:00	10:20	11:45	12:30	1:43
Grades 3-4	264	8:15	10:00	10:20	12:05	12:50	1:43
Grades 5	264	8:15	10:00	10:20	12:35	1:20	1:43

Minimum Days

	Instructional Minutes	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal
TK/Kindergarten	246	8:16	10:00	10:20	--	--	12:45
Grades 1-5	246	8:16	10:00	10:20	--	--	12:45

Mathematics Placement Act

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

High School Exit Examination

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

Professional development is built upon school wide needs and the interests of teachers and administration. The topics are aligned with the District's banking time professional development priorities and developed with the input of El Oro Way's Grade Level Chairs and teachers. The Grade Level Chairs will determine topics for Professional Development by the end of the school year, for the upcoming year, focusing on the areas of curriculum, technology, innovation, character education, intervention, English Language Learners, differentiation strategies, Special Education, and safety. All professional development topics and needs will be based on student data and the needs of our students. Professional development sessions will include utilizing El Oro Way teachers with varieties of expertise, as well as other experts and consultants from the District, local universities, or educational publishing companies. Professional development may also include grade and cross grade level small groups, and after school learning communities to explore ways to elevate teaching and learning. The

Grade Level Chairs will work with the administration to ensure flexibility and that Professional Development meets the needs of the teachers so they may better serve our students' needs.

In addition to learning and implementing research based instructional strategies, professional development will focus on helping our teachers provide a consistent curriculum with Great Minds/Eureka math, Thinking Maps, the Next Generation Science Standards (NGSS), supporting students from all subgroups who need accommodations, and differentiation strategies, technology literacy, and promoting social/emotional and growth mindset.

A District trained teacher liaison has lead the staff through the transition to the NGSS as is described in the Local District Northwest Implementation Timeline through professional development that allows teachers to personally understand the instructional shifts, three dimensional learning, and the performance expectations of NGSS.

Our commitment to continuous learning is unwavering. Our professional development and budget will be aligned with our students' needs, always basing our decisions on sub-group and whole school data. Both quantitative and qualitative assessments indicate that students are improving in all areas due to our belief that adult learning and reflection is critical to student growth.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

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

El Oro Way continues to work with English Learners to ensure they meet and/or exceed English Language proficiency and grade-level standards comparable to their fluent English peers. Our EL Coordinator oversees the EL program and ensures the Master Plan is followed and all accountabilities are met. In accordance to the EL Master Plan low chart for placement, EL students at a grade level are grouped together. There is one ELD classroom in each grade. There are approximately three classes per grade level, and with the number of ELL's at each grade level there are usually not enough ELL students to fill one class. Therefore, there is one ELD class per grade, and the remaining seats in the class are filled with students who are EO/IFEP/RFEP. Intervention is provided both during the day and after school, as needed, by teachers. Teaching Assistants are assigned to allow for small group, targeted instruction.

El Oro Way will implement LAUSD's English Learner Master Plan. Information regarding the Master Plan, program options, CELDT/ELPAC testing, CAASPP SBAC testing, Common Core State Standards, California ELD standards, program placement, parent meetings, and reclassification criteria will be communicated with parents in their primary language.

The Student Support & Progress Team (SSPT) works to ensure teachers receive support in meeting the goals for each student. The team will meet with the students' teachers during the fall and spring semester to review progress, reclassification monitoring, and discussion strategies. All teachers will receive professional development regarding the ELD standards by utilizing the training modules provided by LAUSD.

El Oro Way identifies English Learners based on the Home Language Survey upon enrollment. We utilize LAUSD's criteria for identifying and re-designating EL students. LAUSD's MiSiS computer software program is used to monitor student progress and re-designation. Using multiple measures of data, including CELDT/ELPAC, SBAC, report card grades, and interim assessments, RFEPS are closely monitored. The EL Designee reviews the progress of students' internal assessments (DIBELS), curriculum assessments from LAUSD adopted programs such as MyMath and Benchmark, report card grades, SBAC (for students grades 3-5), and CELDT (ELPAC going forward). The EL Designee also meets with the teachers of ELL's to review the progress, set goals toward reclassification, and develop action plans to provide the needed instruction. This year, the EL Designee has started a meeting with the ELL students in 4th and 5th grade to provide them details on their identified areas of growth and the potential benefits of reclassification before middle school. The EL Designee presents the information at the ELAC meetings, SSC Meeting as well as the Governance Council Meeting.

El Oro Way provides parents of English Learners with multiple opportunities to learn about the Master Plan instructional program options to make informed decisions regarding their child's instructional placement. Structured English Immersion and Mainstream English programs are provided and taught by certified teachers.

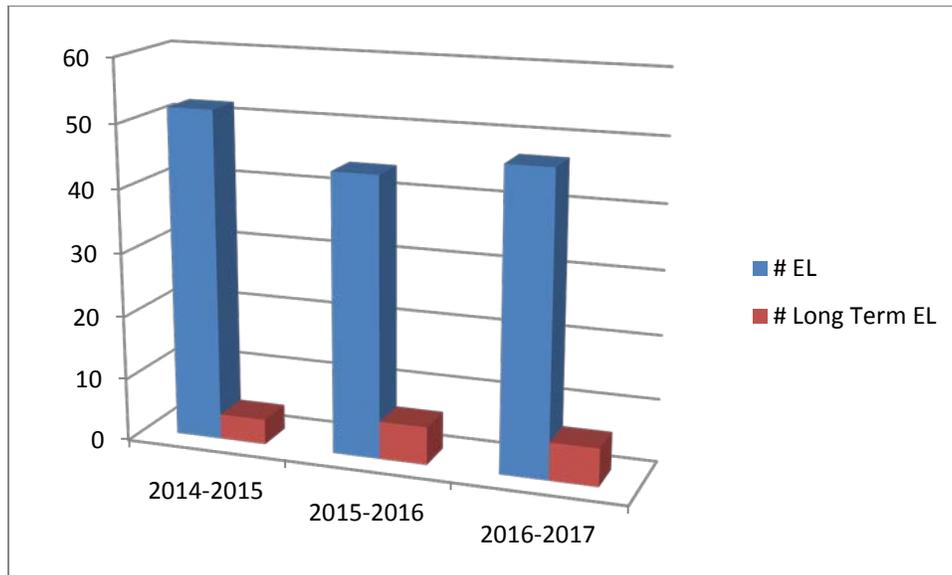
In order to teach EL students, teachers utilize both Designated and Integrated ELD to meet the current state ELD standards using CELDT results to guide instruction. Teachers will instruct English Learners in how English works focusing on grammatical structures and vocabulary in order to successfully participate in academic tasks. Concurrently, our English Learners will develop academic English within academic content across disciplines. A variety of SDAIE methods are used to meet the needs of our English Learners which include:

- Scaffolding
- Think-pair-share
- Collaborative learning groups
- Emphasis on learning vocabulary
- Use of visual aids
- Manipulatives

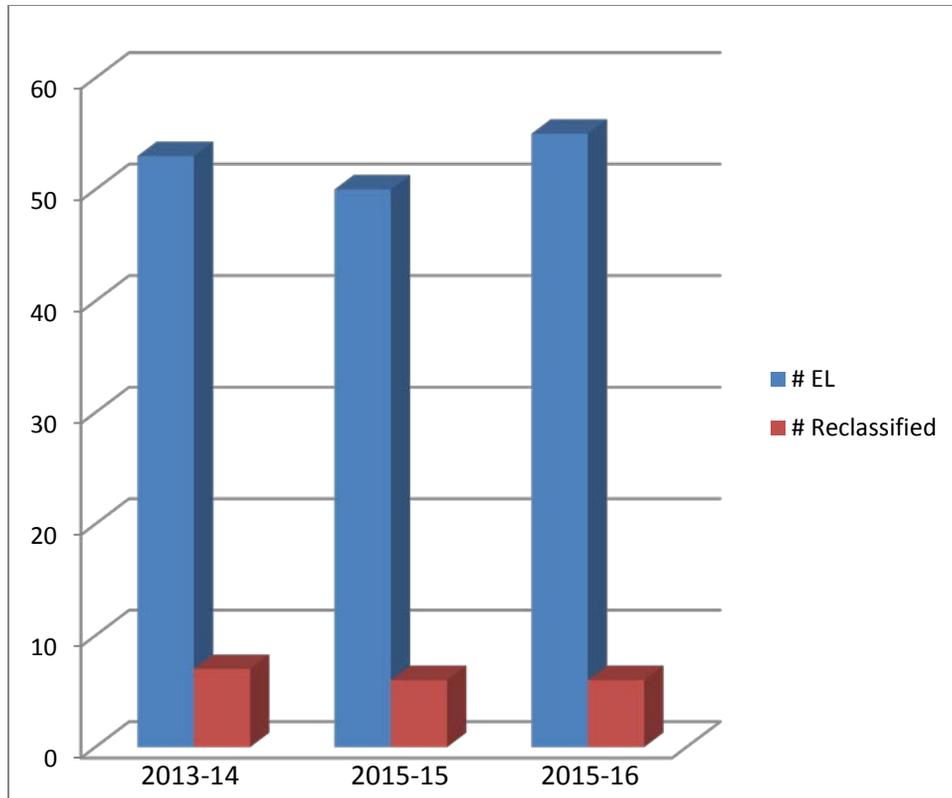
- Graphic organizers
- Thinking maps
- Emphasis on different multiple intelligences

A Student Support and Progress Team (SSPT) works to ensure teachers receive support in meeting the goals for each EL student. The team meets with ELD teachers twice yearly to examine growth/progress, reclassification criteria, and to answer any questions or address concerns that the teachers may have about the status of their students.

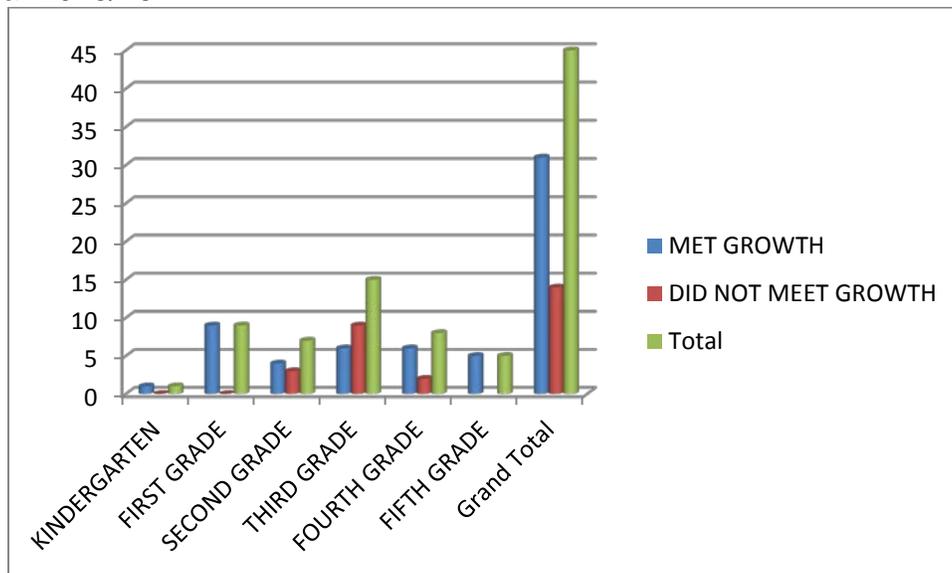
The chart below shows that we have been able to minimize the number of students who remain Long Term English Learners and maximize rapid progression to reclassification at El Oro Way. Our goal for English Learners that are identified in Kindergarten continues to be reclassification by the end of second grade and/or the beginning of third grade.



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



The chart below shows the number of students who meet CELDT growth by scoring Proficient on the California English Language Development Test in the school year 2015/16.



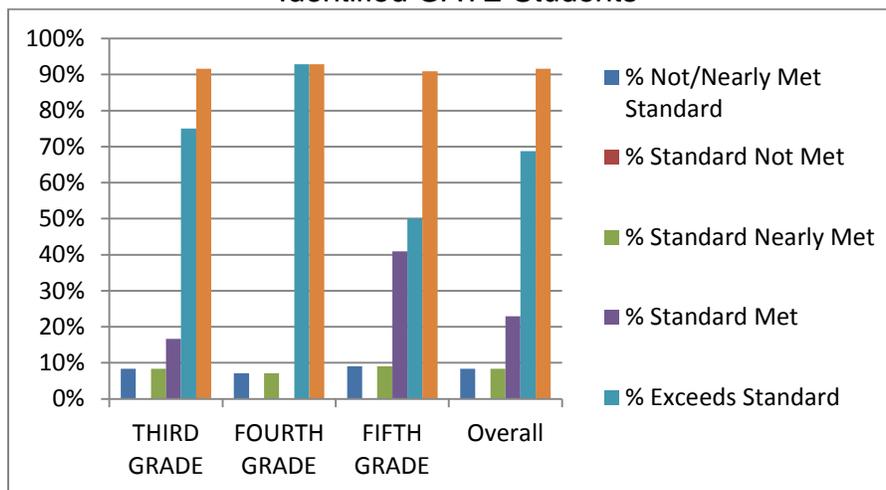
Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall 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 in accordance with the "General Fund School Program Manual" or equivalent as it may change from time to time.

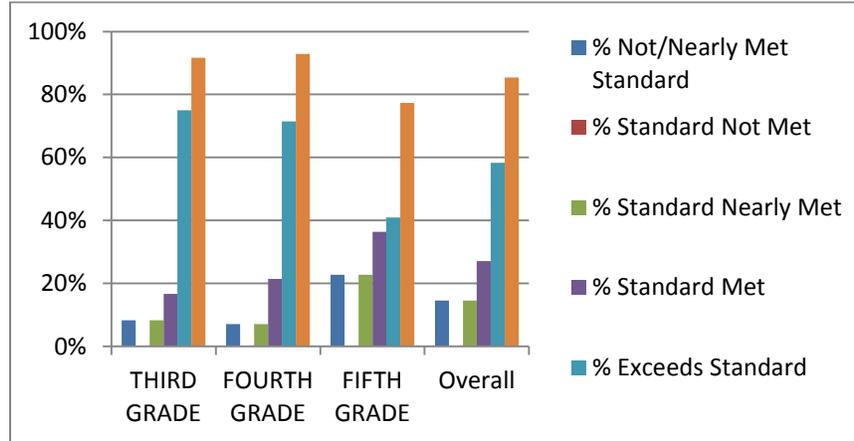
At El Oro Way, many students demonstrate higher level thinking skills and the ability to achieve beyond grade level standards, as is evidenced by the fact that an average of 16.4% of our student population in grades 2-5 was identified as gifted and talented in the intellectual category, high achievement, visual arts and performing arts categories. Students are identified gifted in the high achievement category in the second grade with the OLSAT-8 test. The OLSAT-8 is a nationally standardized, norm referenced, group administered assessment related to a student's ability to learn and succeed in school. Students are assessed in the verbal category, such as verbal comprehension and verbal reasoning and non-verbal category including pictorial reasoning and figural reasoning. LAUSD has determined scores on the SBAC test which will constitute further identification of gifted identification in the high achievement category.

Additionally, students who demonstrate advanced abilities are referred by the classroom teacher to the gifted coordinator for intellectual testing. Teachers are asked to submit the names of students throughout the school year. 2nd grade teachers start the referral process to ensure that students will be identified before they leave El Oro Way and are ready for middle school. As an affiliated charter school, El Oro Way will complete a fee for service form to be sent to the Charter Schools Division for approval and then to the LAUSD GATE office for screening.

SBAC –ELA Results – Spring 2016
Identified GATE Students



**SBAC –Math Results – Spring 2016
Identified GATE Students**



Each year when the GATE evaluation is submitted to the LAUSD Gifted and Talented office, schools are asked to answer the following 5 questions:

- Is at least 6% of the school’s current total population identified as gifted?
- Is at least 6% of the school’s current African American?
- an American Population identified as gifted?
- Is at least 6% of the school’s current Latino Population identified as gifted?
- Does the school wide gifted identification proportionately reflect the demographics of the school?
- Are students in all ethnic subgroups actively screened and referred for gifted identification?

Students who demonstrate high achievement but who do not qualify for official identification will be offered the same opportunities as identified GATE students. Differentiated instruction, which meets or exceeds state and national guidelines, occurs school-wide. Teachers receive extensive professional development in the use of Depth and Complexity dimensions, Depth of Knowledge, Revised Bloom’s Taxonomy, Thinking Maps, and current research-based developments in educating the gifted and talented student.

El Oro Way emphasizes higher-level thinking skills by providing students with many opportunities to study the core curriculum with increased depth, complexity, and novelty. Classroom differentiation allows for individualized extensions of the curriculum, creative problem solving activities, and acceleration and compacting of the curriculum when appropriate. Students are encouraged to demonstrate their learning in creative and innovative ways which reflect the 21st century learner. Technology is used to help extend the curriculum with classroom computers, projectors, Apple TV devices, and a computer lab. Additional higher-level learning opportunities include Science Olympiad, independent and small group projects and investigations, and independent subject groups, wherein students work with challenging and above grade level materials. Student progress in the

GATE program is assessed on an annual basis using LAUSD assessment tools including DIBELS, DIBELS TRC, SBAC, Lexia Core 5.

A team of two classroom teachers work as the GATE Coordinators and organize the GATE Program at El Oro Way. They monitor student achievement to identify students for the program using the District data programs to gather students report card marks and standardized test results. They also plan the instructional programs for depth and complexities described above for delivery in grades 3-5, the grades at which students are identified. In grades 3 – 5, students are clustered, following the LAUSD cluster model, in two classrooms per grade. The planned differentiations are delivered through the classroom teachers of the GATE clusters. The progress of all GATE students are monitored by the GATE Coordinators and school principal at each reporting period, DIBELS period and annually for the SBAC. The annual GATE Program Review is completed by the GATE Coordinators as well and is turned in to the LAUSD GATE office. All these documents are available for public review in the Main Office.

Students Achieving Below Grade Level

Students achieving below grade level are identified by using multiple measures including: classroom assessments, anecdotal records, teacher observations, benchmark rubrics and checklists, DIBELS, DAZE, TRC, DIBELS Math, Lexia Core 5, and District interim assessments for reading, writing, and math. The Smarter Balanced Assessment data and the 5th grade California Science Test (CST/CAST) are used for summative data. Formative assessments listed above occur several times a year to gauge progress and inform instruction. The summative assessments occur once a year. In addition, the CELDT/ELPAC is given annually to all English Learners.

Multiple interventions are provided including:

- Consistent, cohesive first teaching rooted in research-based strategies
- Small group intervention in the class with the teacher and the assistant
- Student Support and Progress Team (SSPT)
- The Learning Garden, El Oro Way's academic intervention center
- After-school tutoring
- Homework club
- Attendance counseling and services coordination
- Phillips Graduate School Counseling
- Parent workshop sessions
- School-based counseling services

Data from these different assessments is collected and analyzed by the teacher, grade-level, and the SSPT. Once identified, students not achieving grade-level standards are given differentiated, targeted instruction in the classroom tailored to their needs.

Teachers and Teachers Assistants (TAs) provide small-group and individualized pre-teaching and re-teaching. Multiple modalities of instruction are utilized to tap into the student's learning style. After-school tutoring is budgeted and provided when needed.

Parents are provided current information within the first couple of weeks at the start of each school year, and they receive regular updates throughout the year regarding their child's progress towards meeting the grade level standards. Parent Workshop sessions are provided each year to help parents be our partners at home. Extra materials and resources are provided for students to use at home, if needed, as well as providing students and parents' access to our school's library and computer lab after school with an assistant to guide students with homework and research.

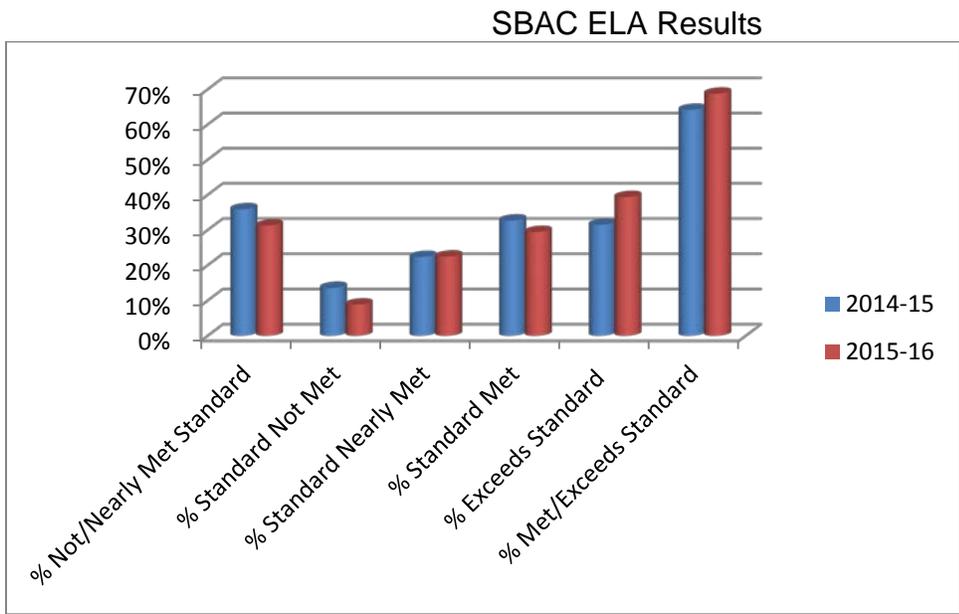
Students receive specific, concentrated instruction in their identified areas of need. Teachers address the needs of students not yet proficient with the use of quality first teaching and the three-tiered approach to intervention. This approach includes Tier 1: Core Curriculum and Instruction, Tier 2: Strategic or Supplemental Instruction and Intervention, and Tier 3: Intensive Instruction and Intervention. Strategies may include individual, pair, and/or small group instruction, pre-teaching and re-teaching of curricular content, repetition, additional time and practice to grasp concepts, different modalities to teach the material and have the students express their knowledge, and additional resource materials. These instructional strategies, along with the reflective model, are implemented with high intensity, duration and frequency as needed. A credentialed teacher and equivalent support staff work directly with classroom teachers to provide in-class support and intervention outside of the classroom as a part of El Oro Way's academic intervention program, The Learning Garden. In our Learning Garden, students work in small groups with a credentialed teacher and trained paraprofessionals to target the specific gaps. The instruction in the Learning Garden is planned and designed weekly, and is data and grade-level standards based, however, the material is chunked and broken down for further exploration, close reading, explanation, discussion, and manipulation which leads to conceptual understanding. Additionally, students may receive support from intense after school tutoring by our teachers when necessary, which is planned for annually as part of the Charter Block Grant budget.

The Student Support and Progress Team (SSPT) meetings are held with the classroom teacher, parents, peer teacher(s) and an administrator or designee. Together the team gathers information, identifies needs, and creates an objective data based plan to help the student access the curriculum successfully in the classroom. The plan is then shared with all parties involved in assisting the student. The steps outlined in the SSPT action plan are monitored closely and reevaluated in 2-3 months to gauge effectiveness towards student success.

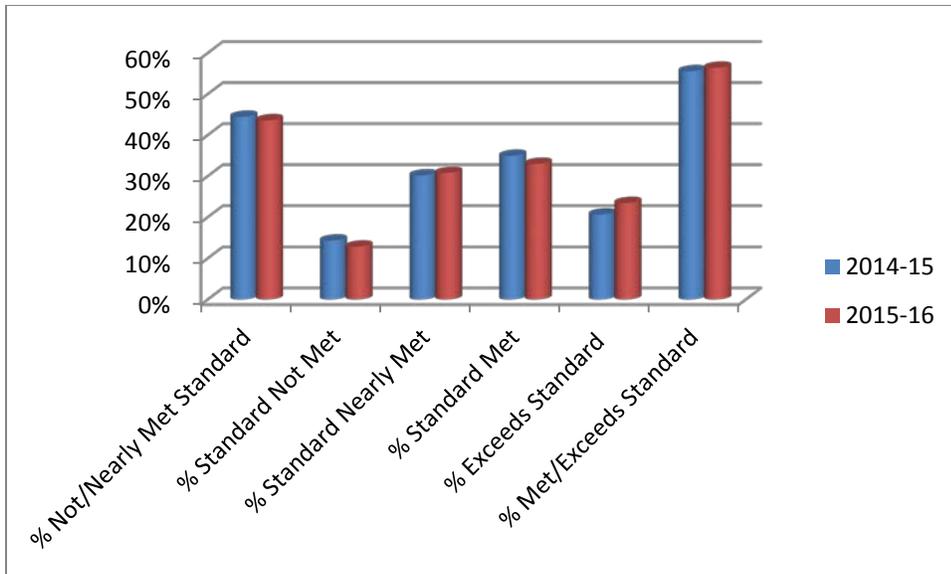
Since regular attendance is critical for student success, the Pupil Services and Attendance Counselor (.5 day per week), works closely with our students who are at-risk or below benchmark for attendance. Parents are counseled on the importance of regular attendance and families are connected with District and local services to assist with alleviating the reasons that may be causing the absences and the loss of instruction.

In addition, El Oro Way strives to provide intervention not only for the academic needs, but for the social-emotional needs of the children. Students who are dealing with a variety of emotional issues including loss, depression, anxiety, loneliness, or feelings of anger are referred for private one-on-one or group counseling lead by either the Phillips Graduate Institute interns or our school-based district psychologist, which we purchase for two days a week with the Charter Block Grant for the purposes of providing school-based counseling for at-risk students.

As a result of our intensive intervention programs, El Oro Way has steadily decreased the number of students performing at Not Met/Nearly Met on the SBAC.



SBAC Math Results



Socioeconomically Disadvantaged Students

With 11% of students identified as socioeconomically disadvantaged (SED), El Oro Way strongly believes in supporting this at risk population. Students are identified through the family's qualification for the free and reduced meal program. El Oro Way ensures that all students are provided with equal opportunities by providing all students with:

- Enrichment arts instruction for all classrooms in music, visual arts, dance
- Certificated PE Teacher to model lessons and provide professional development to teachers develop an understanding of nutrition, fitness, and skill
- Direct instruction of social skills in the classroom
- Group or individual counseling from the Phillips Graduate Institute interns or the school psychologist
- Mentor program to provide additional teacher support throughout the year
- Parent Center Workshops on a monthly basis on mindful parenting, bullying, successful routines for academic and social success
- Field trips and experiential learning
- Scholarships to after school enrichment programs
- School psychologist for counseling

In the past five years since El Oro Way became an Affiliated Charter school, 69% of these students are scoring at or above proficient range on the ELA portion of the CST in comparison to 37% in LAUSD with the same achievement. In mathematics, 56% are scoring at or above the proficient to advanced range. This compares to 31% in LAUSD achieving the same proficiencies. Our students in this subgroup have made significant progress, and El Oro Way is committed to dedicating resources to help our students in this sub-group succeed. The principal of the school leads the classroom teachers to

analyze data (SBAC, DIBELS) by sub-groups in order to monitor the progress of students in this subgroup.

Students with Disabilities

Special Education

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree along with the District Affiliated Charter School.

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 on the basis of their special education status.

The District Affiliated Charter School will comply with Section 504 of the Federal Rehabilitation Act, 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 adhere to the requirements of the *Chanda Smith* Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District’s request.

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. The District Affiliated Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

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. The District Affiliated Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations. 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

The referral process shall include Student Success Team (SST) 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 (Rtl) 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 parent’s request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the

request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must 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. 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 specified 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.

g. Student Discipline/Inclusion

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 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.

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. The District will make available to the District Affiliated Charter School MCD reports indicating range of services and number of students served at individual District affiliated charter schools.

2. Procedural Safeguards/Due Process Hearings

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

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, both the District Affiliated Charter School and the District will be named as respondents. 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.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to District Affiliated Charter School staff as well.

***Modified Consent Decree Requirements**

All District affiliated charter schools chartered by the Los Angeles Unified School District (“LAUSD or the District”) Governing Board are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All District affiliated charter schools are required to use the current version of the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from any schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- # The Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- # Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- # CBEDS, which is due at the end of October of Each School Year.
- # All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- # Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The MCD requires all District authorized schools, including District affiliated charter schools, 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. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

Students in Other Subgroups

In order to promote academic success and student achievement for our homeless or foster youth, El Oro Way will provide supports and resources in the same manner as mentioned above based on the student’s individual educational and social-emotional needs. Students will be closely monitored to ensure academic and social emotional growth. Services and materials will be provided as applicable including tutoring, counseling, and necessary supplies. The school principal is designated to be the Homeless Education Program coordinator to implement the District’s Homeless Education Program, which helps to serve families in transition by providing advocacy and referral services as needed.

A Foster Youth Achievement point person will be designated at El Oro Way to enhance educational opportunities and outcomes for our students living in foster care. Our school’s point person will work with the District’s Foster Youth coordinator to work with community agencies and social workers to insure the success of our foster youth students.

“A TYPICAL DAY”

As you walk on the campus of El Oro Way Charter for Enriched Studies you can sense the warm and nurturing environment that reflects dedication to academic excellence with

emphasis on arts education, science, and technology. From the smiles and welcome you receive from our office staff, to the hum of parents and students, and the bustling of teachers preparing for the arrival of their students, school begins. Fifth grade students are running the track as they participate in the 100 Mile Club. On the east end of campus you can see our expansive Habitat with children already engaged in outdoor activity.

As instruction begins, you will see students actively engaged in rigorous standards based lessons, hands on science and math, technology being utilized both by students and teachers, and art incorporated throughout the curriculum. Special education teachers will be collaborating with general education teachers both in the classrooms and in our Learning Lab. General education intervention groups will be walked back and from the Learning Garden. A variety of teaching methodologies will be evident, including direct whole and/or small group instruction, and both guided and independent practice. Upper grades will be engaged in math lessons, while our primary grades begin their Treasures Language Arts program in the morning hours. Concept based mathematic instruction spans TK-5th grade classrooms as student explore the relationships between numbers and make meaning in multiple ways.

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

El Oro Way strives to keep the Arts alive through the numerous activities held on and off campus. We have an Arts Cadre including high quality instructors in the areas of Music, Drama, Dance, and Visual Arts. At our school you will see a multicultural music performance by the different grade levels. In addition, the 4th Grade chorus practices their singing skills weekly from the beginning of the year until the day of the performance. Every year in spring, we have the PTA Family Fun Day. Our students learn songs and dances that will be showcased in front of their family and friends on this enjoyable day. Our campus is equipped with a kiln room. Throughout the year, teachers and students utilize the room to create artwork such as bowls, trays, or sculptures. Students are exposed to the nature with our in campus habitat. There, teachers instruct visual art lessons such as pointillism. Students have the opportunity to enhance their academic learning by exploring the Arts through off campus field trips. Third Grade students attend a performance held at the Los Angeles Disney Concert Hall. They are exposed to the architecture of the building both inside and out. When they enter the concert hall, students encounter the various instruments that will be played by the talented musicians. Furthermore, El Oro Way participates in the downtown LAUSD's Arts Festival by exhibiting students art work or performing a choreographed dance routine.

Recently, we have implemented blended learning to elevate student learning through technology. Upper grade classrooms are equipped with Chrome Books and Mac Books. During instruction, students utilize Google Classroom to improve writing skills, prepare for the SBACs, develop note-taking skills for research projects, master how to cite a bibliography and much more. Aside from student access, teachers use Google

Classroom as a communication tool. The principal created a Google Classroom for the teachers in order to relay important messages such as posting weekly bulletins, upcoming SBAC Interim Assessments or opportunities to attend GATE trainings. In addition, teachers have access to reply and leave messages. Teachers have also created a Google Classroom for their grade level to collaborate with their colleagues. They are able to share documents such as a Social Studies project on the California Missions. Our NGSS lead teacher constructed a useful Google Classroom to inform teachers regarding our newly adopted Science Program, Next Generation Science Standards. The online classroom provides teachers with correlating science videos, investigation plans by grade level, free resources for NGSS lessons and CA Foss edition focus questions broken down by grade level.

Our computer lab offers a revolutionary reading and keyboarding program for K-1 students (Read, Write, and Type and Lexia Core 5) where students connect phonics, reading, writing, spelling, typing, and word processing. Primary grade students learn foundational skills needed to use the computer. They type and edit documents such as autobiographies. Upper grade students have designed skits filmed on green screen. Our reading program includes an online supplement to support and reinforce listening comprehension.

Our dedicated Physical Education Instructor enhances the health and well being of our students. The teachers support a healthy lifestyle through daily jogs, skill drills in preparation for the 5th grade Physical Fitness Test. Our 5th grade teachers have implemented an 100 mile club to encourage being healthy. We have activities including Sparksfolio, Jump for Heart and Jog-A-Thon.

At the far end of campus, our complete FOSS investigations in the Science Lab. Our Science program includes several ways to experience the physical and natural world through observation and hands on experiments. Our Science Lab allows students to actively participate in scientific experiments and long-term projects. Students also visit the Habitat to observe nature based on grade level science units. We provide on campus field trips from the Wildlife Learning Center and Rock Hounds. Teachers provide additional exposure through Mad Science Night, Science Extravaganza, Bubble Festival and Olympiad. Off campus field trips include outings to the Los Angeles Science Center, Natural History Museum, Arboretum, and Discovery Cube. With our transition to the implementation of the newly designed state science standards, Next Generation Science Standards (NGSS,) we have also integrated student science note-taking and engineering design processes.

El Oro Way is proud to have an Indian Education program. Once a week, after school, our Indian Education instructor provides instruction, exposure, and hands on activities about the students' background.

Just outside our WOR library, is our reading garden with an outdoor stage area. This unique setting enhances the Library's beauty. Students utilize the reading garden and stage to present skits and plays, recite poetry, present concerts and choral performances

for intimate groups, and for quiet reading. A large story-themed mural with stage curtains was painted by a muralist and paid for with parent donations.

All throughout campus, students will be seen actively engaged in rigorous standards based lessons, hands on science and math, integrated technology, integrated arts. Special education teachers and paraprofessionals work in tandem with general education teachers and paraprofessionals in all settings. The campus, well shaded by mature trees, is a busy place of enriched learning.

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

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. 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(b)(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(b)(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 California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861. 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.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall work toward meeting 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), as it 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 (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

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

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

El Oro Way will participate in the Smarter Balanced Assessments as the state's standardized summative assessments. We will also participate in the California State Test for Science for fifth graders and the annual CELDT assessment and/or ELPAC for all our EL students. Through these assessments, we receive individual student data that holds us accountable and information regarding a common measure of student performance as well as areas of needed improvement. Having student data that measures students to the attainment of the CCS and gives comparative data to other students nationally gives teachers and the administration important data in which to base instructional decisions.

Internal Assessments

El Oro Way Charter for Enriched Studies uses the data tools already in place in LAUSD. In math, teachers give and use the data from the interim periodic assessments (K-2 uses the LAUSD interim assessments; 3-5 use the SBAC interim assessment blocks) and meet in grade level teams to review the students' results. In ELA, in addition to the publisher assessments of the LAUSD adopted Treasures, and Benchmark beginning 2017/18, the LAUSD DIBELS and TRC data is used to monitor student progress TK-5.

Summative Assessments

El Oro Way will utilize standardized summative assessments which include, but are not limited to: SBAC for Grades 3rd- 5th (yearly), ELPAC (yearly), and Science CAST (5th grade only – yearly). These assessments give teachers a common measure of student performance as well as an indication of what may need to be reviewed. Teachers and administrators can make decisions regarding instructional programming based on how a student performs in relation to other grade-level students who take the same test(s). Over the course of our Charter we have gleaned much from the summative assessments/CST data and have set goals for our future Charter term.

Measurable Goals

(Smarter Balanced Assessment Consortium):

- The school's overall score will be in the top 10% or higher in the district and subgroups will exceed the benchmark score.
- 69% or more of students will achieve Standards Met or Exceeded in ELA/Literacy
- 61% or more of all students will achieve Standards Met or Exceeded in Math
- 70% of fifth grade students will score Proficient or Advanced on the Science CAST.
- English Learners acquiring English Proficiency (AMAO1- CELDT Annual Growth or ELPAC) will meet or exceed district and state requirements.
- 84% of students will have 96% or higher attendance.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

El Oro Way will utilize standardized formative assessments which include, but are not limited to: mClass Reading Assessments—either DIBELS or TRC (three times per year), ELA Benchmark (adopted publisher curriculum) Assessments (weekly and per unit), and District Interim Assessments for ELA and Math (2-3 times in a school year), and Smarter Balanced Interim Assessment Blocks (multiple times in a school year).

Our goals of achievement for our DIBELS assessment for K-2 are:

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

The goals for achievement for math for K-2 students on the LAUSD Math Interim Assessment are 85% at benchmark for all students K-2.

For our 3rd-5th grade students, our goal is to achieve 85% Proficient on our ELA and Math District Interim Assessments.

In addition, El Oro Way will utilize authentic formative assessments. Authentic formative assessments are ongoing and can better evaluate the student over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios of significant work, journals, in and out-of-class work samples, homework, teacher-created tests, teacher observations, checklists, rubrics, anecdotal records, publisher-provided criterion referenced tests, and projects. Also known as performance assessments, these types of assessments allow for meaningful application of essential knowledge and skills and provide a wealth of data for teachers to evaluate student improvement, performance, and achievement. El Oro Way believes that formative assessments are

ongoing and afford teachers an opportunity to develop daily lessons that meet the needs of all students based on their strengths and weaknesses. We are committed to ensuring that each student reaches his or her proficiency level in the areas of language arts and mathematics.

We use a variety of assessment tools in order to get a comprehensive representation of student achievement. Data from these different assessments is collected and studied by teachers independently and at bi-weekly or monthly grade-level collaboration meetings. Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers.

In conjunction with standardized and authentic assessments, teachers will also use daily informal assessments from observations, weekly quizzes and tests, class work, and project-based learning assignments to help identify immediate areas of concern and to guide instruction.

DATA ANALYSIS AND REPORTING

El Oro Way values data-based decision making to optimize its approach to meeting the needs of all students, to monitor the school's overall progress, and to establish future goals and interventions. Specific examples of this include:

El Oro Way Charter for Enriched Studies uses the data tools in place in LAUSD to monitor the progress of subgroups. In math, teachers give and use the data from the interim periodic assessments (K-2 uses the LAUSD interim assessments in accordance with LAUSD policy, currently once a year; 3-5 use the SBAC interim assessment blocks in accordance with LAUSD policy, currently twice a school year) as well as curriculum assessments (My Math and Eureka Math) and meet in grade level teams to review the students' results three times a year. The number of assessments in each grading period will vary. Student data can be disaggregated into subgroups utilizing excel spreadsheets to monitor the progress of subgroups. In ELA, in addition to the publisher assessments of the LAUSD adopted Treasures, and Benchmark beginning 2017/18, the LAUSD DIBELS and TRC data is used to monitor student progress TK-5. The DIBELS and TRC data can be disaggregated within the testing program and easily allows for monitoring of subgroups. The publisher assessments and teacher assessment results are disaggregated through excel spreadsheets. The school principal and intervention teacher also meet after each assessment period to monitor student progress, subgroup data, and grade level progress to inform the planning of intervention programs.

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

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

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

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 local 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 local 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 local governing council.

LEGAL AND POLICY COMPLIANCE

As a District affiliated charter school, Charter School shall comply with all applicable federal and state laws and 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, SECTION 504, 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), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), 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 Local District 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 Local District 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 Local District in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Local District 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 his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

STAKEHOLDER INVOLVEMENT

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

Involvement in the Governance Council and its various advisory Standing and Ad Hoc Committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program

The process by which the school will consult with parents and teachers regarding the school's educational program includes participation in the Governance Council to determine the school calendar, teachers' professional development, student discipline and code of conduct.

The LCAP and the annual updates are also developed in consultation with stakeholders. For parents, a flyer including the meeting information is provided. At the meetings, the parents view the school's progress as measured by the LCAP and provide feedback on the goals for the new LCAP. This information is also shared at a PTA Meeting. Teachers are engaged in this process at the faculty meeting. The Governance Council then completes the LCAP for submission to the District.

In addition to having a voice on the Governance Council, all parents are given the opportunity to participate and be involved in their child's education. Our Welcome Packet given to each student at the beginning of the school year outlines the various volunteer opportunities throughout the year. These opportunities include events and communications such as informative Coffee with the Principal twice annually, Back-to-School Night, Open House, Curriculum Nights for ELA and Math, Parent/Teacher Surveys, Parent/Teacher Conferences, parent participation in the classrooms, Habitat Work Days (campus beautification), parent education seminars, community-building events and the monthly newsletter. El Oro Way announces these opportunities in its bi-weekly email blasts, via the school website, and by automated phone calls (Blackboard Connect).

Included in the Welcome Packet is the Student-Parent-Teacher Compact, which outlines the responsibilities of all three parties as providing the best education possible for each student. Each spring the Governance Council reviews the Student-Parent-Teacher Compact for effectiveness, and approves the Compact as part of council business to make it available for the Welcome Packet at the beginning of the following school year. Each year parents, students, and teachers review and sign this compact. It is essential that parents, students and teachers have a relationship, communicate, and work together for each student to be successful. Teachers can refer to the Student-Parent-Teacher Compact at parent-teacher conferences, or on an as-needed basis, to determine how successful each party has been in holding up its end of the agreement, answer questions and provide assistance, and identify if there is a need for additional help.

Parents will have various opportunities to be involved in the school community, such as classroom activities and events through our on campus Parent Center, Coffee with the Principal Program, and the LAUSD School Volunteer Program. The comprehensive list of volunteer opportunities is shared with the parents at the beginning of each school year. The opportunities include, but are not limited to the following: volunteering in the

classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at charter school board meetings; participation in the planning of, or attendance at LAUSD Events; or other activities.

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. 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 (subject to any applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing, credentialing, and assignments.

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.

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 class 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 (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. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

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 include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

GENERAL PROVISIONS

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergency 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 preparedness, including but not limited to the required creation, maintenance, and implementation of a 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 (Safe School Plan), and keep it readily available for use and review upon District 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. 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, contractors (vendors), 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. Ed. Code section 234 et seq. and related District policies and procedures.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a racial and ethnic balance among its pupils 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(b)(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 REQUIREMENTS

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(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 boundary of the school. (See Ed. Code § 47605(d)(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(d)(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 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(d).) Charter School shall provide a second priority admission preference for prospective students residing within LAUSD boundaries, but not residing within the former attendance area of Charter School. (Ed. Code § 47605(d)(2)(B).)

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

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 boundary of Charter School, Charter School shall immediately consult and coordinate with its Local District 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 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 his/her 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.

El Oro Way serves the students in the attendance boundary as the first priority. Hidden in the demographic data is the diversity of the school's white population. Many families at El Oro Way come from Eastern European countries and add to the number of languages and nationalities of the students' ancestors. Also, due to the stability of the attendance area, the school's population does not increase nor decrease much from year to year. However, for the seats that become available, in order to recruit students to add to the school's diversity in ethnicity, socio-economic status, and IWEN, El Oro Way participated in the Local District Northwest STEAM Fest this year to showcase the school and its innovative programs. El Oro Way also participate in the Kennedy Instructional Complex, collaborating with the neighboring schools, and in particular sharing parent training between the schools. Parent training sessions' topics at the nearby schools are shared among schools so that parents can attend the trainings of interest and become aware of El Oro Way. The school holds four tours annually, for all interested families to visit throughout the year. The dates are published on the school's website. These tours are scheduled on various week days (for instance, not all on Wednesdays) to allow for the work schedules of prospective families.

In order to inform the public about the school, El Oro Way will conduct a minimum of four prospective parent tours per school year from October to April. Interested families call the school office directly and are informed of the scheduled tour dates. The dates are also included on the school's calendar on the website for access at any time.

The lottery form will be available at the start of April of each year. Tours are held throughout the year, but the application period is in the spring. The application period for a student to be included in the public random lottery will be from the first day of April to the Friday before Memorial Day each year. The random public lottery will be conducted at 10:00 a.m. on the Wednesday after Memorial Day each year.

The information from the lottery form shall be kept confidential and will be maintained at El Oro Way accessible to the office staff and the administration. A lottery form must be submitted for each child in a family who is interested in attending El Oro Way. Parents/guardians may come in or mail their applications. All forms are marked with the date and time of receipt and the office staff's initials. Each student is given an identification number. This number is used during the Random Public Drawing instead of the student's name, so that the results can be shared online and posted without revealing student information.

Anyone is invited to the random public lottery. The date and times are advertised on our website, newsletters, and application. A school administrator and a representative from El Oro Way's Governance Council shall conduct the random drawing of names from the

box, which holds the sticks with the ID numbers written on them. The labels are drawn in the following priority:

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

- Residents:
Prospective students who reside within the former attendance boundaries of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery

- 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 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 boundaries of Charter School, shall have third admission preference.

Previous to becoming a charter school, El Oro Way was an Open Enrollment school in which a student’s siblings gained admission to the school as well. In the transition to a charter school lottery, no preferences were provided in the lottery process. Currently, families who enrolled under the charter permit have found it a challenge when younger siblings do not enroll. In order to support and build cohesion in a family in that all children attend the same school, El Oro Way included this as a preference.

The waitlist generated by the random lottery will be posted on our website. If, at the beginning of or during the school year, space becomes available, El Oro Way administration shall offer enrollment to students in order from the waitlist. An administration representative will contact these prospective students' families by phone and notify them of the open position and also notify them when application materials will be due. The prospective student's family will have 48 hours to reply.

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 Charter School offers a District-approved Magnet Program, admission to the Magnet Program shall be determined in accordance with the rules and procedures established by the District's Court-ordered Integration Program per the Crawford court order. Students duly enrolled in a Magnet Program offered by Charter School shall be considered "resident students" of Charter School for purposes of admission and enrollment.

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 that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable state law 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/legal 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, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 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.

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 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(b)(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(b)(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, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be determined in coordination with the appropriate LAUSD Special Education Service Center and/or other appropriate District office.

Charter School shall implement proper 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. In the case of a student who has an IEP, an IEP team, including a District representative, will meet to conduct a manifestation

determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator shall convene a 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 Charter School's failure to implement 504 Plan?

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School shall notify the Superintendent of the school district of the student's last known address within 30 days of the expulsion, 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.

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 SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

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(b)(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 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(b)(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 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 Charter School may contact the appropriate Local District to seek assistance in enrolling in another 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 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 the 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(b)(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.

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 or under the auspices of 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(b)(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 District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992. The District 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, 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(d) 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.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request approval to revert voluntarily to a non-charter District school, 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.

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 Local District 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 adhere to all applicable district, state, and federal laws, regulations, and policies 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.