



LOS ANGELES UNIFIED SCHOOL DISTRICT

Nestle Avenue Charter Elementary School

A DISTRICT AFFILIATED CHARTER SCHOOL

5060 Nestle Avenue

Tarzana, Ca 91356

Renewal Petition

Submitted
March 15, 2017

TERM OF PROPOSED CHARTER

JULY 1, 2017 TO JUNE 30, 2022

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Nestle Avenue Charter Elementary School (also referred to herein as “Nestle Avenue Charter”, “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:	Cheryl Gray-Sortino
• The address of Charter School is:	5060 Nestle Ave., Tarzana 91356
• The phone number for Charter School is:	818-342-6148
• Charter School is located in LAUSD Board District:	District 4
• Charter School is located in LAUSD Local District:	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:	550
• 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.)	599
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule for Charter School will be:	8:15 am – 2:38 pm
• The term of this Charter shall be from:	July 1, 2017 to June 30, 2022

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Nestle Avenue Charter is located South of Ventura Blvd. in the city of Tarzana. We became a charter to build upon current programs such as our fine arts program, technology, and science. There are private school and public school options in our immediate geographic area. Nestle Avenue Charter

competes to maintain its status as one of the top schools in our community. Our intent is to serve students in our attendance boundary while at the same time opening our enrollment to an even broader base of students within the District when we have the available space, to continuously strengthen our school. Nestle Avenue Charter is a melting pot within Tarzana. We service students with many different backgrounds and languages: Hebrew, Russian, Farsi, and Spanish are only a few.

Nestle Avenue Charter continues to attract a large number of neighborhood children as well as outside of Nestle Avenue Charter's boundaries defined by LAUSD. We continue to be a strong, competitive public school choice over private elementary schools, neighboring public schools, and other school district options since becoming an affiliated charter as we meet the needs of all of our students including high achieving students, English Learners, and students with disabilities. We infuse rigor into our curriculum, continually update our technology, such as but not limited to computers and programs, provide comprehensive arts and music programs, continue to expand science education including STEM, and provide a cultivating environment. Through ongoing professional developments and a strong commitment of teachers, staff and administration, we strive to provide the best educational program in a safe and nurturing atmosphere to every Nestle Avenue Charter student.

LAUSD SCHOOL S	# OF STUDENTS 2015-2016	% STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH	% OF SPECIAL ED STUDENTS	% OF ENGLISH LEARNERS	% OF MAJOR ETHNICITY #1	% OF MAJOR ETHNICITY #2	% OF MAJOR ETHNICITY #3	% OF ALL STUDENTS THAT MET OR EXCEEDED ELA STANDARDS ON SBAC (2015)	% OF ALL STUDENTS THAT MET OR EXCEEDED ELA STANDARDS ON SBAC (2016)	% OF ALL STUDENTS THAT MET OR EXCEEDED MATH STANDARDS ON SBAC (2015)	% OF ALL STUDENTS THAT MET OR EXCEEDED MATH STANDARDS ON SBAC (2016)
NESTLE AVENUE CHARTER	571	53%	8%	28%	WHITE 71%	LATINO 17%	ASIAN/AFRICAN AMERICAN 5%	48%	50%	43%	48%
EMELITA ACADEMY CHARTER	401	66%	15%	29%	LATINO 47%	WHITE 34%	AFRICAN AMERICAN 9%	39%	47%	26%	39%
ENCINO CHARTER ELEMENTARY	554	19%	8%	6%	WHITE 60%	LATINO 16%	ASIAN 8%	78%	79%	66%	77%
LANAI ROAD ELEMENTARY	559	4%	9%	5%	WHITE 85%	ASIAN 5%	LATINO 4%	78%	80%	66%	70%
TARZANA ELEMENTARY SCHOOL	404	79%	8%	26%	LATINO 48%	WHITE 30%	AFRICAN AMERICAN 12%	26%	41%	22%	24%
WILBUR CHARTER FOR ENRICHED STUDIES	667	15%	7%	10%	WHITE 79%	LATINO 9%	ASIAN/AFRICAN AMERICAN 4%	60%	64%	41%	56%

Based on an analysis of all five years of data beginning with 2011-2012 CST data, including 2012- 2013 CST data, 2013-2014 SBAC data, 2014-2015 SBAC data, and 2015-2016 SBAC data, all data shows a steady increase in all areas for all subgroups. Other data, such as DIBELS, CELDT, Reclassification, and

Interim Assessment's also indicate steady increases.

A comparison of 2014-2015 and 2015-2016 SBAC data shows we improved 12% in ELA and 5% in Math. A comparison of 2014-2015 and 2015-2016 is relevant because schools were formally accountable for their scores. Previous years of SBAC were in preparation for the accountability beginning in 2014-2015.

Nestle Avenue Charter shows strength in classrooms as teachers are becoming more of facilitators and students are becoming active partners in learning. At Nestle Avenue Charter, we strive to assist all students (English Learners, GATE, Special Ed. Included) in being prepared for the 21st century by giving them opportunities to work on IPADs and computers in the classroom. Teachers deliver content within their classrooms using a variety of media and resources. Teachers present their lessons on different modes of technology. Lessons from the Language Arts and Math programs are also presented online.

One goal of Nestle Avenue Charter is to dedicate a classroom as a computer lab and to purchase a Computer Aide to teach students proper typing skills, computer programming, and Coding, just to name a few.

STUDENT POPULATION TO BE SERVED

Nestle Avenue Charter is a high-achieving neighborhood school that enrolls children who live within our school boundaries as well as those non-resident students who are selected from our lottery. Nestle Avenue Charter serves Pre-K and TK through fifth grade. Our 2015-2016 enrollment of 571 students was composed of approximately 71% White, 17% Latino, 5% Asian, 1% Filipino, and 5% African American. English Learners composed 28% of our population. Approximately 53% of our students were Socio-Economically Disadvantaged and 8% were Students with Disabilities. Our Gifted and Talented population consists of 4%. Since Nestle Avenue Charter is a high – achieving school, prompts of depth and complexity are integrated with the CA CCSS to nurture student interests and to develop advanced critical thinking and problem solving skills. Nestle Avenue Charter's student population is interested in the arts which is evidenced by art, music, and dance specialists at our school.

We have a full transitional kindergarten program that prepares students for their future educational experiences. The biggest challenge we have for the student population that we serve is to increase attendance, which is being addressed by hiring a PSA counselor for 2 days, which began in the fall of 2016.

GOALS AND PHILOSOPHY

Mission and Vision

Our mission at Nestle Avenue Charter is to educate children to be successful, responsible, caring, respectful, and inquisitive citizens capable of thriving in and contributing to an ever-changing world. We want our students to experience hands-on learning in a rigorous academic program – and where the whole child is encouraged to thrive and grow to be college and career ready. Our goal is to impart to our students the skills they need to thrive in the 21st century and to provide our entire community the opportunity to have an active role in the success of our school.

Our Motto

Nestle Neutrons: We are fundamental to what matters

Vision Statement

At Nestle Avenue Charter, our vision is to provide our students with the tools they need to be college and career ready. Our student's goals' are to meet Common Core State Standards and our teachers are prepared to help every child realize their full potential, by fostering critical thinking, independence, and creativity.

Nestle Avenue Charter will continue to be a model of excellence in public education through a learning program that:

- Infuses music, dance/creative movement, art, physical education, and technology into a traditional, standards-based curriculum to provide a rich experience for all of our students
- Provides a solid foundation in communication skills that people use every day – such as solving problems creatively, thinking critically, working cooperatively and independently, and utilizing technology effectively
- Emphasizes strong personal character traits that foster a wholly developed child: academically and socio-emotionally
- Meaningfully involves all stakeholders – parents, students, faculty, administration, and local community partners – in the continuous improvement and success of the school
- Develops and advances best practices for engaging students and parents, training teachers, and promoting educational excellence, collaboration, and innovation

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

An educated person of the 21st Century is flexible, creative, and complex, with a continuous thirst for knowledge. These individuals are self-confident, self-motivated, lifelong learners who are active participants in their community.

An educated person of the 21st century welcomes a multi-cultural world that is globally interconnected. Being a part of the ever-changing and fast-paced information age, an educated person is technologically savvy, curious, and productive.

Nestle Avenue Charter's students are partners in their own learning. They gain valuable information and insights from concrete experience in order to develop positive problem-solving and critical thinking skills. Students make more efficient and meaningful choices as they expand personal relationships and develop social/emotional skills.

The 21st Century students of Nestle Avenue Charter are socially aware, caring, and welcome diversity. They are cognizant of our dependence on natural resources, and environmentally and ecologically responsible.

Nestle Avenue Charter's students reason, question, and inquire. They apply the scientific method of investigation. They are intellectually flexible and able to think about complex systems abstractly and

creatively.

To be effective in the 21st Century, individuals must exhibit a range of functional and critical thinking skills related to information, media, and technology. This requires knowledge and expertise that is mastered through problem-solving, communication, and collaboration using a variety of technological tools and platforms. One needs the ability to collaborate and make individual contributions on a global scale in order to work in and contribute to society. Nestle Avenue Charter provides its students with relevant learning opportunities that develop resourcefulness and adaptability to all situations.

An educated person of the 21st Century is a lifelong learner who keeps up with and embraces a constantly changing world.

How Learning Best Occurs

Nestle Avenue Charter recognizes that learning best occurs when the community is immersed in a culture of education that both challenges and nurtures the development of individuals. Teachers, parents, and community members help create an environment and culture that is inherently reflective of our school, home, and community.

Learning best occurs when all stakeholders fulfill their joint, collaborative responsibility to provide this culture of education for every child. Working together creates an atmosphere focused upon the importance of education, which in turn inspires shared learning.

Nestle Avenue Charter will continue to serve as an academic arena that inspires lifelong learning. The school shall provide a safe, supportive, and challenging environment that encourages students to maximize their learning potential through integrated learning experiences. Highly qualified teachers, support personnel, and diverse classrooms provide optimal opportunities for every child to be supported in their educational development. Classroom instruction takes into account the multiple modalities of learning and the different abilities among students.

At Nestle Avenue Charter, when teaching to the whole child, we consider every child's uniqueness, talents and abilities. We believe that when these variables come together, best learning occurs.

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).)

This plan addresses all eight state priority areas.

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.

Related State Priorities:

X 1	4	7
2	5	8
3	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.

Expected Annual Measurable Outcomes

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

ACTION: The school site selection committee is comprised of Principal, SAA, Coordinator, Grade Level Chairs, PTA President, and the Plant Manager. The committee previews resumes, interviews candidates, and makes a final selection.

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 Teachers (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

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

Metric/Method for Measuring: Monthly inspections conducted by Plant Manager and Principal. Internal and District Annual Reviews.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
School	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary

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

Outcome #3: The school will 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.

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

GOAL #2 IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS		
100% of teachers will provide high quality instruction within their classroom to ensure the effective	Related State Priorities:	
	X 1	X 4 7
	X 2	5 8
	3	6

implementation of the California Content State Standards. In order to provide high quality instruction, the school will build teacher capacity through research based professional development.

Local Priorities:

☐:
☐

Specific Annual Actions to Achieve Goal

- Produce improved academic performance outcomes for all students, including English Learners.
- Set internal benchmark performance targets within grade levels.
- Design and deliver appropriate professional development opportunities for teachers to attend training on Common Core implementation strategies for ELA and Mathematics lesson design and delivery, with a focus on critical thinking, problem solving, and real world applications.
- Teachers will implement a high quality education throughout the year, utilizing the various scaffolds and differentiations to ensure access to the California content standards.
- School will evaluate each professional development and training.
- Administration will provide support and conduct classroom observations to provide actionable feedback to improve the quality of instruction.

Expected Annual Measurable Outcomes

Outcome #1: The school will annually increase the number of students achieving “Met” or equivalent on CAASPP English Language Arts assessments.

ACTION: Teachers will use new Language Arts program, Start Smart Lessons for ELD students, and Accountable Talk as a tool to help teach strategies to students to support them in reading and writing. Writing Interim Assessments will help teachers and administration review and analyze data to see where students need more support to develop as writers. DIBELS results will assist teachers to guide their instruction and to dig deeper into providing small group instruction to address skill deficits. Other PDs and programs to help teachers with curriculum in the classroom are (but are not limited to):

- English Language Arts Frameworks
- CCSS
- DOK
- NGSS
- Classroom Management
- Accelerate Reader

The EDST teacher evaluation is used as a reflection tool to improve instruction, classroom environment, and professional growth.

Metric/Method for Measuring: SBAC interim and summative assessment results

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	51%	54%	57%	60%	63%	66%
English Learners	16%	18%	20%	22%	24%	26%
Socioeconomically Disadvantaged Students	42%	43%	44%	45%	46%	47%

Foster Youth (not significant subgroup at this time)	*	*	*	*	*	*
Students with Disabilities	7%	8%	9%	10%	11%	12%
African American Students	21%	23%	25%	27%	29%	31%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	50%	52%	54%	56%	58%	60%
Native Hawaiian/Pacific Islander Students	50%	51%	52%	53%	54%	55%
Students of Two or More Races	*	*	*	*	*	*
White Students	51%	53%	55%	57%	59%	61%

NOT A SIGNIFICANT SUBGROUP AT THIS TIME

Outcome #2: The school will annually increase the number of students achieving “Met” or equivalent on CAASPP Mathematics assessments.

ACTION: Teachers will use My Math as a tool to help teach strategies to students in Mathematics. Teachers will also use other programs, like Engage NY, to supplement the program and make sure students meet the standards. Math Interim Assessments will help teachers and administration review and analyze data to see where students need more support. Other PDs and programs to assist teachers with curriculum in the classroom are (but are not limited to):

- CCSS
- DOK
- Engage NY
- Number Talks
- Accelerated Math

Metric/Method for Measuring: SBAC interim and summative assessment results

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	49%	52%	55%	58%	61%	64%
English Learners	20%	22%	24%	26%	28%	30%
Socioeconomically Disadvantaged Students	43%	44%	45%	46%	47%	48%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	17%	18%	19%	20%	21%	22%
African American Students	29%	30%	31%	32%	33%	34%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	38%	40%	42%	44%	46%	48%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	*	*	*	*	*	*
White Students	51%	53%	55%	57%	59%	61%

NOT A SIGNIFICANT SUBGROUP AT THIS TIME

Outcome #3: English Learners will meet annual AMAO 1 Targets and State accountability targets, such as passing the ELPAC, which leads to reclassification of Language Learners.

ACTION: Teachers will use new Language Arts program, Start Smart Lessons for ELD students, and Accountable Talk as a tool to help teach strategies to students to support them in reading and writing. Writing Interim Assessments will help teachers and administration review and analyze data to see where students need more support to develop as writers. DIBELS results will assist teachers to guide their instruction and to dig deeper into providing small group instruction to address skill deficits. Other PDs and programs to help teachers with curriculum in the classroom are (but are not limited to):

- CCSS
- DOK
- Start Smart 2.0
- ELD Frameworks

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

APPLICABLE STUDENT GROUPS	Baseline	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	21%	22%	25%	26%	28%	29%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

NOT A SIGNIFICANT SUBGROUP AT THIS TIME

GOAL #3 PARENT INVOLVEMENT

The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives, with a minimum of four workshops annually, and ways in which to support their child's learning:
1 – My child's teachers inform me about my child's academic progress.

Related State Priorities:
1 4 7
2 5 8
X 3 X6

Local Priorities:
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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.

Specific Annual Actions to Achieve Goal

Maintain an effective program for parent and family involvement that includes (in accordance with the charter):

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

Expected Annual Measurable Outcomes

Outcome #1: Percentage of parents completing the School Experience Survey annually.

ACTION: Parents are invited into the Parent Center all year from 8:15 am – 10:30 am. The parents will be able to access our Community Rep in the Parent Center. During the time that the survey is out, IPADs will be set up to help parents fill out the School Experience Survey (SES). If parents need help, our Community Rep will also be there to assist them. The principal will also send home Connect Eds to parents and staff to remind everyone to fill out the survey. Teachers will offer incentives to students who bring back surveys including printouts from parents proving they completed the survey online.

Metric/Method for Measuring: School Report Card

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All PARENTS (Schoolwide)	34%	36%	38%	40%	42%	44%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #2: Percentage of parents that feel they are a “partner with this school in decisions made about my child's education.”

ACTION: Parents are invited to join different committees at the school. There are usually about 3 – 5 parents on the Governance Committee. This committee looks at the budget and decides where to spend the money that the school has received. The committee also votes on different ideas brought to it by

ELAC, teachers, and/or students. Parents are also invited to join ELAC (English Learner Advisory Committee). This committee is for the parents of Language Learners and Reclassified students (within the past 2 years). Parents are also asked to sit on different committees, like the Safety Committee. They are also asked to join and volunteer with the PTA (Parent/Teacher Association).

Metric/Method for Measuring: School Report Card

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Parents (Schoolwide)	84%	85%	86%	87%	88%	89%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #3: My child's teachers inform me about my child's academic progress.

ACTION: Parents will be informed of their child's progress through 6 week progress reports and report cards. Parents are requested to conference with teachers at the first reporting period. Every 6 weeks after that, progress reports come home and if parents feel it is necessary, they schedule an appointment with their teacher.

Metric/Method for Measuring: School Report Card

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Parents (Schoolwide)	68%	69%	70%	71%	72%	73%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A

White Students	N/A	N/A	N/A	N/A	N/A	N/A
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**GOAL #4
STUDENT ACHIEVEMENT**

The school will annually increase the number of students classifying as a Gifted and Talented Learner by means of OLSAT, SBAC, Intellectual Assessments, or Visual and Performing Arts designation (Art, Music, Dance) and increase the number of English Learners who reclassify as Reclassified Fluent English Proficient.

Related State Priorities:

1	X4	X7
2	5	X8
3	6	

Local Priorities:

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Specific Annual Actions to Achieve Goal

- The school will work with the Gifted Coordinator and teachers to identify students in the classroom that are possibly Gifted and Talented and the district will assess them to identify.
- 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.
- Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas.

Expected Annual Measurable Outcomes

Outcome #1: The percentage of students that classify as a Gifted and Talented Learner will increase

ACTION: Teachers of Grades 2 - 5 are identifying students once the OLSAT scores have been shared with parents. If students did not qualify with the OLSAT, they move onto the intellectual testing, if the teacher deems necessary. In the classroom, teachers use the Depth and Complexity Icons to assist students in approaching subjects from the point of view of an expert. Students learn that the Depth is the Language of the discipline, big idea, essential details, rules, patterns, trends, unanswered questions, and ethics. They also learn the complexity of the icons: Change over time, multiple points of view, across the disciplines. Teachers use the DOK (Depth of Knowledge) Strategies to assist in making the lessons higher thinking and use of critical thinking skills. Teachers differentiate within the classroom during

Independent work activities. Teachers pull groups that need more assistance to reteach and pre-teach, as well as, push high achievers to higher levels with different activities, such as literature circles.

Metric/Method for Measuring: My Data, Gifted Rosters, School Report Card

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	4%	6%	8%	10%	12%	14%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #2: Increase the number of English Learners who reclassify as Reclassified Fluent English Proficient

ACTION: The Categorical Programs Advisor will pull reports from MISIS (English Learner Rosters, Potential Reclassification, Master Plan Rosters, Long Term English Learner Rosters, Reclassification Rosters, Ready to Reclassify Rosters, and English Learner Profiles) to know who is ready to reclassify or is close to reclassification following the Reclassification Criteria Chart put forth by LAUSD. The rosters will also be shared with teachers. The Categorical Programs Advisor will highlight the areas of need for each student (CELDT, DIBELS, or grades) so that the teacher can see which area may need more assistance. Teachers pull students in small groups to give more strategies to help them achieve passing in all areas. The English Learner Profiles will be given to teachers before report cards and conferences so that they may go over them with the parents, as well. The Categorical Programs Advisor talks to students that are very close to reclassification, especially 5th graders and Potential Long Term English Learners. As students reclassify, awards are given out at the Citizenship Assemblies to motivate others that are almost there. Finally, two times a year, the Categorical Programs Advisor will meet with teachers to follow up on any new reclassified students (within the past 2 years) to make sure they are still meeting their goals and are not falling behind.

Metric/Method for Measuring: Reclassification Data

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
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All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	21%	23%	25%	27%	29%	31%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #3: The school will increase the number of English Learners who meet the growth target in CELDT each year.

Metric/Method for Measuring: My Data

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	72%	73%	74%	75%	76%	77%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

GOAL #5
STUDENT ENGAGEMENT

The school will annually increase student attendance and decrease chronic absenteeism to foster student engagement and positive student outcomes.

Related State Priorities:

1 4 7
2 5 8
3 X6

Local Priorities:

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Specific Annual Actions to Achieve Goal

- Increase annually the percent of students attending 173-180 days (96% or better)
- Maintain attendance incentive programs
- Utilize PSA counselors to contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership with regard to attendance
- Decrease the number of students missing 16 or more school days each year
- Conduct monthly recognition attendance awards assemblies
- Conduct SSPT for students with chronic absenteeism to provide intervention services and referrals

Expected Annual Measurable Outcomes

Outcome #1: 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).

ACTION: The PSA Counselor helps improve attendance by offering:

- Monthly contests for different grade levels. Winners get a prize and recognition, teachers get a prize, as well.
- 96% club for those students who do not miss more than one day a month (overall). These students get recognized in the classroom.
- Counseling with PSA if attendance or tardies are becoming a problem.
- Recognition of 0 absences, 0 tardies, and 0 leave earlys; and also 0 absences 1-2 tardies, 1-2 leave earlys
- Trophy presented to the classroom with the best attendance for that month at the citizenship assemblies

Metric/Method for Measuring: Student Attendance Rates

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	63%	68%	70%	72%	74%	76%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A

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

Outcome #2: The school will decrease annually the number of students with chronic absenteeism (missing 16 days or more each school year or an attendance rate of 91% or lower school wide).

Metric/Method for Measuring: School Attendance Rates

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	12%	11%	10%	9%	8%	7%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #3: The school will conduct SARB Meetings, as needed

ACTION: The SARB Process is conducted and held by the PSA Counselor and an Administrator. The parents are invited to the meetings. In the meeting absences and/or tardies are discussed and what reasons there are for these. The PSA Counselor offers assistance in the form of referrals. The PSA Counselor puts each child and parent on a contract after the meeting. The students are asked to sign the contract. Counseling is offered at school and the PSA Counselor meets with these students one at a time or in a small group every week or every other week, depending on the severity.

Metric/Method for Measuring: School Attendance Rates

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
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All Students (Schoolwide)	12%	11%	10%	9%	8%	7%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

GOAL #6 SCHOOL CLIMATE	
The school will annually increase the percentage of parents, students, and staff participation in the school experience survey. The school will also maintain a 0% suspension and expulsion rate.	Related State Priorities: 1 4 7 2 5 8 X3 X6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> • Increase annually the percent of parents filling out the school experience survey by having multiple workshops before and during the school survey window. • Increase annually the amount of students participating in the school experience survey by providing classrooms with the time and technology needed to do this. • Increase annually the amount of school staff participating in the school experience survey by providing them with the time and technology needed to do this. • Conduct workshops for parents to understand the importance of the school experience survey. • Maintain a 0% suspension and expulsion rate by implementing a restorative justice strategies across the school • Use Restorative Justice in classrooms, after being trained. Intensive Community Building Circles will be used for those students who need intensive behavior support within the classroom and on the yard. • Use of Second Step in all classrooms 	

Expected Annual Measurable Outcomes

Outcome #1: The school will annually increase the number of students participating in the school experience survey.

ACTION: 3rd – 5th grade teachers are given a time to bring IPADs into the classroom for the students to fill out the School Experience Survey.

Metric/Method for Measuring: School Report Card

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	87%	89%	91%	93%	95%	97%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #2: The school will annually increase the number of staff participating in the school experience survey.

ACTION: Teachers are asked to fill out the School Experience Survey during a Faculty Meeting on a Tuesday. The Teacher Assistants/Supervision Aides/Campus Aides are asked to fill out the School Experience Survey during a TA Meeting. The Office Staff are asked to fill out the School Experience Survey in the office. The Cafeteria/Plant Manager/Custodian and anyone else that is part of the staff are asked to fill out the School Experience Survey. An IPAD is offered to whoever needs it to take the survey, or they can use a desktop in the office. The principal sends home Connect Eds to parents and staff to remind everyone to fill out the survey.

Metric/Method for Measuring: School Report Card

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All STAFF (Schoolwide)	58%	62%	66%	70%	74%	78%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A

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

Outcome #3: The school will maintain annually the 0% rate of students being suspended or expelled from school.

Metric/Method for Measuring: School Report Card, School Demographics Online, MyData

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

GOAL #7 COURSE ACCESS

The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program (Drama, Dance, Music, Visual Arts, Physical Education) to **100% of its students** every year.

Related State Priorities:

1	4	X7
2	5	X8
3	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 (Dance, Music, Visual Arts, Physical Education)

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.

ACTION: The Principal visits classrooms in the morning. Each day the principal focuses on a different grade level. After conducting informal and formal observations, the principal meets with teachers to identify areas of strength and areas of weakness. The teachers observe other teachers. The principal sends other staff in to assist with areas of need, like classroom management. The principal looks at teaching in the classroom and standards posted around the room to make sure teachers are following CCSS and the Teaching and Learning Framework.

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

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain at least 100% of students having access to the core subjects	Maintain at least 100% of students having access to the core subjects	Maintain at least 100% of students having access to the core subjects	Maintain at least 100% of students having access to the core subjects	Maintain at least 100% of students having access to the core subjects	Maintain at least 100% of students having access to the core subjects
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #2: The school will offer a comprehensive enrichment program (Drama, Dance, Music, Visual Arts, Physical Education) to 100% of its students every year.

ACTION: The Principal visits different enrichment activities monthly. The principal looks at teaching in these activities to make sure enrichment teachers are following CCSS and the Teaching and Learning Framework.

Metric/Method for Measuring: Classroom Schedules and California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain at least 100% of students having access to the school's enrichment program	Maintain at least 100% of students having access to the school's enrichment program	Maintain at least 100% of students having access to the school's enrichment program	Maintain at least 100% of students having access to the school's enrichment program	Maintain at least 100% of students having access to the school's enrichment program	Maintain at least 100% of students having access to the school's enrichment program
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

GOAL #8 OTHER STUDENT OUTCOMES	
The school will continue to advance in the areas of study in all core areas, including ELD and take advantage of Visual Arts, Drama, Dance, Music, and Physical Education. 100% of students will have use of these programs every year.	Related State Priorities: 1 4 X7 2 5 X8 3 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> • Provide Grade Level time for teachers to plan core curriculum with their grade level, by continuing to purchase the YMCA for Psychomotor time. • The school will to provide Professional Developments to assist teachers in planning Designated and Integrated ELD time. • Continue on-site training for teachers and paraprofessionals in the areas of the arts, Next Generation Science Standards via the Instructional Leadership Team (ILT). • Continue receiving teachers to support grade levels in Music, Visual Arts, and Drama) • Continue purchasing Orchestra Teacher to teach students (grades 3 – 5) to play instruments and perform as an orchestra 	

- Purchase Best Foot Forward to receive teachers to instruct our 4th and 5th graders how to Ballroom Dance and compete in the spring among other schools.

Expected Annual Measurable Outcomes

Outcome #1: The school will monitor Grade Level meetings and ILT Meetings to align rigorous curriculum that exceeds the State Content Standards that will assist in annually increasing the number of students achieving “Met” or equivalent on CAASPP English Language Arts assessments.

Metric/Method for Measuring: Teacher/Parent Surveys, Student Work Samples, Classroom Visits, Participation Logs, Schedules, and weekly/monthly meetings between grade levels and ILT.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	51%	54%	57%	60%	63%	66%
English Learners	16%	18%	20%	22%	24%	26%
Socioeconomically Disadvantaged Students	42%	43%	44%	45%	46%	47%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	7%	8%	9%	10%	11%	12%
African American Students	21%	23%	25%	27%	29%	31%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	70%	71%	72%	73%	74%	75%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	50%	52%	54%	56%	58%	60%
Native Hawaiian/Pacific Islander Students	50%	51%	52%	53%	54%	55%
Students of Two or More Races	*	*	*	*	*	*
White Students	51%	53%	55%	57%	59%	61%

NOT A SIGNIFICANT SUBGROUP AT THIS TIME

Outcome #2: The school will annually increase the number of students achieving benchmark in school wide, district, and statewide assessments due to the direct exposure and engagement in problem solving and creative thinking skills found across these enrichment programs. These school wide and district assessments will assist in annually increasing the number of students achieving “Met” or equivalent on CAASPP English Language Arts (statewide) assessments.

Metric/Method for Measuring: School/ District/State-Based Performance Assessments (SBAC data)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	51%	54%	57%	60%	63%	66%
English Learners	16%	18%	20%	22%	24%	26%
Socioeconomically Disadvantaged Students	42%	43%	44%	45%	46%	47%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	7%	8%	9%	10%	11%	12%
African American Students	21%	23%	25%	27%	29%	31%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	70%	71%	72%	73%	74%	75%

Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	50%	52%	54%	56%	58%	60%
Native Hawaiian/Pacific Islander Students	50%	51%	52%	53%	54%	55%
Students of Two or More Races	*	*	*	*	*	*
White Students	51%	53%	55%	57%	59%	61%
NOT A SIGNIFICANT SUBGROUP AT THIS TIME						

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

Nestle Avenue Charter's goals are focused on a rigorous curriculum to develop the whole child. This learning method provides students the opportunity to become:

- Self-motivated learners, capable of creating a vision for themselves and their future, set priorities and achievable goals, monitor and evaluate their personal progress, and assume responsibility for their learning.
- Collaborative learners who use leadership skills to develop and maintain relationships within diverse groups.
- Complex thinkers who are able to problem solve, think critically, critique reasoning of themselves and others, and persevere.
- Scholars who are able to create intelligent, artistic products that reflect originality and technologically advanced designs that allow them to competently compete in the 21st Century.
- Leaders within their greater community by participating in activities and donate to organized drives that meet the needs of others, such as donating food, clothing and toys to underprivileged students, families, and the military locally and abroad.

Our students try to perform well on standardized tests, such as, Standards Based Assessment Consortium. We have noticed they are struggling in math, more than usual, due to the amount of reading needed to understand and perform a word problem. We recognize that the SBAC is one snapshot in the development of a child. Nestle students perform well on the DIBELS assessment (Dynamic Indicators of Basic Early Literacy Skills), another snapshot we look at. Teachers are analyzing the results of DIBELS to see which areas specifically our students need more assistance in.

Through the demonstration of our educational goals we take into account the expertise of our staff, our enrichment programs, and our community involvement, which leads us to develop self-motivated, lifelong learners. Nestle students look up to positive role models, in their community and at school, who show them what it means to be productive and caring citizens in the world they will inherit.

INSTRUCTIONAL DESIGN

Framework and Teaching Methodology

Nestle Avenue Charter teachers facilitate Professional Development with grade-level experts and instructional leaders who have expertise in a variety of subject areas. All our methodologies are supported by authentic assessments based on Common Core State Standards (CCSS), California State Standards (CSS), Next Generation Science Standards (NGSS), ELD Frameworks, utilizing District, teacher-created performance and publisher assessments. The data collected from these assessments

are used to help guide instruction, decide upon teaching methodologies and selected curriculum materials in order to enhance student learning.

Nestle Avenue Charter has several goals within our educational program to enable our students to become or remain self-motivated, competent, and lifelong learners. These goals include the promotion of creative thinking, encouraging students to work creatively, independently and with others, to develop critical thinking and problem solving skills, to communicate clearly, and to support collaborative work. According to the article, “The Role of Supportive School Environments in Promoting Academic Success” by Eric Schaps, Ph.d. in 2005, research shows that when students find their school environment to be supportive and caring, they are more likely to develop positive attitudes toward themselves and pro-social attitudes and behaviors toward others. By building in-school community, there is a means of fostering academic success. Students who experience their school as a caring community consistently become more motivated, ambitious, and engaged in their learning. In particular, students’ positive connections with teachers and their perceptions that teachers care about them are what stimulate their effort and engagement. Relationships with other students appear to be less important for promoting engagement in the general student population and among high-risk students.

Instructional Framework

Nestle Avenue Charter’s curriculum is based on CCSS, CSS, NGSS and associated frameworks in Language Arts, ELD, Mathematics, Science, Social Studies, Visual and Performing Arts, Technology and Physical Education. We know that learning occurs by addressing the needs of our targeted population. Our students are best served through a balanced program combining curriculum-centered and student-centered instruction. Direct instruction, guided practice, and skills learned through multidisciplinary selection ensure that our students are exposed to all Common Core, LAUSD, and state standards. Nestle Avenue Charter utilizes brain-based research to address multiple intelligences through the use of experimental and open-ended inquiry as well as project based learning which leads to self-motivated, well-balanced, college and career ready lifelong learners. Integrating these modalities has proven to engage our students, allowing them to become analytical, creative thinkers. This will ensure that our students will be well prepared in furthering their 21st century learning goals.

Teaching Methodologies

Teachers at Nestle Avenue Charter continually engage in professional development. As lifelong learners, we use current research and share new and innovative teaching methodologies and best practices. We use student data to drive our instruction for all Nestle Avenue Charter learners, while implementing differentiated learning opportunities to meet the diversity of our students. The teachers of Nestle Avenue Charter believe that every one of our students come to us with a gift, and it is our responsibility as educators to unwrap this gift and find alternative ways of teaching.

Our standard methodologies include:

- *Academic Rigor* - Teachers design lessons that are engaging and meaningful. Students are challenged to make higher-level connections to real world situations and conceptual knowledge. Students engage in inquiry based lessons to develop a deeper understanding of academic concepts.

- *Technology* - We emphasize STEM practices to provide experiences for children where they are developing and using models, constructing explanations, designing solutions and engaging in argument from evidence.
- *Clear Expectations* - Teachers explicitly define and articulate standards in student friendly language. Descriptive criteria and models of work that elaborate these standards are displayed in every classroom.
- *Collaborative Groupings* - Teachers create flexible and fluid small groups for students to interact with their peers on various levels. Students share their thinking processes to maximize learning. Cooperative groups promote diverse perspectives, student-centered learning, and teamwork.
- *Criteria Charts / Rubrics* - Teachers implement tools that help focus students to effectively meet and exceed teacher expectations and objectives of the assignment. Charts and rubrics are designed around curricular standards and objectives, enabling students to understand and self-evaluate their own work and learning as they progress toward rigorous standards. This allows teachers to give effective feedback to the students.
- *Direct Instruction* - Teachers provide strategically planned direct instruction using technology and multiple modality techniques appropriate to the developmental needs of their students to teach standards based lessons.
- *Guided and Independent Practice* - Teachers provide students with adequate time to demonstrate their understanding of the concepts or skills being taught with a variety of learning modalities and manipulatives in order for each student to achieve success.
- *Small Group Instruction* -- Teachers create small fluid groups to target students who need additional instructional time as well as preview and review of the lessons.
- *Differentiated Instruction* -- Teachers provide lessons and assignments within the core curriculum that allow students to perform beyond their academic levels while maintaining and exceeding academic standards. Teachers differentiate instruction using varying techniques of compacting and scaffolding based on student demonstration of mastery. Teachers use depth, complexity, and novelty for all students to allow them to delve deeper into areas of interest and become independent learners.
- *Higher Level Thinking* -- In preparing students for the future, teachers help students develop the critical reasoning skills that will enable them to think flexibly, solve complex problems, and make sense of their place in the world around them. We encourage our students to move beyond the rudimentary knowledge of Bloom's Taxonomy to the more sophisticated levels of analyzing, evaluating and creating, by providing opportunities for students to become independent learners. Students will learn to evaluate and analyze concepts by viewing them from multiple perspectives, ethical dilemmas, central ideas, and

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

- *Integration of the Arts* -- The Arts are a key component of our school. Teachers and curriculum specialists use drama, dance, music (vocal and instrumental), and visual arts to enhance and deepen the learning experience across the curriculum.
- *Experiential Learning* - Teachers create opportunities for exploration of the major concepts through direct experiences. Students relate to the curriculum through plays, field trips, labs, simulations, and experiments. It is through these involvements that students process, analyze, and conceptualize the curriculum and provide the ability to create new ideas.

Adhering to the proposed instructional framework and teaching methodologies ensures Nestle Avenue Charter teachers can successfully meet the needs of all students, including the following subgroups; GATE, Special Education, English Language Learners, Under-Achieving/Non-Proficient, General Education, and Socio-Economically Disadvantaged groups.

Curriculum and Instruction

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.

Goals of Content Areas

The teachers at Nestle Avenue Charter constantly strive to improve instruction by remaining up to date with instructional strategies to meet the standards as stated in our vision.

At Nestle Avenue Charter our teachers are teaching in more innovative ways to provide students with a curriculum that involves, but is not limited to:

- Learners becoming more active as partners in their education rather than objects of teaching
- Teachers facilitating the students learning rather than lecturing to the students
- Use of multisensory techniques within the classroom
- Use of technology
- Content delivered using a variety of media and resources

The scope and sequence of skills taught across grade levels and the different subjects our school plans to implement are outlined below. *All Common Core State Standards and California State Standards are addressed with cross grade-level planning so students receive consistent instruction.*

Language Arts

Language Arts incorporates reading, writing, listening, and speaking skills that support academics across disciplines. All classes visit the library regularly where they access materials from our computerized database, have research opportunities, and learn about different genres. Students are given the opportunity to work and learn independently as part of large groups, small groups, and collaborative groups. Students discuss ideas and values and connections to personal experiences with

a variety of cultural perspectives. All grades meet regularly to analyze data from state, district, and school tests, and from observations to identify all at risk students by grade level. Input is also given from our SSPT Coordinator, Categorical Programs Advisor, Resource Teacher and from classroom teachers during independent workshop time.

Student related goals are to:

- Develop critical reading skills.
- Critique, justify, and theorize in compositions/writing across disciplines.
- Demonstrate critical thinking skills specific to Bloom's Taxonomy and Norman Webb's Depth of Knowledge (DOK).
- Use technology as a tool for research and development for presentations and project exhibits, and teacher/student interactive documents.
- Construct creative writing stories and poetry.

Teacher related goals are:

- A rigorous curriculum that exceeds CCSS for K-5 language arts.
- Develop students' reading, writing, listening and speaking skills to support academics across disciplines.
- Support reading using the California Treasures Reading Program.
- Enhance reading using Literature Circles, Classics, Core Literature, and Accelerated Reader.
- Develop students' grammar, spelling, speaking and active listening skills through direct instruction and vocabulary development as well as integration of language arts embedded across the curriculum.
- Apply vocabulary development in written and oral formats.
- Devote minimum two hours daily to language arts instruction in grades K-5.

English Language Development (ELD)

Student goals:

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

Teacher goals:

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

Mathematics

We strive to develop our students problem solving and abstract reasoning skills, expand student learning and conceptual understanding through the use of state adopted textbooks and enrichment programs that are aligned with state standards and framework such as Marcy Cook, Math Their Way, Marilyn Burns, games, manipulatives, basic facts timed tests, and teacher made lessons.

Student goals:

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

Teacher goals:

- Implement rigorous curriculum that exceeds Common Core State Standards and State Content Standards for mathematics.
- Develop students' mathematics proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes.
- Enhance mathematics by utilizing My Math, Engage NY, Marilyn Burns, and Marcy Cook strategies.
- Guide students to develop an understanding of the concepts of computations, patterns, functions, geometry, statistics, and probability.
- Apply math skills to daily problem-solving situations.
- Recognize relevant information and review applications.
- Discern operations necessary to solve word problems.
- Construct and strengthen understanding with math manipulatives and digital mediums.
- Connect math across disciplines (music, dance, science, art, technology, and history).
- Develop students' skills using mathematical tools (protractors, calculators, computers, rulers, compasses, and manipulatives). Build a deep understanding of the CCSS math practices to embed lifelong problem solving skills.

History and Social Studies

A rigorous history/social studies curriculum is provided at Nestle Avenue Charter exceeds the CA CCSS by utilizing state adopted textbooks and teacher created lessons.

Our students acquire knowledge of civics, history, cultures, geography, economics, communities, cities, states, and countries that promotes the skills necessary for participating in a diverse society. Activities and lessons utilize the curriculum areas of language arts, science, math, music, art, dance, and technology. Using their knowledge, our students compare and contrast, draw conclusions, and predict history.

Student Goals:

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

Teacher Goals:

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

Science

At Nestle Avenue Charter we provide a rigorous curriculum that exceeds the Next Generation Science Standards (NGSS). Students acquire knowledge of life, earth, and physical science from a balanced curriculum that includes state adopted textbooks, FOSS science kits, and teacher created lessons. Students use hands on experiments based on scientific methods to further research and prove/disprove a hypotheses as well as increase their understanding of scientific concepts. Science is taught as a cumulative learning process that builds upon their prior knowledge, understanding of science concepts, and applications of science to the world around them as they progress through the grade levels. Students develop critical thinking skills of science to include: observing, comparing, organizing, inferring, relating, and applying. Language of the discipline is taught to develop higher level thinking. Thinking like a disciplinarian is used to apply science concepts across the curriculum. Standards based benchmark tests are used to assess students because they meet the needs of our students and provide our teachers with a clear assessment of student learning and progress towards meeting the standards.

- **Kindergarten** : Trees, Wood and Paper, Animals (including fish, snails, worms, isopods, ladybugs and more)
- **First Grade** : State of Matter, Air and Weather, Plants and Insects
- **Second Grade** : Pebbles, Sand and Silt, Insects and Plants, Balance and Motion
- **Third Grade** : Solar System, Matter and Energy, Living Systems
- **Fourth Grade** : Magnetism and Electricity, Rocks and Minerals, Environments
- **Fifth Grade** : Body Systems, Weather and Planetary Science, Mixtures and Solutions

Students Goals:

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

Teacher Goals:

- Implement a rigorous curriculum that exceeds the state content standards for science.
- Hypothesize and develop experiments utilizing the scientific method.
- Use hands-on experiments to further research and prove/disprove conjectures.
- Integrate science and writing by using Dr. Kaplan's Depth and Complexity icons such as; Language of the Discipline and Across Disciplines.
- Theorize and view other subjects such as music, art, and theory as a scientist.
- Understand the need for eco-friendly products and life changes to improve our local and global community.

- Teach the sciences as a cumulative learning process that builds upon prior knowledge and experiences as students' progress through the grade levels as incorporated in the shift to NGSS.
- Incorporate STEM practices in grades K-5.

Technology

Technology plays an integral role in our program at Nestle Avenue Charter. Through the use of document cameras provide students the ability to view and edit original work in a whole class setting. Third through fifth graders work weekly with our mobile IPAD cart to help prepare for SBAC by using different typing programs. Students in grades 3-5 are instructed on using computers to practice common core standard based questions that simulate those that are on the Smarter Balance Test.

Student Goals:

- Through word processing, students will demonstrate written expression.
- Explore artistic applications appropriate to grade level.
- Students use Google Docs and Microsoft Word, to compile and present information.
- Students will identify and use search engines to research relevant information.
- Students will use Accelerated Reader to supplement and enhance Common Core curriculum.
- Use of classroom technology, including ChromeBooks and iPads on a daily basis to enhance curriculum and 21st century skills.

Teacher Goals:

- Present a rigorous curriculum that exceeds the State Content Standard for technology.
- Utilize multimedia to present information.
- Incorporate ELMO and document readers, MacBook Pro's and iPad's.

Visual and Performing Arts

Dance/Creative Movement, Music, Art, Technology, and Physical Education

At Nestle Avenue Charter we believe in educating the whole child. All children need to be enriched physically and mentally. The arts allow children to be successful in areas other than academics. They address the needs of all learners including special needs children, ELs, and gifted. They allow children to gain self-confidence, to be imaginative, and to express themselves. The skills learned in the visual and performing arts transfer to academic success as well. Many of our teachers receive the LAUSD Arts Prototype program in the classroom through Visual Arts, Drama, Dance, and Music.

Student goals:

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

Teacher goals:

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

Music

Our music curriculum at each grade level meets Common Core State Standards while supporting language arts, math, social studies, and science. Our music specialist, that comes once a week provides some grade levels (varies per semester) with a comprehensive program that includes rhythm, beat, tone, tune, melody, different music genres, and musical instruments while tying songs into curriculum areas. Music helps students with math, patterns, listening skills, sequencing, memorization, and vocabulary which all lead to increased academic performance.

Our music teacher also works with our 4th and 5th grade chorus weekly. They practice and perform for different assemblies and grade levels a few times a year. Once a year, Capitol Records provides a bus for our Chorus to visit their studio. The 4th and 5th graders perform, record, and listen to themselves at Capitol Records. It is a great experience for all.

Our PTA pays for the Orchestra teacher to come once a week to teach and motivate our students to play different instruments. Some instruments are the violin, tuba, flute, and more. During the Spring Semester, students will perform for the school and their parents to show their progress.

Visual Arts

The LAUSD Prototype program provides Nestle Avenue Charter with art instruction to some grade levels (varies per semester) based on CA CCSS. The students learn about art history, artists, primary and secondary colors, lines, techniques, and different art mediums. They produce products that tie into many curriculum areas. Art teaches listening skills, following directions, sequencing, history, and math. It also allows students to express themselves and be imaginative and creative. Success in art also increases self-confidence. All of this helps students to be successful academically too.

Theater/Performance Skills

The LAUSD Prototype program provides Nestle Avenue Charter with theater and performance classes to some grade levels (varies per semester), which integrate the CA CCSS by utilizing the standards in reading, listening, speaking, and writing.

Dance

The LAUSD Prototype program provides Nestle Avenue Charter with dance to some grade levels (varies per semester), which integrate the CA CCSS by utilizing the standards in reading, listening, speaking, and writing.

Our hope is that our 4th and 5th grade students participate in a ballroom dance program next year, Best Foot Forward, depending on funds. Once a week they will be given instruction in ballroom dances such as the tango and waltz. This will not only teach them the culture, music, and basic movements of ballroom dance, but also will teach them social etiquette. When learning the ballroom dances, they

will utilize listening, sequencing and memorization skills, as well as will reinforce coordination. Each year several of our students will compete in a ballroom dance competition.

Physical Education

At Nestle Avenue Charter, we believe that a healthy body and healthy mind go hand in hand to complete a successful child. Teachers provide our students with the required 100 minutes each week of grade level standardized skills, which build upon each grade level. Each week our classes also have psychomotor time where these skills are incorporated into games.

Student goals:

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

Teacher Goals:

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

Intervention Programs

Intervention student goals:

- Participate in small group, one-on-one, classroom instruction led by credentialed teachers and highly trained paraprofessionals.
- Participation in classroom and after-school intervention programs taught by credentialed teachers to assist EL and at-risk students.

Intervention teacher goals:

- Analyze DIBELS and TRC assessments to identify students' reading ability and provide targeted interventions.
- Review specific assessments results to help formulate small intervention groups with like needs as students receive targeted interventions.
- Scheduled additional support programs are taught in 6-week cycles to ensure equal access to all students in need.

Curricular and Instructional Materials

- K-5, California Treasures, English Language Arts
- K-5, California Treasures, English Language Development component

- K-5, California Treasures, Intervention Component
- Grades 3-5, varied, grade-level appropriate literature
- K-5, My Math
- Marilyn Burns math
- Marcy Cook math
- Engage New York
- K-5, FOSS Science kits and California Adoption Textbook
- K-5 FOSS supplemental materials for NGSS
- Scott Foresman California Social Science
- Health and Wellness
- Second Step
- Various and grade level appropriate field trips and assemblies
- Start Smart 1.0 Revised and 2.0

How Curriculum Addresses California Content Standards

All components of Nestle Avenue Charter’s curriculum plan conform to the Frameworks for California public schools. Instruction will be standards-based and assessed by the SBAC as scheduled by the Department of Education and the Los Angeles Unified School District. The Charter School assures that the school will implement Common Core State Standards. Nestle Avenue Charter’s Instructional Leadership Team (ILT) supports a well-established curriculum committee that is directly involved with the administration and School Leadership Committee in identifying and aligning curriculum, materials, instructional activities, interventions, and periodic, formative assessments aimed at meeting the California Content Standards in each subject area. Student learning is the focus of this committee’s work. Nestle Avenue Charter, as an affiliated LAUSD Charter School, will follow the California State Frameworks and the California Content Standards for curriculum delivery and student learning. The specific scope and sequence of skills to be taught are derived from these frameworks and standards. Students will be tested and graded upon these standards. Nestle Avenue Charter will use the California Content Standards for English Language Arts, ELD, Math, Science, Social Studies, Technology, Physical Education, Health, and Art as the primary source for developing lessons and focusing on student learning. The Charter School assures that it will implement all Common Core State Standards. Currently, Nestle Avenue Charter uses LAUSD adopted textbooks and supplemental materials. As our students demonstrate their need for acceleration and/or intervention we adopt appropriate resources to meet their needs.

Evidence of the Proposed Instructional Program with the Charter’s Targeted Population

Evidence shows that the proposed instructional program will be successful with Nestle Avenue Charter’s targeted population based upon data relating to Nestle Avenue Charter’s current instructional program and student population.

With a focus on best practices in regards to the instructional program, Nestle Avenue Charter has exceeded LAUSD district goals. Looking at the School Report card in different areas, such as state testing and DIBELS, Nestle Avenue Charter has exceeded the District’s percentages and goals.

All components of the Nestle Avenue Charter frameworks and standards including, the specific scope and sequence skills are taught. Students will be tested and graded upon these standards. Nestle Avenue Charter will use the California Content Standards for English Language Arts, Math, Science, Social Studies, Technology, Physical Education, Health, and the Arts, as the Charter’s curriculum plan

conforms to the Frameworks for California public schools. Instruction will be standards-based and assessed by the SBAC as scheduled by the Department of Education and the Los Angeles Unified School District. Nestle Avenue Charter implements the District adopted curriculum and periodic assessments. Nestle Avenue Charter's Instructional Leadership Team (ILT) supports a well-established curriculum committee that is directly involved with the administration and School Leadership Committee in identifying and aligning curriculum, materials, instructional activities, interventions, and periodic/formative assessments aimed at meeting the CCSS and California Content Standards in each subject area. Student learning is the focus of this committee's work. Nestle Avenue Charter, as an affiliated LAUSD Charter School, will follow the California State Frameworks and the California Content Standards for curriculum delivery and student learning. Each year, teachers provide a rigorous daily program of standards-based and differentiated instruction to give our students the opportunity to meet and exceed their levels of proficiency.

Twenty-eight percent of our English Language Learner population reclassified in the 2014 - 2015 school year while we continue on the path of reclassification of all English Language Learners. Teachers utilize ongoing assessments, collaboration, "Start Smart" program, Treasures ELD component, and team-teaching approaches to ensure our ELL students' progress in a solid foundation of reading, writing, listening and speaking skills.

All teachers, with direction from administration, adhere to each individual student's IEP, as well as conduct SSPTs (Student Success Progress Teams) for students who are performing below grade level in academics as well as work habits or behavior issues. SSPT meetings recognize the Response to Intervention (RTI) approach, in terms of assisting teachers to attempt a hierarchy of intervention strategies with the goal of enabling struggling students to meet grade level expectations.

We are dedicated to identifying and addressing the needs of our gifted and talented and high achieving population by incorporating experiential learning and differentiated planning into daily instruction.

An integral part of Nestle Avenue Charter's instructional program is a dedication to providing enriching experiences throughout the core curriculum. Nestle Avenue Charter's teaching staff infuse excitement, motivation, and high interest into the learning experiences of each and every child at school regardless of a child's learning profile.

How the School Will Recruit Teachers Qualified to Deliver the Proposed Instructional Program

Teachers will be recruited in accordance with District policy, procedures and collective bargaining agreement.

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.

The Transitional Kindergarten (TK) at Nestle Avenue Charter follows District curriculum guidelines. The California Preschool Learning Curriculum as well as hands on learning are being utilized to help the students make progress towards kindergarten readiness. The program provides equal access for all students including English Learners, Students with Disabilities, and Gifted Learners.

Our TK students participate as part of the school wide community of learners in all of the appropriate extracurricular activities.

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective bargaining agreements (CBAs), as they may change from time to time, related to work year, academic calendars, and schedules.

Regular Days

No. of Days: 129

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Actual Minutes	Required Minutes	Difference
A.M. Kindergarten	:					:		200	
P.M. Kindergarten	:					:		200	
All Day TK- Kindergarten	8:15	10:00	10:20	11:55	12:35	2:38	323	319	4
Grades: 1	8:15	10:15	10:35	11:55	12:35	2:38	323	319	4
Grades: 2	8:15	10:15	10:35	12:20	1:00	2:38	323	319	4
Grades: 3	8:15	10:15	10:35	12:20	1:00	2:38	323	319	4
Grades: 4	8:15	10:15	10:35	11:55	12:35	2:38	323	319	4
Grades: 5	8:15	10:15	10:35	12:20	1:00	2:38	323	319	4
Grades:	:	:	:	:	:	:		319	

Professional Development Banked Days

No. of Days: 38

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Actual Minutes	Required Minutes	Difference
A.M. Kindergarten	:					:		200	
P.M. Kindergarten	:					:		200	
All Day TK- Kindergarten	8:15	10:15	10:35	11:55	12:35	1:38	263	259	4
Grades: 1	8:15	10:15	10:35	11:55	12:35	1:38	263	259	4
Grades: 2	8:15	10:15	10:35	12:20	1:00	1:38	263	259	4
Grades: 3	8:15	10:15	10:35	12:20	1:00	1:38	263	259	4
Grades: 4	8:15	10:15	10:35	11:55	12:35	1:38	263	259	4
Grades: 5	8:15	10:15	10:35	12:20	1:00	1:38	263	259	4
Grades:	:	:	:	:	:	:		259	

Minimum Days

No. of Days: 7

Day1: 11/14/2016 Monday	Day2: 11/16/2016 Wednesday	Day3: 11/17/2016 Thursday	Day4: 11/18/2016 Friday
Day5: 12/16/2016 Friday	Day6: 04/07/2017 Friday	Day7: 06/09/2017 Friday	

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Actual Minutes	Required Minutes	Difference
A.M. Kindergarten	:					:		200	
P.M. Kindergarten	:					:		200	
All Day TK-Kindergarten	8:15	:	:	10:30	11:00	12:58	253	249	4
Grades: 1	8:15	:	:	10:30	11:00	12:58	253	249	4
Grades: 2	8:15	:	:	11:00	11:30	12:58	253	249	4
Grades: 3	8:15	:	:	11:00	11:30	12:58	253	249	4
Grades: 4	8:15	:	:	10:30	11:00	12:58	253	249	4
Grades: 5	8:15	:	:	11:00	11:30	12:58	253	249	4
Grades:	:	:	:	:	:	:		249	

Shortened Days

No. of Days: 6

Day1: 03/08/2017 Wednesday	Day2: 03/09/2017 Thursday	Day3: 03/10/2017 Friday	Day4: 06/05/2017 Monday
Day5: 06/07/2017 Wednesday	Day6: 06/08/2017 Thursday		

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Actual Minutes	Required Minutes	Difference
A.M. Kindergarten	:					:		200	
P.M. Kindergarten	:					:		200	
All Day TK-Kindergarten	8:15	10:00	10:20	11:55	12:35	2:03	288	284	4
Grades: 1	8:15	10:15	10:35	11:55	12:35	2:03	288	284	4
Grades: 2	8:15	10:15	10:35	12:20	1:00	2:03	288	284	4
Grades: 3	8:15	10:15	10:35	12:20	1:00	2:03	288	284	4
Grades: 4	8:15	10:15	10:35	11:55	12:35	2:03	288	284	4
Grades: 5	8:15	10:15	10:35	11:55	12:35	2:03	288	284	4
Grades:	:	:	:	:	:	:		284	

Minimum Days	Shortened Days
November 7, 2016	March 8, 2017
November 9, 2016	March 9, 2017
November 10, 2016	March 10, 2017
November 18, 2016	June 5, 2017
December 16, 2016	June 7, 2017
April 7, 2017	June 8, 2017
June 9, 2017	

Nestle Avenue Charter will follow the Traditional Academic calendar set forth by the Los Angeles Unified School District, utilizing in each classroom a morning block scheduling for

language arts and math, with the last portion of the day for social studies, science, and enriching activities. Below are sample daily schedules for each grade, which includes the subjects being taught, minutes, dismissal time, as well for Shortened Day, Minimum Day and Banked Day (Professional Development Day).

Nestle Avenue Charter
Daily Instructional Schedule
Grade level: Kindergarten

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast In the Classroom (BIC)	<i>20 minutes</i>	<i>20 minutes</i>	<i>20 minutes</i>	<i>20 minutes</i>	<i>20 minutes</i>
Morning Business	<i>10 minutes</i>	<i>10 minutes</i>	<i>10 minutes</i>	<i>10 minutes</i>	<i>10 minutes</i>
E.L.D. (Otherwise ELA for Non-ELD Classed)	<i>60 minutes</i>	<i>60 minutes</i>	<i>60 minutes</i>	<i>60 minutes</i>	<i>60 minutes</i>
Language Arts	<i>30 minutes</i>	<i>30 minutes</i>	<i>30 minutes</i>	<i>30 minutes</i>	<i>30 minutes</i>
Recess	<i>20 minutes</i>	<i>20 minutes</i>	<i>20 minutes</i>	<i>20 minutes</i>	<i>20 minutes</i>
ELA Cont./Independent Work Time (Small Groups)	<i>70 minutes</i>	<i>70 minutes</i>	<i>70 minutes</i>	<i>70 minutes</i>	<i>70 minutes</i>
Mathematics	<i>40 minutes</i>	<i>40 minutes</i>	<i>40 minutes</i>	<i>40 minutes</i>	<i>40 minutes</i>
Lunch	<i>40 minutes</i>	<i>40 minutes</i>	<i>40 minutes</i>	<i>40 minutes</i>	<i>40 minutes</i>
Quiet Time/Read Aloud	<i>5 minutes</i>	<i>5 minutes</i>	<i>5 minutes</i>	<i>5 minutes</i>	<i>5 minutes</i>
Math Cont.	<i>30 minutes</i>	<i>30 minutes</i>	<i>30 minutes</i>	<i>30 minutes</i>	<i>30 minutes</i>
Social Studies/Science/Art PE	<i>40 minutes (depends on day) - May vary with teacher</i>		<i>40 minutes (depends on day) - May vary with teacher</i>	<i>40 minutes (depends on day) - May vary with teacher</i>	<i>40 minutes (depends on day) - May vary with teacher</i>
Daily Review and Clean Up	<i>15 minutes</i>		<i>15 minutes</i>	<i>15 minutes</i>	<i>15 minutes</i>
Reading Buddies	<i>30 minutes (depends on day) - Day and Time May vary with teacher</i>		<i>30 minutes (depends on day) - Day and Time May vary with teacher</i>	<i>30 minutes (depends on day) - Day and Time May vary with teacher</i>	<i>30 minutes (depends on day) - Day and Time May vary with teacher</i>
Library	<i>40 minutes once a week - Day and Time May vary with teacher</i>		<i>40 minutes once a week - Day and Time May vary with teacher</i>	<i>40 minutes once a week - Day and Time May vary with teacher</i>	<i>40 minutes once a week - Day and Time May vary with teacher</i>

Psychomotor					50 minutes (1:45 – 2:35)
2:35 – 2:38 (<i>regular days</i>) 1:25 – 1:38 (<i>Bank Time Tuesdays</i>) 12:55 – 12:58 (<i>minimum days</i>) 2:00 – 2:03 (<i>shortened days</i>)	<i>Prepare for Dismissal</i>	<i>Prepare for Dismissal</i>	<i>Prepare for Dismissal</i>	<i>Prepare for Dismissal</i>	<i>Prepare for Dismissal</i>

Nestle Avenue Charter
Daily Instructional Schedule
Grade level: 1st Grade

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast In the Classroom (BIC)/Morning Business	25 minutes	25 minutes	25 minutes	25 minutes	25 minutes
E.L.D. (Otherwise ELA for Non-ELD Classed)	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes
Language Arts	35 minutes	35 minutes	35 minutes	35 minutes	35 minutes
Recess	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
ELA Cont./Independent Work Time (Small Groups)	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes
Mathematics	40 minutes	40 minutes	40 minutes	40 minutes	40 minutes
Lunch	40 minutes	40 minutes	40 minutes	40 minutes	40 minutes
Math Cont.	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes
Writing	30 minutes		30 minutes	30 minutes	30 minutes
Grammar	30 minutes		30 minutes	30 minutes	30 minutes
Library	40 minutes once a week - Day and Time May vary with teacher		40 minutes once a week - Day and Time May vary with teacher	40 minutes once a week - Day and Time May vary with teacher	40 minutes once a week - Day and Time May vary with teacher
Science/Social Studies/Health	30 minutes			30 minutes	
Physical Education			30 minutes		30 minutes
Psychomotor					50 minutes (9:25 – 10:15)
2:35 – 2:38 (<i>regular days</i>)	<i>Prepare for Dismissal</i>	<i>Prepare for Dismissal</i>	<i>Prepare for Dismissal</i>	<i>Prepare for Dismissal</i>	<i>Prepare for Dismissal</i>

1:25 – 1:38 (<i>Bank Time Tuesdays</i>) 12:55 – 12:58 (<i>minimum days</i>) 2:00 – 2:03 (<i>shortened days</i>)					
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Nestle Avenue Charter
Daily Instructional Schedule
Grade level: 2nd Grade

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast In the Classroom (BIC)/Morning Business/AR Testing	<i>30 minutes</i>	<i>30 minutes</i>	<i>30 minutes</i>	<i>30 minutes</i>	<i>30 minutes</i>
ELA/Independent Work Time (Small Groups)	<i>90 minutes</i>	<i>90 minutes</i>	<i>90 minutes</i>	<i>90 minutes</i>	<i>90 minutes</i>
Recess	<i>20 minutes</i>	<i>20 minutes</i>	<i>20 minutes</i>	<i>20 minutes</i>	<i>20 minutes</i>
ELA cont.	<i>40 minutes</i>	<i>40 minutes</i>	<i>40 minutes</i>	<i>40 minutes</i>	<i>40 minutes</i>
Mathematics	<i>65 minutes</i>	<i>65 minutes</i>	<i>65 minutes</i>	<i>65 minutes</i>	<i>65 minutes</i>
Lunch	<i>40 minutes</i>	<i>40 minutes</i>	<i>40 minutes</i>	<i>40 minutes</i>	<i>40 minutes</i>
E.L.D. (Otherwise ELA/other core subjects for Non-ELD Classed)	<i>60 minutes</i>	<i>30 minutes (Other 30 minutes are Integrated into other subjects)</i>	<i>60 minutes</i>	<i>60 minutes</i>	<i>60 minutes</i>
Science/Social Studies/Health/ Art/Physical Education	<i>30 minutes</i>		<i>30 minutes</i>	<i>30 minutes</i>	<i>30 minutes</i>
Library	<i>40 minutes once a week - Day and Time May vary with teacher</i>		<i>40 minutes once a week - Day and Time May vary with teacher</i>	<i>40 minutes once a week - Day and Time May vary with teacher</i>	<i>40 minutes once a week - Day and Time May vary with teacher</i>
Psychomotor					<i>50 minutes (10:35 – 11:25)</i>

2:35 – 2:38 (<i>regular days</i>) 1:25 – 1:38 (<i>Bank Time Tuesdays</i>) 12:55 – 12:58 (<i>minimum days</i>) 2:00 – 2:03 (<i>shortened days</i>)	<i>Prepare for Dismissal</i>	<i>Prepare for Dismissal</i>	<i>Prepare for Dismissal</i>	<i>Prepare for Dismissal</i>	<i>Prepare for Dismissal</i>
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Nestle Avenue Charter
Daily Instructional Schedule
Grade level: 3rd Grade

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast In the Classroom (BIC)/Morning Business	<i>15 minutes</i>	<i>15 minutes</i>	<i>15 minutes</i>	<i>15 minutes</i>	<i>15 minutes</i>
Physical Education	<i>15 minutes</i>	<i>15 minutes</i>	<i>15 minutes</i>	<i>15 minutes</i>	<i>15 minutes</i>
ELA	<i>90 minutes</i>	<i>90 minutes</i>	<i>90 minutes</i>	<i>90 minutes</i>	<i>90 minutes</i>
Recess	<i>20 minutes</i>	<i>20 minutes</i>	<i>20 minutes</i>	<i>20 minutes</i>	<i>20 minutes</i>
E.L.D. (Otherwise ELA/other core subjects for Non-ELD Classified)	<i>60 minutes</i>	<i>60 minutes</i>	<i>60 minutes</i>	<i>60 minutes</i>	<i>60 minutes</i>
Mathematics	<i>45 minutes</i>	<i>45 minutes</i>	<i>45 minutes</i>	<i>45 minutes</i>	<i>45 minutes</i>
Lunch	<i>40 minutes</i>	<i>40 minutes</i>	<i>40 minutes</i>	<i>40 minutes</i>	<i>40 minutes</i>
Independent Work Time (Small Groups)	<i>30 minutes</i>	<i>30 minutes</i>	<i>30 minutes</i>	<i>30 minutes</i>	<i>30 minutes</i>
Science/Social Studies/Health/Art	<i>60 minutes</i>		<i>60 minutes</i>	<i>60 minutes</i>	<i>60 minutes</i>
Library	<i>40 minutes once a week - Day and Time May vary with teacher</i>		<i>40 minutes once a week - Day and Time May vary with teacher</i>	<i>40 minutes once a week - Day and Time May vary with teacher</i>	<i>40 minutes once a week - Day and Time May vary with teacher</i>
Orchestra			<i>Times vary per instrument</i>		
Psychomotor					<i>50 minutes (11:25 – 12:15)</i>
2:35 – 2:38 (<i>regular days</i>)	<i>Prepare for Dismissal</i>	<i>Prepare for Dismissal</i>	<i>Prepare for Dismissal</i>	<i>Prepare for Dismissal</i>	<i>Prepare for Dismissal</i>

1:25 – 1:38 (<i>Bank Time Tuesdays</i>) 12:55 – 12:58 (<i>minimum days</i>) 2:00 – 2:03 (<i>shortened days</i>)					
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Nestle Avenue Charter
Daily Instructional Schedule
Grade level: 4th Grade

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast In the Classroom (BIC)/Morning Business	<i>20 minutes</i>	<i>20 minutes</i>	<i>20 minutes</i>	<i>20 minutes</i>	<i>20 minutes</i>
ELA	<i>100 minutes</i>	<i>100 minutes</i>	<i>100 minutes</i>	<i>100 minutes</i>	<i>100 minutes</i>
Recess	<i>20 minutes</i>	<i>20 minutes</i>	<i>20 minutes</i>	<i>20 minutes</i>	<i>20 minutes</i>
Independent Work Time (Small Groups)	<i>40 minutes</i>	<i>40 minutes</i>	<i>40 minutes</i>	<i>40 minutes</i>	<i>40 minutes</i>
Mathematics	<i>35 minutes</i>	<i>35 minutes</i>	<i>35 minutes</i>	<i>35 minutes</i>	<i>35 minutes</i>
Lunch	<i>40 minutes</i>	<i>40 minutes</i>	<i>40 minutes</i>	<i>40 minutes</i>	<i>40 minutes</i>
Math Cont.	<i>25 minutes</i>	<i>25 minutes</i>	<i>25 minutes</i>	<i>25 minutes</i>	<i>25 minutes</i>
E.L.D. (Otherwise ELA/other core subjects for Non-ELD Classed)	<i>45 minutes</i>	<i>30 minutes</i>	<i>45 minutes</i>	<i>45 minutes</i>	<i>45 minutes</i>
Science/Social Studies/Health/Art/Physical Education	<i>45 minutes</i>		<i>45 minutes</i>	<i>45 minutes</i>	<i>45 minutes</i>
Library	<i>40 minutes once a week - Day and Time May vary with teacher</i>		<i>40 minutes once a week - Day and Time May vary with teacher</i>	<i>40 minutes once a week - Day and Time May vary with teacher</i>	<i>40 minutes once a week - Day and Time May vary with teacher</i>
Orchestra			<i>Times vary per instrument</i>		
Chorus				<i>40 minutes</i>	
Psychomotor					<i>50 minutes (12:55 – 1:45)</i>
2:35 – 2:38 (<i>regular days</i>)	<i>Prepare for Dismissal</i>	<i>Prepare for Dismissal</i>	<i>Prepare for Dismissal</i>	<i>Prepare for Dismissal</i>	<i>Prepare for Dismissal</i>

1:25 – 1:38 (<i>Bank Time Tuesdays</i>) 12:55 – 12:58 (<i>minimum days</i>) 2:00 – 2:03 (<i>shortened days</i>)					
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Nestle Avenue Charter
Daily Instructional Schedule
Grade level: 5th Grade

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast In the Classroom (BIC)/Morning Business	<i>30 minutes</i>	<i>30 minutes</i>	<i>30 minutes</i>	<i>30 minutes</i>	<i>30 minutes</i>
Math	<i>90 minutes</i>	<i>90 minutes</i>	<i>90 minutes</i>	<i>90 minutes</i>	<i>90 minutes</i>
Recess	<i>20 minutes</i>	<i>20 minutes</i>	<i>20 minutes</i>	<i>20 minutes</i>	<i>20 minutes</i>
E.L.D. (Otherwise ELA/other core subjects for Non-ELD Classed)	<i>45 minutes</i>	<i>45 minutes</i>	<i>45 minutes</i>	<i>45 minutes</i>	<i>45 minutes</i>
ELA	<i>55 minutes minutes</i>	<i>55 minutes</i>	<i>55 minutes</i>	<i>55 minutes</i>	<i>55 minutes</i>
Lunch	<i>40 minutes</i>	<i>40 minutes</i>	<i>40 minutes</i>	<i>40 minutes</i>	<i>40 minutes</i>
Independent Work Time (Small groups)	<i>30 minutes</i>	<i>30 minutes</i>	<i>30 minutes</i>	<i>30 minutes</i>	<i>30 minutes</i>
Social Studies	<i>60 minutes</i>		<i>30 minutes</i>		
Science				<i>30 minutes</i>	
Lit Circles/Free Time					<i>60 minutes</i>
Physical Education			<i>30 minutes</i>	<i>30 minutes</i>	
Library	<i>40 minutes once a week - Day and Time May vary with teacher</i>		<i>40 minutes once a week - Day and Time May vary with teacher</i>	<i>40 minutes once a week - Day and Time May vary with teacher</i>	<i>40 minutes once a week - Day and Time May vary with teacher</i>
Orchestra			<i>Times vary per instrument</i>		
Chorus				<i>40 minutes</i>	
Psychomotor					<i>50 minutes (8:35 – 9:25)</i>

2:35 – 2:38 (<i>regular days</i>)	<i>Prepare for Dismissal</i>	<i>Prepare for Dismissal</i>	<i>Prepare for Dismissal</i>	<i>Prepare for Dismissal</i>	<i>Prepare for Dismissal</i>
1:25 – 1:38 (<i>Bank Time Tuesdays</i>)					
12:55 – 12:58 (<i>minimum days</i>)					
2:00 – 2:03 (<i>shortened days</i>)					

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.

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

The ILT-Instructional Leadership Team and administration will collaborate to determine the Professional Development calendar at Nestle Avenue Charter. Weekly Professional Development will be built on school-wide student needs, confirmed by data, and the interests of teachers via the input of Nestle Avenue Charter's Instructional Leadership Team (ILT). Professional Development topics are driven by the students' and staff's needs and interests.

The ILT-Instructional Leadership Team will determine topics for Professional Development by the end of current school year, for the upcoming school year. Professional Development will focus on: areas of instructional practices, curriculum, differentiated instruction and strategies, behavior strategies, intervention, English Language Learners, Special Education, and school safety.

Professional Development topics will address local and state mandated initiatives. Local Professional Development is determined by classroom teachers based on specific programs or program needs, for implementation. State mandated Professional Developments are scheduled monthly to meet compliance with LAUSD and to inform our teachers of any new initiatives being implemented in

education. State initiatives are at the core of district Professional Development and take priority in scheduling for the year. This includes, but is not limited to the English Learner Master Plan for English Learners, Special Education, Response to Instruction and Intervention and Special Education.

The Principal oversees and assures that all Professional Development is facilitated according to the PD schedule and may update schedule based on the needs of the staff and school. At the local level, the Principal secures vendors or specialists necessary, but also encourages in house support by creating teams of experts that are scheduled and present during Professional Development. The Principal prioritizes time to expert teams for planning and development of local PD's at the school site. At the state level, the Principal is responsible for follow through on required Professional Development at the school site. The Principal also assures that state PD's are prioritized in the schedule, documents, and submits completion of mandated state Professional Development.

During our Committees Meeting, the Curriculum Committee will analyze data as one way to interpret data to determine areas of need for professional development at our school site. All Professional Development topics and needs will be based on student data and the needs of our students. In addition to Professional Development, grade levels meet weekly, to provide teachers an opportunity to analyze periodic assessments and plan instructional opportunities for all students and to meet the needs of students at the grade level.

Nestle Avenue Charter will adhere to the guidelines as stated in memo, MEM-6015.3 "School-Site Professional Development Priorities Banked-Time Days for Elementary Schools." Some Professional Development topics scheduled yearly, include but are not limited to, Common Core State Standards, CCSS Lessons for Math or ELA, "My Math" math practices and math talk, differentiation, thinking maps, Smarter Balanced Assessment Consortium, SBAC Performance Tasks, intro to NGSS, FOSS Science, technology, and writing.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

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

Nestle Avenue Charter continues to work with English Learners to ensure that they meet or exceed English language proficiency and grade level standards comparable to their fluent English proficient peers. The principal and EL coordinator work closely with teachers and families to ensure the District's English Learner Master Plan is being followed and accountabilities are met. They also ensure teachers receive support in meeting the goals of each student. There is open communication with parents through our monthly ELAC meetings. Topics include EL Master Plan, CELDT testing, CAASPP/SBAC testing, Common Core State Standards, California State ELD Standards, program elements, and reclassification. The four areas in which ELAC is required to advise the SSC are the importance of regular school attendance, comprehensive needs assessment, single plan student achievement, and the annual language census.

Nestle Avenue Charter provides English Learners with an effective English language acquisition

program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners are: (1) based on sound educational theory, (2) adequately supported with trained teachers and appropriate materials and resources, and (3) periodically evaluated to make sure the program is successful and modified when needed.

Nestle Avenue Charter follows the Master Plan for the education of our English Learners to provide opportunities for non-English speaking students to become fluent and literate in English. Instructional plans for English Learners are based on the District's English Learner Master Plan utilizing Start Smart 1.0 revised, 2.0, and Integrated and Designated ELD time. During Designated ELD time, teachers work with their students to understand vocabulary words and strategies to help students better understand the stories they are reading in the classroom. During Integrated ELD time, teachers incorporate different subjects with ELD, so students are able to learn and experience cross curricular lessons. The Categorical Programs Advisor/EL Coordinator works closely with teachers to plan and implement meaningful EL lessons. Teachers incorporate many resources and strategies in their daily EL lessons. Specific instructional strategies used include SDAIE techniques including use of realia, total physical response, think pair share, scaffolding, reciprocal teaching, and thinking maps. Teachers also use EL lessons from the reading series, including visual vocabulary cards and specific EL readers.

We hold SSPT meetings for our English Learners and Reclassified English Learners who are struggling to identify and target their specific language needs. We also take into consideration the needs of our Gifted English Learners to ensure they are accessing the curriculum to the fullest of their abilities.

Nestle Avenue Charter's goals for our English Learners are to move students up by at least one English development level each year, while maintaining a positive self-image toward their own cultural background. In order to identify potential English Learners, Nestle Avenue Charter will include the home language survey as part of the enrollment forms upon a student's initial enrollment into our school. All students who indicate that their home language is a language other than English will take the initial California English Language Development Test (CELDT) in Fall 2017 or English Language Proficiency Assessments for California (ELPAC) starting Spring 2018. Starting in the Fall of 2018, all students will take the ELPAC. The results of this test will determine if they are EL or not. The ELPAC will be given annually to all designated EL's until re-designated as fluent English proficient.

Nestle Avenue Charter follows The Los Angeles Unified School District's Master Plan for the education of our English Learners to provide opportunities for non-English speaking students to become fluent and literate in English. The classroom teacher provides EL instruction within the classroom, to meet the daily guidelines of 60 minutes for levels 1-3 and 45 minutes for levels 4 and 5.

Nestle Avenue Charter follows the new ELD guidelines of providing English Learner students with a high quality program that will enable them to become proficient in English and to develop skills and confidence in reading, writing, speaking, and listening. By analyzing the results of the ELPAC, CELDT, DIBELS, and classroom performance, the teacher bases the EL instruction on if the students are emerging, expanding, or bridging in each area of the ELD standards to include; Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills. Based on the student's level of communication; collaborative, interpretive, or productive, they create lessons to meet the needs of the students. Teachers incorporate into their lessons many opportunities to engage in dialogue with others by exchanging information and ideas and offering opinions on both fictional and non-fictional topics. They read stories aloud as EL students actively listen and answer

questions about what was read and read closely to explain ideas from the readings. The ELD standards are used along with CA CCSS to provide a comprehensive program for our EL students.

Each year in collaboration with the principal, the Categorical Programs Advisor/EL Coordinator, and the teachers, Nestle Avenue Charter will evaluate their EL program by:

- Monitoring that all students identified on the home language survey were given the ELPAC
- Monitoring that all annual ELPAC tests were given.
- Monitoring the reclassification of EL students.
- Monitoring that the minimum daily EL instructional minutes requirements were met.
- Monitoring that the ELD standards were incorporated into classroom lessons.
- Monitoring the ELPAC, DIBELS, and grades of our EL students.

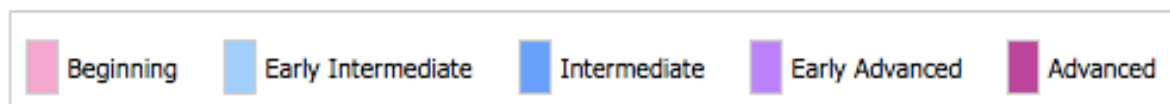
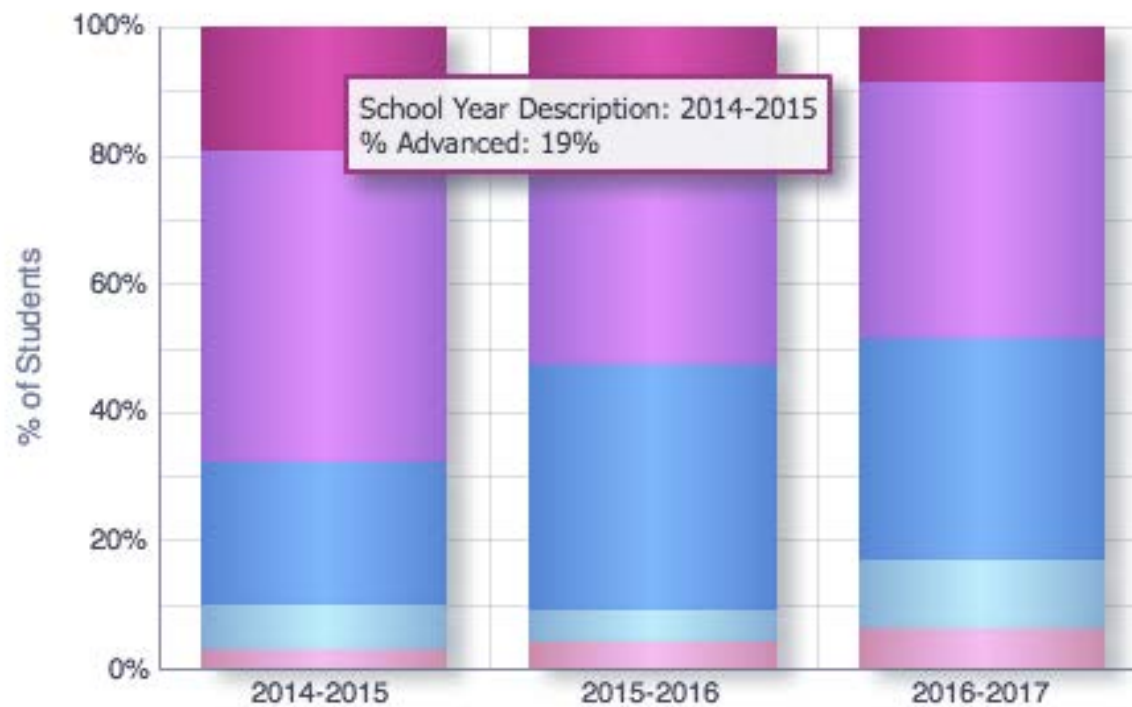
The progress of EL's, RFEP's, and LTEL's will be evaluated by their DIBEL scores, grades, class work, teacher observations, and CELDT results. The teacher will work with the Principal and Categorical Programs Advisor/EL coordinator to reclassify EL students based on the following LAUSD reclassification Criteria. To reclassify students in grades 2-5, they need an annual CELDT overall score of 4 or 5 with scores of 3 or higher in listening, speaking, reading, and writing. The teacher has evaluated the student and given a progress report grade of 3 or 4 in ELA in reading, writing, listening, and speaking, and the student has benchmark scores on all subtests of DIBELS on the MOY or EOY assessments. The MOY assessment scores may only be used for reclassification purposes until the EOY assessments are given. The school will consult with the parent or guardian and obtain their approval too. Once it has been determined that a student has met all the criteria to be reclassified the school will reclassify the student using MiSiS. For students in grades K-1, the students need either an overall CELDT score of 4 with scores of 4 or higher in reading, writing, listening, and speaking, or an overall CELDT score of 5 with scores of 3 or higher in reading, writing, listening, and speaking, report grades of 3 or 4 in ELA reading, writing, listening, and speaking, benchmark scores on all the subtests of DIBELS in MOY or EOY, and consult with the parent or guardian to obtain approval. The school sends all documentation to the district for approval.

We have been able to continue to minimize the amount of students who remain long term English Learners. We have none at this time. Our goal for English Learners that are identified in Kindergarten continues to be reclassification by the end of second grade or the beginning of third grade.

We are working towards increasing the number of EL's at benchmark each year in all DIBELS subtest and by achieving "standard met" on the ELA part of the SBAC tests.

California English Language Development Test (CELDT) Performance Trend





	2014-2015	2015-2016	2016-2017
% Advanced	19%	14%	9%
% Early Advanced	49%	39%	40%
% Intermediate	22%	38%	35%
% Early Intermediate	7%	5%	11%
% Beginning	3%	4%	6%
Grand Total	134	123	113

CELDT Annual Change

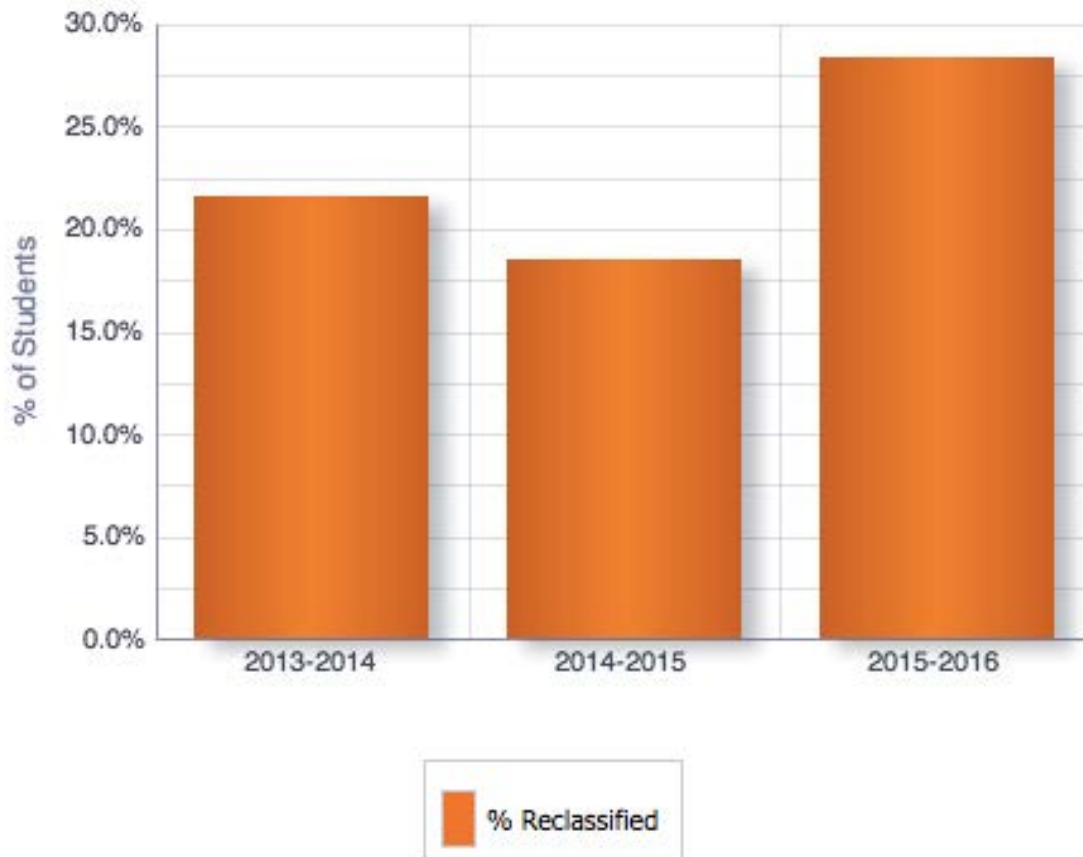
Reclassification Rates Over Three-Years

School Year: 2015-2016 vs. 2016-2017

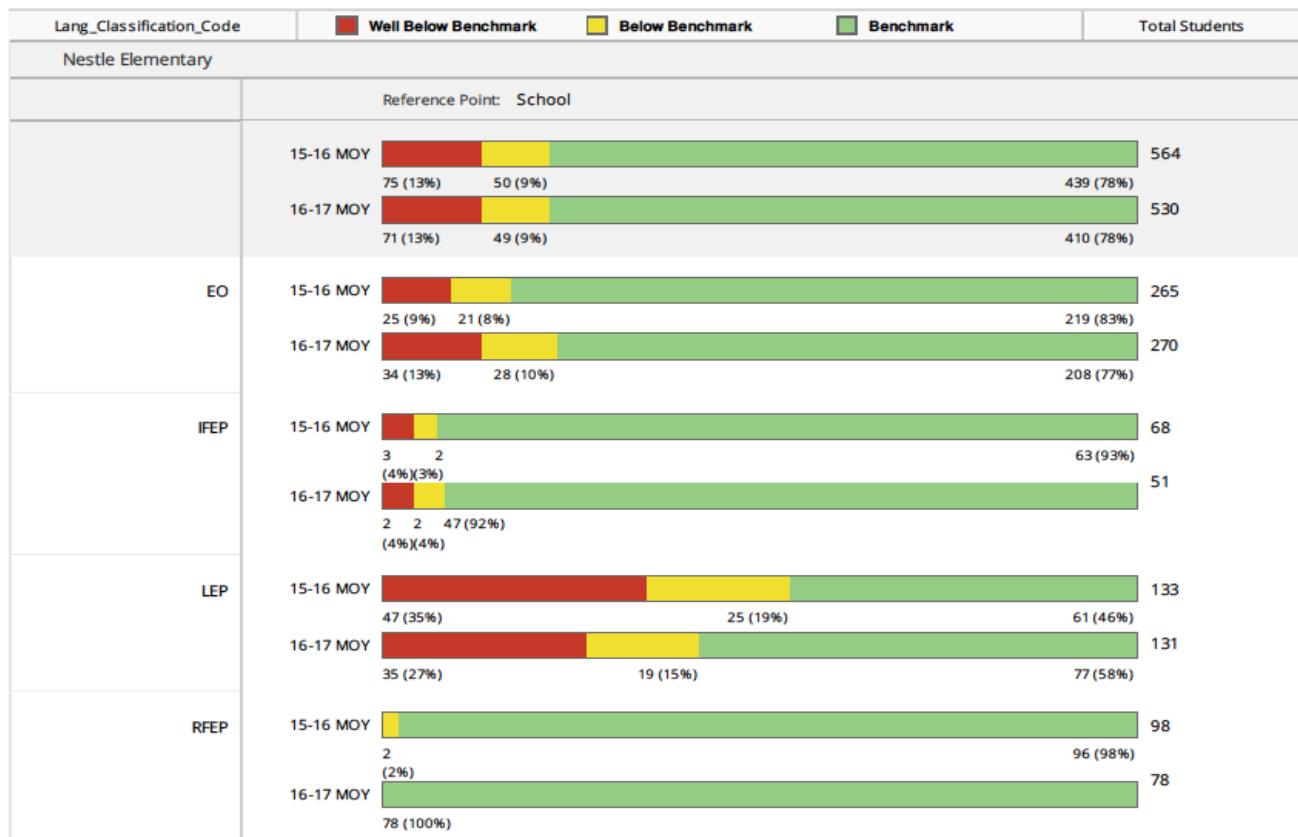
Display As : % of Students

Grade Level	MET GROWTH	DID NOT MEET GROWTH
KINDERGARTEN	84.6%	15.4%
FIRST GRADE	91.3%	8.7%
SECOND GRADE	47.8%	52.2%
THIRD GRADE	53.3%	46.7%
FOURTH GRADE	77.8%	22.2%
FIFTH GRADE	80.0%	20.0%
Grand Total	72.0%	28.0%

School Year	# EL	# Reclassified	% Reclassified
2013-2014	177	38	21.5%
2014-2015	179	33	18.4%
2015-2016	159	45	28.3%



DIBELs Language Classification MOY 2015/2016 vs. 2016/2017



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.

Nestle Avenue Charter is committed to engage in comprehensive strategies for different learning modalities and kinds of intelligences for all students enrolled. Students will be identified as gifted and/or talented using a variety of measuring tools. All second grade students will continue to participate in the OLSAT Assessment in the spring semester each school year. Intellectual testing will be requested based on teacher/parent recommendation, followed by the recommendation of the GATE Coordinator. SBAC scores will be used to identify students in the High Achieving and Specific Abilities gifted categories, as appropriate. Students that may not usually be considered, will be referred by teachers as they recognize critical thinking and problem solving achievements. Talented students will be recognized through artistic, creative, and/or leadership abilities and referred by teacher or parent for identification in the appropriate categories. The GATE Coordinator will continue to oversee the processes described above, plan informative parent meetings, share research with parents and teachers, and offer staff professional development.

Nestle Avenue Charter will provide differentiated instruction in third through fifth grades with Gifted clusters. High achieving and identified GATE students will be clustered and taught by credentialed teachers who have completed their district mandated gifted training. Teachers will provide GATE students with lessons and projects encouraging the students to use depth, complexity, novelty, and acceleration, in their cognitive thinking skills and creativity. Students will be asked to demonstrate

their understanding and analyze each subject by defining, describing, and synthesizing what they have learned.

We also continue to look at all gifted and talented categories to identify as many of our under represented student populations as possible. Classroom teachers will utilize the differentiation strategies of tiered assignments, flexible skills grouping, questioning strategies, independent projects, in a project based learning environment in response to student need and interest. Programs and curriculum include, but are not limited to: Dr. Sandra Kaplan's Depth and Complexity icons and strategies, Webb's Depth of Knowledge instruction, theatrical productions, research projects, and debates. Students identified as gifted in visual and performing arts are invited to participate in LAUSD Arts Programs and Saturday Conservancy of the Fine Arts Programs.

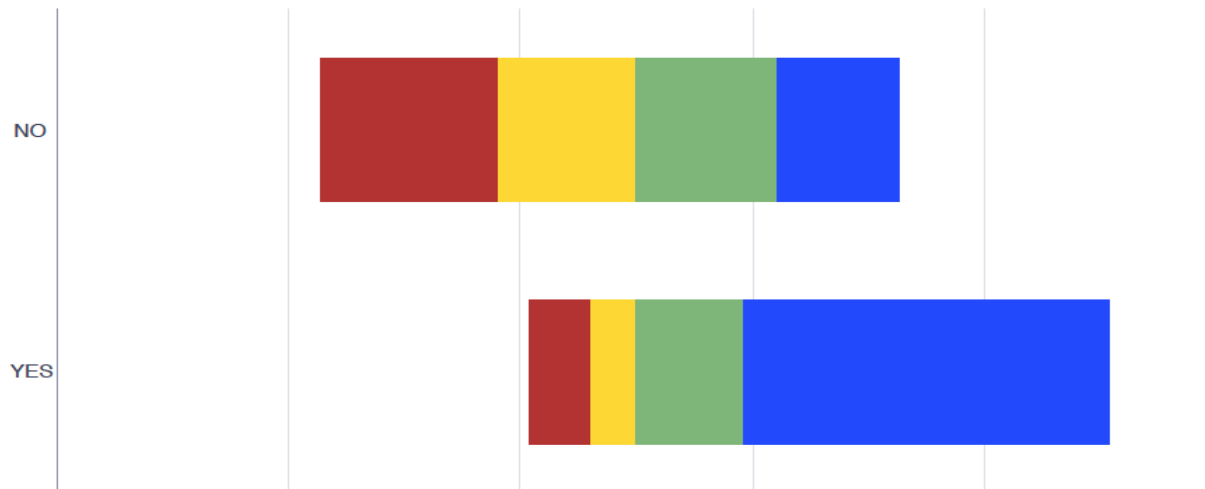
We are committed to engaging all comprehensive strategies for our Nestle students. In addition to our identified GATE students, our high achieving population is equally addressed. We provide opportunities to our students to utilize their individual strengths and diversity to enhance their cognitive thinking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

Nestle Avenue Charter monitors the progress of their identified gifted and talented students through teacher observations, grades, test scores, DIBELS, class participation, and class work. If they are identified talented our music or visual art teachers also give input to their progress.

Using multiple measures of student achievement, students are provided opportunities to participate in advanced instructional activities that are focused and targeted for their unique needs.

Data for Gifted Learners in ELA and Math

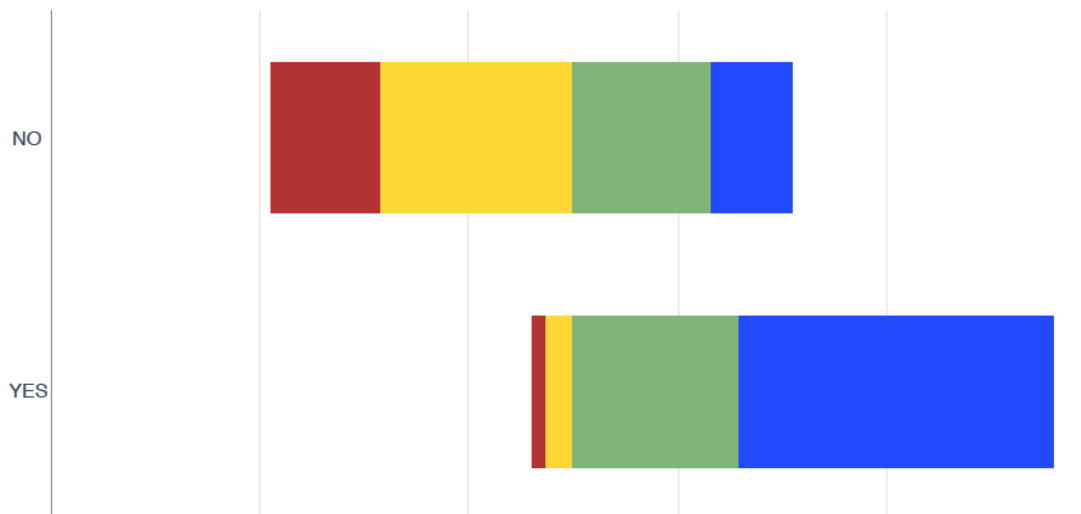
English Language Arts
2015-2016



■ Not Met
 ■ Nearly Met
 ■ Met
 ■ Exceeds

Gifted	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
NO	55%	31%	24%	24%	21%	45%	233
YES	18%	11%	8%	18%	63%	82%	38
Overall	49%	28%	22%	23%	27%	51%	271

Mathematics
2015-2016



■ Not Met
 ■ Nearly Met
 ■ Met
 ■ Exceeds

Gifted	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
NO	58%	21%	37%	27%	15%	42%	239
YES	8%	3%	5%	32%	61%	92%	38
Overall	51%	19%	32%	27%	21%	49%	277

DIBELS All Grades MOY 2015/2016 vs. 2016/2017



Students Achieving Below Grade Level

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

Students achieving below grade level are identified using standardized test results such as Common Core State Standards Assessment/ SBAC for grades 3-5 annually, District benchmark assessments such as DIBELS administered 3 times a year and Interim Writing Assessments (IA's) administered at least twice a year, Math Interim Assessments administered at least twice a year, CA Treasures Assessments (weekly and per unit), and a variety of formative and summative assessments. The ELPAC is administered yearly. Data from these different assessments is collected and studied by teachers independently and grade level meetings. Additionally, the administration examines and discusses data

and plans how to utilize it on an ongoing basis throughout the year with teachers. Historically, data has been evaluated, based on the results of these combined assessments to target students who require interventions to assist them in performing at a level of proficiency.

Once identified, students not achieving grade-level standards are referred to our School Coordinator for interventions and are closely monitored. After they are identified, strategies are designed to help these students in their problem areas. They are progressed monitored throughout the year to see if they are progressing and if not, strategies are adjusted to meet their needs. Teachers and administration will monitor student's progress and determine additional interventions.

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

- Resource Specialist provides direct instruction to students with IEP's in accordance with the Modified Consent Decree.
- Categorical Programs Advisor/EL Coordinator – We fund a full-time Coordinator who focuses the majority of their time on serving the various subgroups at Nestle, including those students achieving below grade level.
- Reinforcement of skills during independent workshop time.
- Small group intervention provided at grade level by teachers and grade level aides.
- Students who are not yet identified can go to the learning center and work or test in small groups with the Resource Teacher.
- Afterschool Intervention Classes – Credentialed teachers work with students in smaller class setting to reinforce basic skills. Students are referred based on assessments mentioned above and teacher recommendation. Intervention Teachers give a pre and post test to show improvement, or lack thereof.
- Class Size Reduction Teacher - We purchase an additional classroom teacher. Smaller class size allows for more individual attention and differentiated learning. Utilizing multiple means of assessment data, students are provided with opportunities to participate in intervention activities that are focused and targeted, based on their unique academic needs.
- Restorative Justice – Nestle Avenue Charter uses Community Building Circles to assist those students who may who achieve below grade level due to having social/emotional needs that can benefit from counseling.

Analysis of scores for ELL's: (MOY)

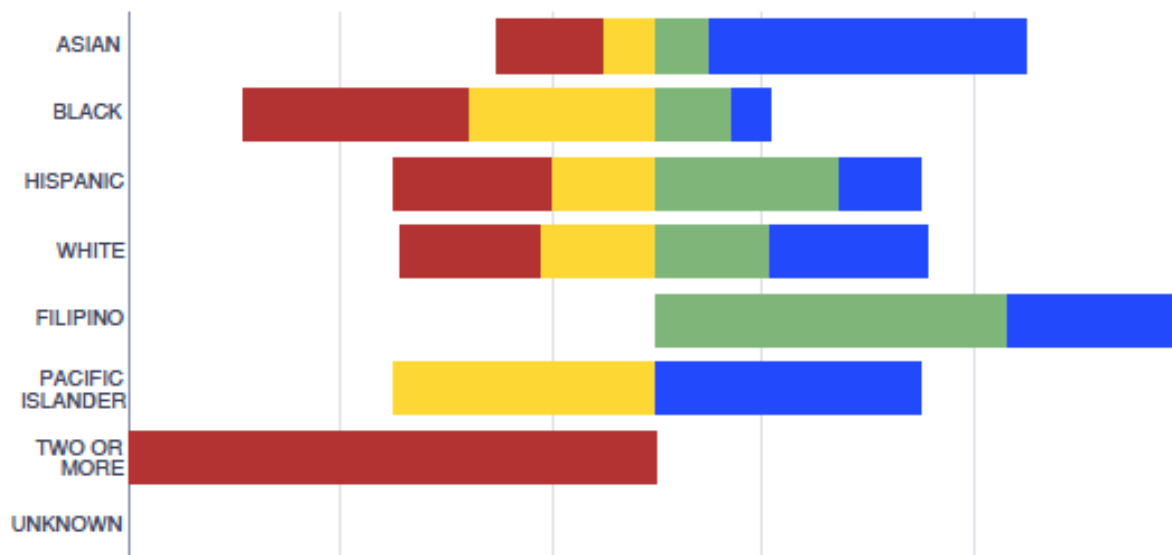
15-16: 35% well below benchmark
19% below benchmark
46% benchmark

16-17: 27% well below benchmark
15% below benchmark
58% benchmark

There was an 8% decrease in students performing well below benchmark; 4% decrease in Students performing below benchmark and a 12% increase in students performing at benchmark. This is a great improvement for our English Learner students when being assessed in DIBELS in the Middle of the Year (MOY).

Data for Ethnicity in ELA and Math

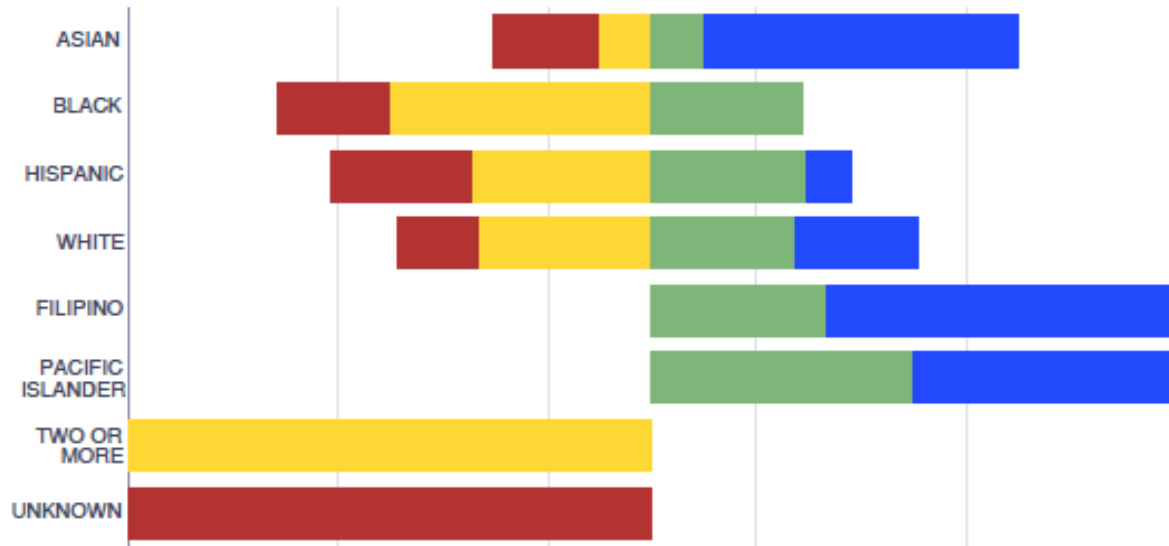
English Language Arts 2015-2016



■ Not Met
 ■ Nearly Met
 ■ Met
 ■ Exceeds

Ethnicity	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
ASIAN	30%	20%	10%	10%	60%	70%	10
BLACK	79%	43%	36%	14%	7%	21%	14
HISPANIC	50%	30%	20%	35%	15%	50%	46
WHITE	49%	27%	22%	22%	30%	51%	194
FILIPINO	0%			67%	33%	100%	3
PACIFIC ISLANDER	50%		50%		50%	50%	2
TWO OR MORE	100%	100%				0%	1
UNKNOWN							1
Overall	49%	28%	22%	23%	27%	51%	271

**Mathematics
2015-2016**



■ Not Met
 ■ Nearly Met
 ■ Met
 ■ Exceeds

Ethnicity	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
ASIAN	30%	20%	10%	10%	60%	70%	10
BLACK	71%	21%	50%	29%		29%	14
HISPANIC	62%	28%	34%	30%	9%	38%	47
WHITE	49%	16%	33%	28%	23%	51%	198
FILIPINO	0%			33%	67%	100%	3
PACIFIC ISLANDER	0%			50%	50%	100%	2
TWO OR MORE	100%		100%			0%	1
UNKNOWN	100%	100%				0%	2
Overall	51%	19%	32%	27%	21%	49%	277

DIBELS Ethnicity MOY 2015/2016 vs. 2016/2017



Socioeconomically Disadvantaged Students

Nestle Avenue Charter will identify socio-economically disadvantaged students based on free and reduced lunch applications. This will be monitored by the Cafeteria Manager and Administration.

Nestle Avenue Charter will ensure that all students are provided with the necessary tools and academic support to succeed academically. We strive to identify Gifted Students in this subgroup. They are identified by receiving a 90-94 on the OLSAT, as well as being tested in the intellectual category recommended by the teacher. In addition, teachers can identify them under the leadership, creative, and talented categories.

We provide a multitude of enrichment opportunities to broaden the experience of the Socio-Economically Disadvantaged Students through exposure to the arts and field trips. Our PTA provides

scholarships for this group of students for enrichment activities. Inability to donate does not mean exclusion from an activity. Our goal is the demonstrated success of all students, regardless of economic status or advantage.

Progress of students identified as socioeconomically disadvantaged, will be monitored by teacher observations, grades, test scores, DIBELS, class participation and classwork. “My Data” will also be utilized as a monitoring tool.

Analysis of Data for Socio-Economically Disadvantaged (MOY)

Not Disadvantaged:

2015/2016: 13% well below benchmark, 8% below benchmark, 79% benchmark

2016/2017: 15% well below benchmark, 8% below benchmark, 77% benchmark

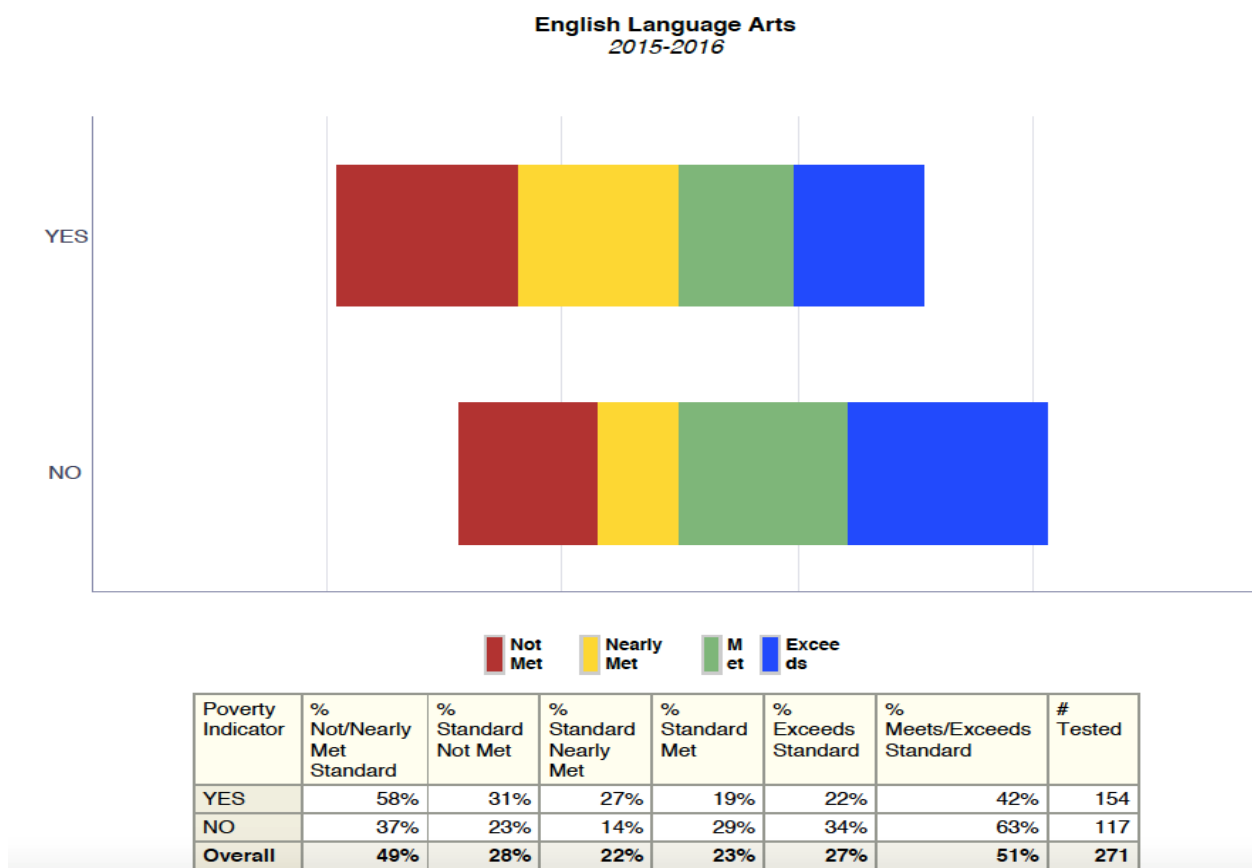
Disadvantaged:

2015/2016: 14% well below benchmark, 11% below benchmark, 75% benchmark

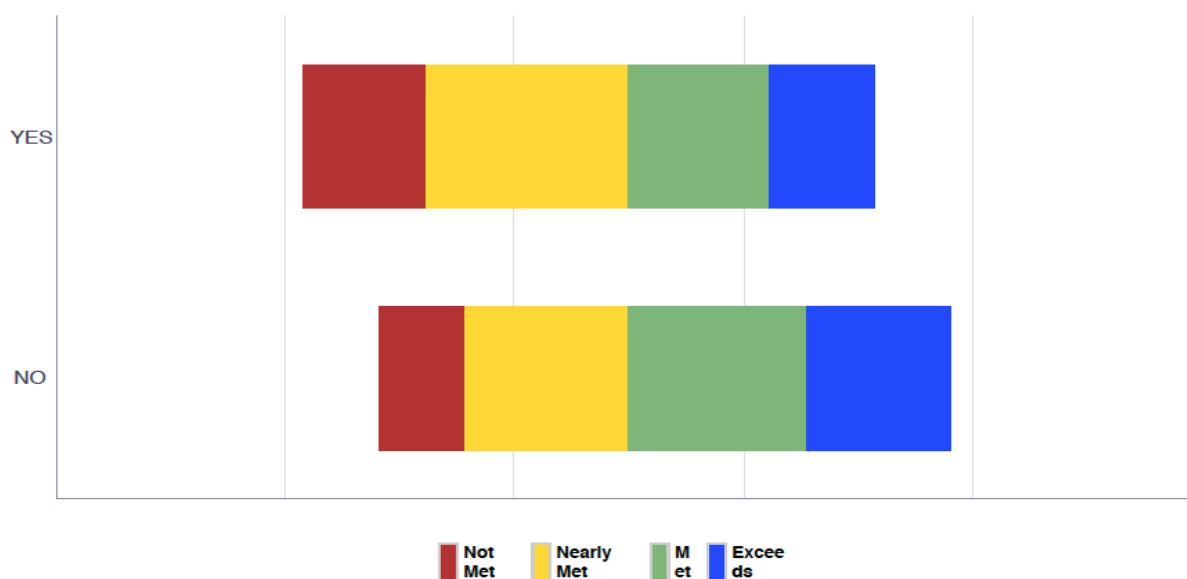
2016/2017: 11% well below benchmark, 12% below benchmark, 77% benchmark

There was a 3 point decrease in students scoring well below benchmark; a 1 point increase in students performing at below benchmark and a 2 point increase in students performing at benchmark. The most significant revelation is how close both non-disadvantaged and disadvantaged students score in all areas. There is growth in both areas, at about the same percentage.

Data for Students Below the Poverty Level in ELA and Math



**Mathematics
2015-2016**



Poverty Indicator	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
YES	57%	22%	35%	25%	18%	43%	158
NO	44%	15%	29%	31%	25%	56%	119
Overall	51%	19%	32%	27%	21%	49%	277

DIBELs Below the Poverty Level MOY 2015/2016 vs. 2016/2017

Economically Disadvantaged		Well Below Benchmark	Below Benchmark	Benchmark	Total Students
Nestle Elementary					
		Reference Point: School			
	15-16 MOY				564
		75 (13%)	50 (9%)	439 (78%)	
	16-17 MOY				530
		71 (13%)	49 (9%)	410 (78%)	
No	15-16 MOY				360
		46 (13%)	27 (8%)	287 (79%)	
	16-17 MOY				342
		51 (15%)	26 (8%)	265 (77%)	
Yes	15-16 MOY				204
		29 (14%)	23 (11%)	152 (75%)	
	16-17 MOY				188
		20 (11%)	23 (12%)	145 (77%)	

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 (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a 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.

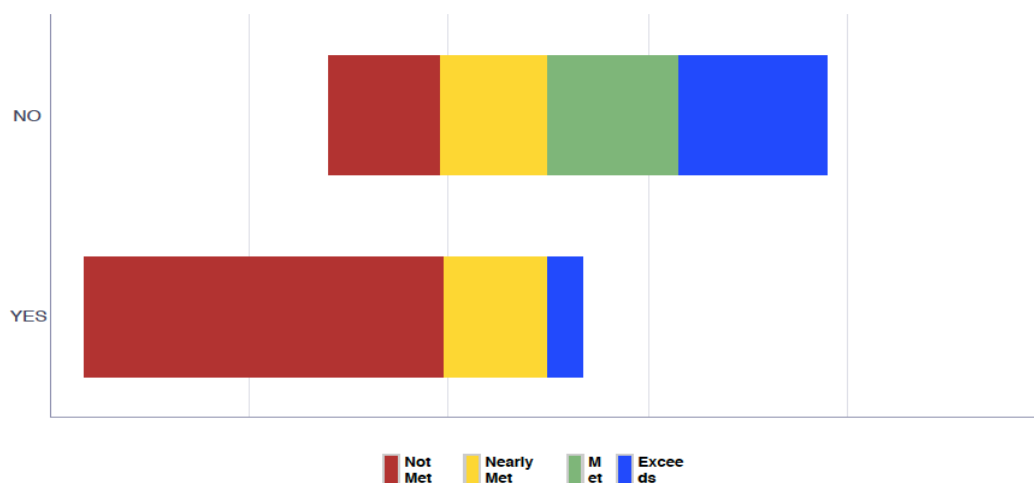
As part of fulfilling the District's obligations under the Modified Consent Decree, data requests from any schools that are not connected to the District's current Student Information Systems ("SIS") are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's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

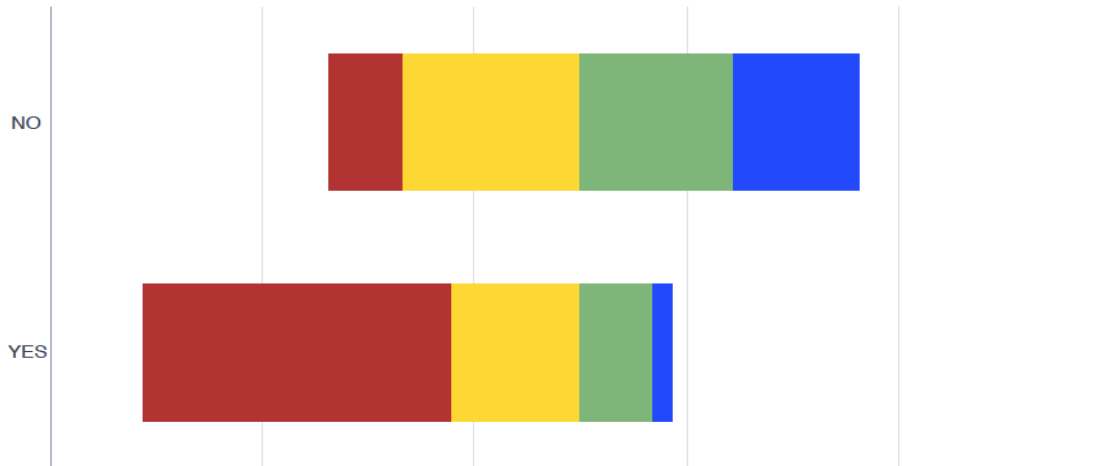
Data for Special Education Students in ELA and Math

English Language Arts
2015-2016



Special Ed	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
NO	44%	23%	22%	26%	30%	56%	242
YES	93%	72%	21%		7%	7%	29
Overall	49%	28%	22%	23%	27%	51%	271

**Mathematics
2015-2016**



<div><div>Not Met</div><div>Nearly Met</div><div>Met</div><div>Exceeds</div></div>							
Special Ed	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
NO	48%	14%	33%	29%	23%	52%	248
YES	83%	59%	24%	14%	3%	17%	29
Overall	51%	19%	32%	27%	21%	49%	277

DIBELS Special Education MOY 2015/2016 vs. 2016/2017

Special Education	Well Below Benchmark	Below Benchmark	Benchmark	Total Students
Nestle Elementary				
	Reference Point: School			
	15-16 MOY	75 (13%)	50 (9%)	439 (78%)
	16-17 MOY	71 (13%)	49 (9%)	410 (78%)
No	15-16 MOY	53 (10%)	43 (8%)	416 (82%)
	16-17 MOY	47 (10%)	43 (9%)	386 (81%)
Yes	15-16 MOY	22 (42%)	7 (13%)	23 (45%)
	16-17 MOY	24 (45%)	6 (11%)	24 (44%)

Analysis of Special Education Data (MOY)

Non-Special Education

2015-2016: 10% well below benchmark, 8% below benchmark, 82% benchmark

2016-2017: 10% well below benchmark, 9% below benchmark, 81% benchmark

Special Education

2015-2016: 42% well below benchmark, 13% below benchmark, 45% benchmark

2016-2017: 45% well below benchmark, 11% below benchmark, 44% benchmark

Special Education students' growth percentage is on par with non-special education students in DIBELS.

Students in Other Subgroups

Nestle Avenue Charter will address the needs of the entire student population by meeting and exceeding state standards. Teachers will, through differentiated instruction, utilize a variety of instructional programs appropriate to the specific needs of the charter's population. Students are identified at the time of enrollment as well as throughout the school year via parent/teacher assessment requests.

Foster Youth and Homeless Youth would be supported in the same way as mentioned above based on their educational and social-emotional needs. These students are identified when parents enroll their child and fill out the Student Residency Questionnaire.

The Foster Youth Counselor is provided through LAUSD as a liaison between the Department of Social Services, LAUSD, and the families to support students for their academic and emotional needs. The PSA, Categorical Programs Advisor and the teacher will work in conjunction with the Foster Youth Counselor to put strategies in place to ensure the students' successes. In addition, our school nurse, the PSA, the Foster Youth Counselor/Homeless Counselor, the Categorical Programs Advisor, and the teachers monitor these students. Progress is monitored through diagnostic assessments and data including, but not limited to, attendance, DIBELS, SBAC, report cards, IEP progress reports, etc.

The Categorical Programs Advisor follows up with these students, along with any other counselors that may be provided, to make sure the students aren't falling behind. If they are, the teacher will bring the student to a Student Success and Progress Team meeting to discuss strategies to help the student and possibly offer them intervention or other services, such as counseling. These students are offered the same enrichments as all children. Students who are high achievers are put into GATE classrooms; students are offered chorus and orchestra. All students work together collaboratively, no students are singled out as different at Nestle Avenue Charter.

"A TYPICAL DAY"

Activity Time Block	Description Structure & Strategies	Integrated Opportunities for Program Enrichment	Outcomes

<p><i>Morning Routine</i> Breakfast in the Classroom Announcements 8:15 – 8:35 a.m. Friday Routine</p>	<p>Co – Presidents lead Nestle students in the flag salute and the Bully Pledge over the loud speaker each morning and the Principal makes announcements, if needed.</p>	<p>Flag Salute Character Counts</p>	<ul style="list-style-type: none"> - Engage all community members in one setting - Avenue to encourage student success and student code of conduct - Promote community awareness (multi-cultural holidays, charity projects, community outreach) - Global awareness
<p><i>Language Arts Block</i> Times depend on grade levels</p>	<p>Flexible groups Common Core State Standards District Adopted Reading Programs Lecture/discussion/team teaching Thematic extensions using Universal Themes ELD Instruction</p>	<p>Cooperative grouping Differentiated curriculum Accelerated Reader Hands-on inquiry based instruction Literature circles Student portfolios Fluid grouping Poetry</p>	<ul style="list-style-type: none"> - Provides stimulating, engaging environment for all students - Cross-curricular projects - Independent study with use of technology to create final product - Effective oral presentation
<p><i>Recess 1 and 2</i> 9:55 – 10:15 a.m. 10:15 – 10:35 a.m.</p>	<p>Character Development Student Council</p>	<p>Kindergarten Yard Main Yard</p>	<ul style="list-style-type: none"> - Provide leadership opportunities for 4-5 grade students in the Ball Room - Positive role models

			Cooperative play
<i>Writing Block</i> Times depend on grade levels	Cross-curricular journal writing Poetry Biographical and autobiographical Script development Thinking maps Differentiation Critical thinking skills Decision making Research based inquiry ELD instruction	Community sharing of literature and poetry Reader's Theatre Cooperative Learning Groups Letter writing	- Peer editing, revising, and sharing Writing portfolios - Reflective writing promoting self-examination. - Citizenship
<i>Mathematics Block</i> Times depend on grade levels	Flexible groups Common Core State Standards District Adopted Math Programs Hands-on computation Cooperative grouping Manipulatives Use of environment for geometric conceptual understanding counting, and predicting/probability Preteach, reteach, review Spiraling curriculum	My Math Engage New York Marilyn Burns Marcy Cook Hundred's Day Math Integrated math projects Artistic math analysis Sandra Kaplan math icons	- Using math to promote kinesthetic awareness Student achievement towards proficiency and advanced levels - Apply math problem solving skills to real world scenarios
<i>Lunch 1 and 2</i> 11:55 am – 12:35 p.m. 12:20 – 1:00 p.m.	Character Development	Kindergarten Main Yard	- Character education - Cooperative play - Positive role models
<i>Afternoon Routine</i> Health, Social Studies, Science, Physical	Common Core State Standards based curriculum Next Generation Science Standards	District Arts Program District Instrumental Program YMCA (Psychomotor) on Fridays Second Step	- Enriching assemblies - Food Drive - Coat Drive

<p>Education, Enrichment, Social Skills</p> <p>Times depend on grade levels</p>	<p>Interactive/hands-on modalities to illuminate abstract concepts</p> <p>Orchestra, band, music, theater, dance, and visual art instruction</p> <p>Mainstreaming of special education students</p> <p>Physical education instruction</p> <p>Health</p>	<p>History simulations</p> <p>Character Counts</p> <p>On and off campus field trips and presentations to support student learning</p> <p>FOSS kits</p>	<p>- 5th grade growth and development</p> <p>Wax Museum</p> <p>Gold Rush</p> <p>Guest speakers /readers</p> <p>Outreach from local law enforcement</p>
<p><i>Dismissal</i></p> <p>2:38 p.m.</p> <p>(1:38 on Tuesdays)</p>	<p><i>Dismissal</i></p>	<p><i>Dismissal</i></p>	<p><i>Dismissal</i></p>
<p><i>After School Programs</i></p> <p>2:30-6:00 p.m.</p> <p><i>***afterschool meal</i></p>	<p>Enrichment Classes</p> <p>Foreign language program</p> <p>Intervention</p> <p>After school care (E3)</p> <p>Youth Services</p> <p>Clubs</p>	<p>Beyond the Bell</p> <p>Enrichment Classes:</p> <ul style="list-style-type: none"> - Music/Theater/Dance - Sports: Basketball, Soccer, Tennis - Film-Making Movies - Robotics - Lego Engineering <p>Farsi classes (provided by District)</p> <p>Enrichment Educational Experiences (E3)</p> <p>afterschool daycare and enrichment programs:</p> <p>Math and Language</p> <p>Arts Intervention</p>	<ul style="list-style-type: none"> - Provides children opportunities to participate in enrichment activities - Gives children the opportunity for physical and artistic expression - Beyond the Bell provides a nurturing after school experience open to all children

<i>Parent Education/ Outreach</i> Times vary	Gifted/Talented information for differentiation and identification Parent educational symposiums Math/Literacy Night Kindergarten orientation Student/parent conferences School tours Intervention	Friends of Nestle Governance Board English Learner Advisory Council (ELAC) Room Parents Community Representative Parent Center Classroom Parent Volunteers	- Parent and community involvement and outreach - Fundraising
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Additional Enrichment Instruction

Throughout the week many Nestle students attend various enrichment programs. Many of these enriching programs are funded through our parent organization, Friends of Nestle.

The Arts Programs

Music

The District provides a music teacher each year, one day a week. She teaches the TK-5th grade students vocal performing skills, music history, social studies and music theory.

She works with the 4th and 5th grade chorus to perform for the school, community, and parents during awards assemblies throughout the year. Their culminating activity is a trip to Capital Records to perform and record a few of the songs they learned throughout the year. This prepares them for Middle School orchestra and LAUSD music competitions.

Friends of Nestle purchases an orchestra for our 3rd – 5th grade students to learn to play instruments and perform for parents, community, and the school. This prepares them for Middle School orchestra and LAUSD music competitions.

Visual Art

The District provides a visual arts teacher for a semester each year. She teaches about artists, primary and secondary colors, lines, techniques and different art mediums. They produce artwork that ties into many areas of our curriculum. All students TK-5th grade produce work that is exhibited throughout the school.

Dance

The District provides a dance teacher for a semester each year. They teach movement to grades TK – 5 using different types of music. Some teachers provide dance instruction to their class, as well as swapping time with other teachers. They may perform their dance at awards assemblies throughout the year.

We would like to begin to purchase Ballroom Dance for 4th and 5th grades, which may be funded by Friends of Nestle. The students learn not only the basic movements of ballroom dance, but also teaches social etiquette, culture and music. Our Ballroom Dance team will compete in the district annual Ballroom Dance Competition.

Theater

The District provides a dance teacher for a semester each year who provides instruction for varying grade levels. Theater arts not only teach the elements of drama, it teaches language, voice projection, enunciation, script writing and appropriate audience behavior. In addition, participating in theater requires listening, following directions and group cooperation, which leads to self-confidence to all students.

Technology

Grade 3 – 5, and 2nd grade after SBAC testing is complete, have access to the IPAD carts throughout the year to provide typing skills practice to prepare for the SBAC. Our computer tech works with teachers to provide prompts students for typing practice. Each teacher has a laptop, iPad mini or Chrome book as well as desktop computers in the classroom. They all have projectors and ELMOs (document readers) to help provide students with instruction to meet the standards.

Science Program

Our science program is supported through the district funds. Teachers use FOSS kits in the classroom and design a curriculum, which meets NGSS standards focused on engineering skills.

Physical Education

We have the YMCA coaches who come every Friday and is funded through Friends of Nestle. Teachers provide additional PE minutes following district standards. To support the educational goals of our children we participate in a school wide Fun Run. Nestle Avenue Charter believes that a healthy body and a healthy mind go hand in hand to complete a successful child.

Intervention

Students at the strategic level are provided with intervention to address their specific weaknesses, which includes trained Teacher Assistants to work individually and with small groups. We have after-school intervention sessions throughout the school year, lead by our classroom teachers. Intervention sessions provide additional support in language arts skills, English Language Development (ELD), and mathematics.

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.

Nestle Avenue Charter - Student Outcome Alignment to the LCFF State Priorities

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

1. Basic Services

To provide and maintain Basic Services for students the school will assign teachers in accordance with their credentials, including subject matter and EL authorizations. 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.

2. Implementation of Common Core State Standards

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

3. Parental Involvement

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

4. Student Achievement

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 annually and increase the number of English Learners who reclassify as Reclassified Fluent English Proficient.

5. Student Engagement

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

6. School Climate

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

7. Course Access

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

8. Other Student Outcomes

The School will continue to advance in the areas of study by offering a comprehensive schoolwide enrichment program classes. 100% of students will have access to the school wide enrichment programs every year.

Our Vision for Student Outcomes

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

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

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

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

DESIRED OUTCOMES OF THE SCHOOL'S INSTRUCTIONAL PROGRAM

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

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

Science: Students will acquire proficiency in the fundamental concepts and terms of the branches of science: Physical, Life, and Earth. In addition, NGSS will be implemented and supported in the

classroom. Students will formulate their hypothesis and conduct investigations as they engage in hands-on critical thinking projects.

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

Technology: Students will access technology on classroom computers, in the library, or on I pads in the classroom. Students will understand the use of current technology and its real world applications.

Arts: Students will develop knowledge of and appreciation for the arts such as music, visual arts, theatre, and dance/creative movement. This will be integrated with the academic curriculum.

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

Cultivating Life-Long Learners

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

Cooperation, Collaboration, and Leadership:

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

Goal Setting

Students will be able to be part of their academic successes as they set their own short-term and long-term academic goals yearly.

Critical Thinking and Problem Solving

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

Self-Discipline

Students at Nestle Avenue Charter will learn to use effective communication strategies on the playground and in school to resolve conflict through an established school wide positive behavior support program. This program allows our students to engage in systematic and individualized strategies for achieving social and learning outcome while preventing problem behavior for all students.

Citizenship

Students will learn and practice to be safe, responsible, and respectful of their peers, teachers, administration and staff, as well as their school. Students “Caught being Good” and classes acknowledged for working together as a team will earn Nestle Avenue Charter’s “Caught Being Good” tickets.

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

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

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Nestle Avenue Charter will utilize standardized summative assessments which include, but are not limited to: Common Core State Standards Assessment/SBAC for Grades 3rd- 5th (yearly), TRC, DIBELS, CELDT/ELPAC (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 gathered much from the summative assessments: SBAC, Science CST, CAASP, and CELDT data and have set goals for our future Charter term:

Measurable Goals for the Charter Term

Smarter Balanced Assessment Consortium & Science CST:

The school’s overall score will be in the top 10% or higher and Subgroups will exceed the benchmark score.

- Based on Nestle Avenue Charter’s 2015-2016 SBAC ELA scores, 51% met or exceeded standard in ELA. Our Measurable Goal is 66% (or greater) of students will score in the met

- or exceeded standard in English Language Arts (ELA).
- Based on Nestle Avenue Charter's 2015-2016 SBAC ELA scores, 28% did not meet standard for ELA. Our Measurable Goal is fewer than 15% of students will score in the not met standard range in ELA.
- Based on Nestle Avenue Charter's 2015-2016 SBAC ELA scores, 46% of students in 3rd grade met or exceeded standard in ELA. Our Measurable Goal is 60% (or greater) of 3rd grade students will score in the met or exceeded standard in English Language Arts (ELA).
- Based on Nestle Avenue Charter's 2015-2016 SBAC Math scores, 49% met or exceeded standard in Math. Our Measurable Goal is 59% (or greater) of students will score in the met or exceeded standard in Math.
- Based on Nestle Avenue Charter's 2015-2016 SBAC Math scores, 19% did not meet standard for Math. Our Measurable Goal is fewer than 10% of students will score in the not met standard range in Math.
- Based on Nestle Avenue Charter's 2015-2016 SBAC Math scores, 58% of students in 3rd grade met or exceeded standard in Math. Our Measurable Goal is 70% (or greater) of 3rd grade students will score in the met or exceeded standard in Math.
- Based on Nestle Avenue Charter's 2015-2016 CST Science scores, 62% of 5th grade students scored proficient or advanced. Our Measurable Goal is 72% 5th grade students will score proficient or higher on the CST science test.
- 80% or more of English Learners will advance one level on the CELDT test each year. (AMAO1-CELDT Annual Growth or ELPAC)
- 76% percent of students will have 96% or higher attendance.

Grades K thru 5 conduct three DIBELS benchmark assessments (beginning, middle and end of year) throughout the school year. The beginning of the year assessment is conducted on all students to acquire a baseline for reading and comprehension levels, as well as which students are in need of intervention. The middle and end of year assessments are to reassess these students to ensure that the intervention strategies being applied are indeed working.

Grades K through 2 give the required District Writing Assessment in the winter and spring every school year. These results are directly reported to the Principal. Additionally, students will be given District Interim Assessments for Mathematics. These assessments are chosen collaboratively via the District Interim Assessment Bank by each grade level.

With the implementation of the SBAC, grades 3 through 5 will be given Interim Assessment Blocks two times throughout each year to assess the students in English Language Arts (reading/comprehension and writing) and Mathematics. These Blocks will be used to assess the students' knowledge in these areas. The scores will be evaluated by the teachers and used to improve lesson planning/lessons within the classrooms, as well as apply intervention strategies for those students working below grade level. These assessments also provide practice for all students to prepare for the SBAC in the spring. These results are given to the Principal at the end of each semester. In the spring, grades 3 through 5 will take the SBAC in English Language Arts and Mathematics. The results are sent directly to the Principal and parents every fall.

5th grade students are given the California Science Test (CAST) and the Physical Fitness Test in the spring each year. Additionally, CELDT/ELPAC testing is performed yearly. Over the course of our Charter we have assembled much from the summative assessments/SBAC data and have set goals for our future Charter term.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

Nestle Avenue Charter will utilize standardized formative assessments which include but are not limited to:

- Comprehension Assessments
- Vocabulary Tests
- Spelling Tests
- Unit Tests for Reading and Language Arts
- Math Chapter Tests
-

Nestle Avenue Charter utilizes the Language Arts Program and Math Program assessments, as well as, 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, referenced tests, and projects. Also known as performance tasks, 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.

Nestle Avenue Charter 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 weekly 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 lessons within the classroom.

Nestle Ave. Charter		
Formative Assessments		
English Language Arts-Writing	<ul style="list-style-type: none"> -Critique, justify, and theorize in writing across disciplines with evidence Grades K-5 -read non-fiction text, orally discuss details, have students draw a picture and state their opinion, and back it up with facts from text. -Defend, critique and illustrate in oral and written formats -Describe and illuminate in oral and written format using figurative language -Apply vocabulary development and knowledge in written and oral format -Demonstrate critical thinking skills specific to Depth of Knowledge degrees -Produce inquiry-based research projects aligned to thematic subjects in various disciplines -Creative Writing-stories & poetry 	<ul style="list-style-type: none"> -District mandated tests -Interim Assessments -Teacher developed assignments, tests and activities -Writing journals -Oral presentations and project exhibits -End of unit projects -create own writing pieces such as; narrative, informative, opinion
English Language Arts-Reading	<ul style="list-style-type: none"> -Identify, analyze and evaluate thematic cross-curricular literature -Discern relevant information after careful examination and exploration of text -Distinguish between fact vs. fiction and important supporting details -Understand cause & effect and connections in rising action -Select and evaluate books and other "reads for pleasure" while also participating in a leveled individualized reading program 	<ul style="list-style-type: none"> - District-mandated tests - Interim Assessment Blocks - - Teacher-developed assignments, tests, and activities -CA Treasures Reading series - DIBELS -Close Reading -Project-based learning inquiry projects -Accelerated Reader -Oral Presentations -Project exhibits
Math	<ul style="list-style-type: none"> -Apply and practice acquired skills in daily math problem solving 	<ul style="list-style-type: none"> -District-mandated tests -Interim Assessment

	<ul style="list-style-type: none"> -Discern operations necessary to solve word problems -Persevere in solving problems, including multi-step/multiple strategy problems -Explain / show math strategies and justify solutions -Math Talks 	<ul style="list-style-type: none"> -Teacher-developed assignments, tests, and activities -Publishers' classwork, homework, activities, and tests -Manipulative-based math activities
Science	<ul style="list-style-type: none"> -Develop theories and test them utilizing scientific inquiry process -Report on findings in oral or written presentation; conduct further inquiry -Implement NGSS using hands-on inquiry 	<ul style="list-style-type: none"> -District-based tests -Teacher-developed assignments, tests, and activities -Field studies -Interactive units and simulations -Lab-based investigations and STEM activities -Science note-taking and reflective journals -Exhibits and presentations
History and Social Studies	<ul style="list-style-type: none"> - Understand cause and effect connections of the making of civilizations -Relate and connect over time patterns in events -Finding parallels in historical events -Read content area information to critique events and policies of the past -Interpret, information to draw conclusions and make predictions -Use role play and interactive -Famous figures of history -Multi-cultural understanding 	<ul style="list-style-type: none"> -Teacher-developed assignments, tests, and activities -Field studies -Interactive units and simulations -Exhibits and oral presentations -Integration of the Arts -Debate -Reenactments -Current events
Technology (Media Lab/iPads)	<ul style="list-style-type: none"> -Use Internet for research and learn to evaluate relevant -Use word processing applications to create documents -Create spreadsheets to analyze data -Use artistic applications to create original and novel products 	<ul style="list-style-type: none"> -Teacher-developed activities -Presentations and inquiry-based projects

TK/Kindergarten will utilize the District Kindergarten Checklist Formative Assessment. The results are broken down at grade level meetings, where strategies to improve lessons and intervention techniques are discussed. The results are also given directly to the Principal.

DATA ANALYSIS AND REPORTING

Nestle Avenue Charter 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. Teachers meet in grade level meetings weekly to analyze and discuss their classroom data and grade level data. During our Tuesday Professional Development meetings, the principal shares any pertinent data for the school and district so that we see how we are doing compared to neighboring schools and throughout the whole district. Specific examples of this include:

- 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 also used to identify and prioritize professional development priorities;
- District assessment results and authentic assessment results are communicated to parents (by teaching staff) throughout the school year;
- 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; and
- MiSIS parent portal (PASSPORT) may soon be available to all parents, teachers, and students for immediate access to grades, scores and attendance. Instant access to this information provides all stakeholders the ability to monitor student performance and academic growth. In addition, intervention can more likely take place in a timely manner. This information will be utilized to assist administration and teachers in critiquing and examining data and to develop an effective Professional Development.

Summative assessments are given to students by teachers and scores are turned into the Categorical Programs Advisor to put into charts. The scores are recorded by the teachers and then inputted into graphs. The graphs are handed out to teachers and kept in an assessment binder in the principal's office. Scores are used to analyze where our students are by teacher, grade levels, and school wide.

Other assessments given, such as IABs and SBAC, are taken on IPADs and then data is gathered and sent to the principal and the testing coordinator. These scores are then shared with teachers, grade levels, and the school. SBAC scores are sent home to parents in the fall of the following year.

Formative assessments are given within the classroom and are recorded by teachers. Grade levels decide together which assessments to give so that they can compare scores and data in

future grade level meetings.

All data collected are used to make decisions regarding instructional programming based in how students perform. This data is used by teachers and used to improve lesson planning/lessons within the classrooms, as well as apply intervention strategies for those students working below grade level.

How Students' Progress is Reported to Families

Individual classroom teachers are primarily accountable for assessing their students' achievements with regard to standards-based, grade-level work and achievement of grade appropriate content standards, as well as by progress toward mastering the skills, knowledge, and attitudes required for advancing to the next grade level. Student progress toward meeting expected student outcomes is monitored on an ongoing basis at each grade level by regular student assessments aligned to the school's, District's, and State's curricular standards as appropriate for each grade level and content area.

Student progress toward achieving the school's desired grade-level standards will be communicated to students' parents by providing timely feedback on class assignments, homework assignments, and by means of the 6-week Below Proficient Parent Reports, Progress Report and regular conferences with students' teachers.

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

The LAUSD Progress Report uses a 4-point scoring rubric that aligns with classroom teachers' daily work assignments. Students earn a "4" for Advanced Proficient Levels; "3" for Benchmark Proficient Levels; "2" for Partial Proficient Levels; and "1" for Not Proficient Levels. The academic standards include specific learning topics in the different subject areas for each grade level: Language Arts including reading, writing, listening, and speaking; Mathematics; History and Social Science; Science; Health Education; Physical Education; and the Arts. The standards for lifelong learning (i.e., work and study habits) include use of time, independence, organizational skills, and quality and completeness of work. The standards for character development (i.e., learning and social skills) include respect, cooperation, dependability, responsibility, self-control, and the ability to play fairly.

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

Process which Ensures Staff, Student and Other Stakeholder Involvement

Parents play a very active role in our school, and the success of Nestle Avenue Charter depends upon continuing this tradition. The highly productive collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and will be involved in all levels of decision-making at Nestle Avenue Charter, their participation will help to fulfill our promise of an enriched educational experience for all children. parent representatives will serve on the school's councils and committees, including but not limited to budget, curriculum, school safety, technology, and discipline.

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

School Governance

Involvement in the councils and committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. Council meetings are held about once a month and parents are provided information about the school and classrooms. Parents discuss and recommend to the council strategies to implement at that time or in the following school year. Teachers that are not on council committees receive the same information at their Tuesday meetings. This enables us to continue meeting the unique and changing needs of each Nestle Avenue Charter student. All stakeholders and interested parties will be encouraged to contribute agenda items for discussion in order to develop our Local Control Accountability Plan (LCAP) and annual updates. All stakeholders and interested parties are invited to council meetings, as well as, any parent meetings being held. The principal usually discusses what is happening around school, but no vote is being held, unless it's a council meeting.

Additional Parent Involvement Opportunities

Parent involvement is the key to the success of the school, with opportunities for both parents who stay at home and those who work outside the home. These opportunities include events such as: Back-to- School Night, Open House, Parent/Teacher Surveys, Parent/Teacher Conferences, parent participation in the classrooms, Parent Seminars, and the monthly PTA meetings. Nestle Avenue Charter announces opportunities using email and by ConnectEd. Teachers communicate during weekly collaboration meetings, professional development meetings, and regular faculty meetings. Parents are essential to making the school a vital part of the community and in fostering the diversity and excellence of Nestle Avenue Charter's enriched educational program.

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.

Nestle Avenue Charter will conduct a minimum of three prospective parent tours per school year. Student enrollment for the upcoming school year will begin annually to correspond with the Open Enrollment Period for the District, typically from January to mid May (each years dates are a little different. Interested families may receive an application and enrollment information at the tour, or by visiting or calling the Nestle Avenue Charter's school office. Parents are notified about our lottery and tours through word of mouth and it is posted on our website. Next year, everything will also be posted on our marquee out front.

Enrollment/Lottery Assurances and Procedures

If the number of pupils who wish to attend the Charter School exceeds the school's enrollment limit, a public random lottery will take place to determine the school enrollment.

In conducting the lottery, Nestle Avenue Charter shall provide the following admission preferences, in this order of priority:

1. Prospective students who reside within the former attendance boundaries of Charter School shall have FIRST admission preference and thus are deemed exempt from the lottery.
2. Prospective students who are residents within LAUSD boundaries, but not within the former attendance boundaries of Charter School shall have SECOND admission preference.

Families wishing to apply to Nestle may fill out the Lottery Form during the "Enrollment Period" starting in January running through Mid May.

The information from the form shall be kept confidential and will be maintained in the Nestle Ave. Charter office, only accessible to Nestle Avenue Charter's office staff, administration, and PSA Counselor.

Lottery Procedures

If the number of pupils who wish to attend Nestle Avenue Charter exceeds the school's capacity, Nestle Ave. Charter shall conduct a lottery. At the end of the Lottery Application Period, from January to Mid May, the names of non-resident applicants will be organized by grade and a lottery shall be conducted within one (1) to five (5) days following the last day of the lottery window within the school, however, depending on when the lottery date closes for the District. Families who are applying for the lottery are strongly encouraged to hand-deliver their completed applications to the front office during normal business hours (7:30-4:30 p.m., Monday-Friday). Mailed applications are accepted as well. Fully completed, lottery applications must be received by the last date on the lottery application. The lottery shall be conducted in the following manner: The lottery process for admission to Nestle Avenue Charter will be fairly

executed with the random public drawing of applications. This drawing will be conducted in the auditorium where any interested party may elect to attend. Each year within five (5) days following the last day the lottery window closes in the morning, the principal and another school employee will randomly select applications until all have been given a placement on the waiting list. Parents of lottery applicants will be notified by phone within three (3) school days of the public drawing by the office staff of their standing as either admitted or placement on the waiting list. Parents of students who are offered admission will have three (3) school days to accept or decline after being notified. If preferred, after the lottery, families of applicants may call the school or come to the office in person to inquire about their child's placement for admission. The waitlists shall be held in Nestle Avenue Charter's office, accessible only to office staff and administration. It will not be posted for public knowledge.

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)(I).)

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School:	Nestle Avenue Charter Elementary School c/o School Principal 5060 Nestle Avenue Tarzana, Ca 91356
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To District:	LAUSD Attn: Director, Charter Schools Division Los Angeles Unified School District 333 South Beaudry Avenue, 20th Floor Los Angeles, California 90017
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- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute cannot be resolved by mutual agreement at 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.

ADDENDUM

District Required Language for District Affiliated Charter School Petitions (New and Renewal) and Material Revisions

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Nestle Avenue Charter Elementary School (also referred to herein as “Nestle Avenue Charter”, “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).)

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).)

Curriculum and Instruction

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.

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.

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.

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.

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*.

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.

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

2. District Affiliated Charter School's Special Education Responsibilities

e. General Requirements

The District Affiliated Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education ("FAPE") as is required of all District authorized schools. The District Affiliated Charter School will also ensure that no student otherwise eligible to enroll in the District Affiliated Charter School will be denied enrollment 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.

f. Transferring Students

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

g. Assessments

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 (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a 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.

h. Alternative Placements

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

f. Least Restrictive Environment

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

h. 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.

i. 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.

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.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

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.

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)(I).)

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(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:

- C. Was the misconduct caused by, or directly and substantially related to, the student's disability?
- D. 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.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School:	Nestle Avenue Charter Elementary School c/o School Principal 5060 Nestle Avenue Tarzana, Ca 91356
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To District:	LAUSD Attn: Director, Charter Schools Division Los Angeles Unified School District 333 South Beaudry Avenue, 20th Floor Los Angeles, California 90017
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- 5) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 6) If the Dispute cannot be resolved by mutual agreement at 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.