



**LAUSD BOARD  
APPROVED**



**06/23/20  
(BR 329-19/20)  
TERM: 2020-2025**

# LOS ANGELES UNIFIED SCHOOL DISTRICT

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## **Palisades Charter Elementary School**

A DISTRICT AFFILIATED CHARTER SCHOOL

800 Via de la Paz, Pacific Palisades, CA 90272

## **Renewal Petition**

Submitted  
March 31, 2020

### **TERM OF PROPOSED CHARTER**

**JULY 1, 2020 TO JUNE 30, 2025**

# TABLE OF CONTENTS

Assurances, Affirmations, and declarations .....	1
Element 1 – The Educational Program .....	3
Element 2 – Measurable Pupil Outcomes, and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured.....	65
Element 4 – Governance .....	71
Element 5 – Employee Qualifications .....	86
Element 6 – Health and Safety Procedures .....	88
Element 7 – Means to Achieve Racial and Ethnic Balance .....	90
Element 8 – Admission Requirements .....	91
Element 9 – Annual Financial Audits .....	96
Element 10 – Suspension and Expulsion Procedures .....	97
Element 11 - Employee Retirement Systems.....	99
Element 12 - Public School Attendance Alternatives .....	100
Element 13 - Rights of District Employees .....	101
Element 14 - Mandatory Dispute Resolution.....	102
Element 15 - Charter School Closure Procedures.....	104
Addendum.....	107

## ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Palisades Charter Elementary School (also referred to herein as “Palisades Charter Elementary School”, “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, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of 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(e)(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”). Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school’s teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be approved at a public hearing, consistent with federal law, the California Constitution, and Section 200. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason,

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

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

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

NOTE: This Charter contains specific "District Required Language" (DRL), including the *Assurances, Affirmations, and Declarations* section 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(c)(5)(A)(i).)*

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

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

## GENERAL INFORMATION

• The contact person for Charter School is:	Joan Ingle
• The address of Charter School is:	800 Via de la Paz Pacific Palisades, CA 90272
• The phone number for Charter School is:	310-454-3700
• Charter School is located in LAUSD Board District:	4
• Charter School is located in LAUSD Local District:	West
• The grade configuration of Charter School is:	TK-5
• The number of students in the first year of this Charter will be:	n/a
• The grade levels of the students in the first year will be:	n/a
• Charter School's scheduled first day of instruction in 2020-2021 is:	8/18/2020
• 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.)	565
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule (start and end of day) for Charter School will be:	7:58am - 2:45pm
• The term of this Charter shall be from:	July 1, 2020 to June 30, 2025

## **COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL**

Since the inception of its charter, Palisades Charter Elementary School has established itself as a pillar of strength within its local community and among other LAUSD schools. As part of LAUSD, Palisades Charter Elementary School's vision is to provide students with a school environment that allows them to become successful life-long learners that are college and career ready. Through a comprehensive, multi-disciplinary approach, Palisades Charter Elementary School offers students an enriched and robust education.

Palisades Charter Elementary School's goals are: graduation rates of 100%, academic proficiency for all students, 100% attendance, increased parent and community engagement, and total student safety. Palisades Charter Elementary School has become a role model for the successful implementation of the intent of the charter and for new affiliated charter schools generally, as well as for providing its community with an academically high-achieving school that meets the needs of all members of its student population. Palisades Charter Elementary School's success is due to a variety of factors:

- Exceptionally high academic achievement, as reflected by its test scores.
- Professional development workshops focused on continuous improvement in academic teaching strategies and the social-emotional development of the elementary school student.
- Collaborative and distributive leadership among all stakeholders.
- Long standing parent involvement in all areas of Palisades Charter Elementary School's governance, curriculum, professional development, budgeting, programs, fundraising, and community outreach.
- Successful integration of students from special education, and racially, ethnically and socio- economically diverse backgrounds.
- An innovative and research-based positive school wide behavior program that focuses on safe, kind practices called Tribes. The purpose of the Tribes process is to assure the healthy development of every student so that each one has the knowledge, skills and resiliency to be successful in a rapidly changing world.

Palisades Charter Elementary School is proud of its many achievements through the past few years in meeting the ever-changing needs of their students. Palisades Charter Elementary School is recognized as a Common Sense School which highlights their dedication to helping students think critically and use technology responsibly to learn, create, and participate. Additionally, Palisades Charter Elementary School is implementing LAUSD Practitioner School 4.0 : Global Collaborator which promotes collaboration and challenges teachers to continuously learn and reflect upon their instructional practices. One of their devoted teachers, Madeleine Walker, was recognized by LAUSD as one of the Teachers of the Year for 2018. These are just a few examples of the commitment and dedication Palisades Charter Elementary School brings to educating the whole student.

Palisades Charter Elementary School is celebrating its 98th anniversary this year and is amongst the oldest elementary schools in the city. The school is housed inside a historic

building and has one of the few bell towers in LAUSD. Palisades Charter Elementary School coordinates professional development with neighboring LAUSD Elementary schools and has on-going conversations with the middle school and high schools to create a cooperative, communicating complex of high performing schools. Our intent is to preserve our core population of neighborhood students, while opening our enrollment, as capacity permits.

## **STUDENT POPULATION TO BE SERVED**

Palisades Charter Elementary School has been operating as a LAUSD Affiliated Charter school since its original charter was granted in 1993. In 2006, Palisades Charter Elementary School was recognized as a California Distinguished School. Palisades Charter Elementary School is a K-5 elementary school serving students representing various cultural and ethnic groups. As of fall 2019, Palisades Charter Elementary School has a population consisting of 498 students. Our demographic projections include: African-American 3%, Asian 6%, Filipino 1%, Hispanic 11%, White 78%, and English Language Learners 3%. Students receiving special education services and are supported by our Resource Specialist Program. Currently, our largest subgroup of students is the Gifted and Talented designation at 12%. Approximately 25.8% of our students live outside our local 90272 zip code.

Palisades Charter Elementary School will continue to serve as a model for reform as an affiliated charter for other types of autonomy choices within LAUSD and as a viable option to schools choosing the independent step. While we value our site-based autonomy, we work actively with all of our stakeholders on the charter renewal every 5 years. As an affiliated charter we strive to continue to improve our educational program to meet the unique needs of our current 21st century students, we also seek opportunities to collaborate within the District. Palisades Charter Elementary School continuously explores innovative instructional strategies and new researched-based educational reforms to educate our students in a Common Core State Standards (CCSS)-aligned curriculum, based upon their demonstrated demographic needs. As a District-Affiliated charter, Palisades Charter Elementary School is able to provide the resources necessary to prepare our students for the demands of the 21st century, and shall continue to have the autonomy to receive our available state and local funds through the District (as a block grant allocation) as long as the state so deems. With the oversight of our school-based Governing Council, Palisades Charter Elementary School shall use such funds according to the needs and best interests of our students. Palisades Charter Elementary School will continue to serve the communities and families identified during the initial years of our charter; first and foremost, our traditional attendance area.

The historic and enduring success of Palisades Charter Elementary School's educational programs is due to the continued representation, collaboration, and support of all the stakeholders. The ability of our Palisades community, as well as the faculty and parents across our local area school community, to work together creates a safe and positive environment where all students can learn. Palisades Charter Elementary School will

continue to challenge itself to further improve and enhance the educational opportunities available for all children.

### *Data Collection*

According to SchoolDigger, in 2019, Palisades Charter Elementary ranked better than 94.7% of elementary schools in California. It also ranked 18<sup>th</sup> among 487 ranked elementary schools in the Los Angeles Unified School District. Additionally, Palisades Charter Elementary School outranked the average of other LAUSD schools and schools within California on the Smarter Balanced Assessments.

Additionally, the data provided by Education Data Partnerships annually validates that Palisades Charter Elementary School continues to hold steady at zero suspensions. Through a collaboration of the comprehensive school wide behavior intervention program and stakeholder support, the school maintains strives to promote positive performance.

Collection of data will be ongoing throughout the year by the school. Palisades Charter Elementary School's principal, teachers and staff work to collect the data and use the findings to generate professional development training with focus on analysis, grade level disaggregation with the help of Local District West's support. Data will be examined on a monthly basis and is considered a required staff responsibility. With this responsibility of staff are critical areas such as English Language Learners, Gifted and Talented, testing and behavioral trends. Data collected and analyzed by staff is: annual CAASPP/SBAC scores, ELPAC initial and ongoing identification and monitoring of students. The IABs will be of value to the teachers which would show evidence of student learning and what needs to be targeted. Dibels assessments will be used schoolwide TK - 5 to identify early literacy levels, progress monitoring of progress. The evidence is reported three times a year and used not only for progress monitoring times, but parent conferences and report cards issued three times a school year. Prior to the opening of school, teachers meet and disaggregate new SBAC scores for their incoming students. Historically kept scores help guide the grade level coherence of differentiation, but also are used during analysis by vertical teams. Information sources include LAUSD's MyData, MISIS, Whole Child/dashboard, CDE reports which provide the school with current and accurate data. Once the initial examined, targeted subgroups and/or students will drive the implementation of the Response to Intervention three-tiered system and researched based learning strategies will be embedded into the daily instructional program.

Additionally, as Attendance is a critical feature of student success, the staff will monitor the rates and employ the needed intervention/ communication with families. Steady, regular attendance plays a significant basis for student success.

### **SURROUNDING SCHOOL DEMOGRAPHIC AND PERFORMANCE DATA PER THE 2019-2020 LAUSD REPORT CARD**



2018-2019 CAASPP English Language Arts/Literacy Results				
	Exceeded Level	Met Level	Nearly Met Level	Not Met Level
Palisades Charter	59%	29%	8%	4%
Marquez Charter	52%	27%	14%	7%
Kenter Canyon Charter	63%	22%	9%	6%
Canyon Charter	74%	20%	4%	2%

2018-2019 CAASPP Mathematics Results				
	Exceeded Level	Met Level	Nearly Met Level	Not Met Level
Palisades Charter	46%	27%	19%	8%
Marquez Charter	40%	31%	17%	11%
Kenter Canyon Charter	53%	29%	14%	4%
Canyon Charter	68%	23%	7%	2%

California School Dashboard - English Language Arts		
	# of Students	Points above Standard
Palisades Charter	247	80.7
Marquez Charter	245	60.3
Kenter Canyon Charter	263	80.2
Canyon Charter	202	107

California School Dashboard - Mathematics		
	# of Students	Points Above Standard
Palisades Charter	246	44.6
Marquez Charter	244	36.8
Kenter Canyon Charter	263	62.6
Canyon Charter	202	88.7

## GOALS AND PHILOSOPHY

### Mission and Vision



**MISSION:** Palisades Charter Elementary School is dedicated to academic excellence, an appreciation of the arts, and the promotion of positive social awareness.

**VISION:** Palisades Charter Elementary School will provide excellence in education in an innovative, supportive and socially respectful environment.

**BELIEFS:** Palisades Charter Elementary School believes that a successful school:

- Nurtures and encourages every child to learn

- Fosters high expectations for all learners
- Emphasizes the process of learning
- Encourages innovation in teaching and learning
- Assures a safe and respectful environment
- Acknowledges and values every voice
- Collaborates among school, home and community
- Embraces the arts and technology as an essential part of learning, and
- Instills a love of learning in every child

### **What It Means to be an “Educated Person” in the 21<sup>st</sup> Century**

Students will be able to participate and work productively in a multicultural, globally-oriented environment. In order to prepare our students to be active participants in society, Palisades Charter Elementary School provides them with a rigorous curriculum that demands higher level thinking skills. Students of all grade levels work on individual projects, cooperative assignments, and scientific investigations. All classrooms integrate field trips which enhance and deepen student understanding of the curriculum. In order to prepare our students to be active participants in a multicultural, globally-oriented society, Palisades Charter Elementary School provides students the opportunity to participate with International Day, learning tolerance through TRIBES, Student Council, and cultural assemblies. Daily opportunities for multicultural awareness are embedded in the TK-5 curriculum.

Tribes is a process of learning together as a school community, which focuses on teaching students to work collaboratively, resolve conflict, and learn to appreciate cultural differences. This researched-based process teaches students to respect each other, assume responsibility for their actions and develop a way to resolve conflict. Tribes is not an acronym as its name was derived from the Native Americans' ability to form a cohesive community.

### ***Use Technology to its Fullest Potential***

We provide grade level specific technology instruction - both in the classroom and in our computer lab. Students use technology as a research tool, as a method of exploring and reviewing concepts, as a tool to demonstrate mastery of content, as an instrument to think critically, and as a way to develop skills. Our school has developed a web site ([www.palielementary.org](http://www.palielementary.org)), which is a resource for students, parents, and the community to find out relevant information about the school. Individual classrooms have established their own web pages for students and parents to access information on their specific classroom projects. Teachers collaborate often to share, explore, and receive training in new educational technology and software to ensure enhanced student learning.

### ***Communicate Effectively***

Teaching students to communicate both orally and in writing is an integral part of the instructional program at all grade levels. Beginning in TK, students are encouraged to participate in classroom presentations of poetry, plays, and performances. Oral language activities are woven into the Social Studies curriculum through student presentations.

Written expression is a focus of instruction, both in our Language Arts program and in the other content areas. Students are given many opportunities to express themselves in creative writing across various genres. They share their work with the classroom audience and the wider audience of parents and our Palisades Charter Elementary School community. In expository writing, students at all grade levels work on the writing process, beginning with pre-writing activities and proceeding through drafts to the edited final version. This work is proudly displayed in the classroom and throughout the Palisades Charter Elementary School hallways. Beginning in TK, students are taught communication skills based on the four tenets of TRIBES (mutual respect, right to pass, appreciations/no put-downs, and attentive listening). Through TRIBES, students learn to communicate effectively with all students in the school and adapt to their individual and diverse learning abilities.

### ***Appreciate the Arts***

An exposure to and appreciation of both visual and performing arts is a critical component of being an educated person in the 21st century. Visual arts are taught in the classroom with integrated core curriculum, and supplemented through various art programs. Our allocation provided by LAUSD and parent donations, give the students Performing Arts classes and music or drama teachers in both the lower and upper grades, with dance in fifth grade. In addition, an orchestra instrumental program after school allows students to select and learn different instruments such as violins, flutes, piano, cello and many other orchestral instruments.

### ***Demonstrate Social Responsibility***

Students from Palisades Charter Elementary School will become responsible and productive members of their community. To develop the skills of self-awareness, respect for others, and creative problem-solving, Palisades Charter Elementary School has embraced and implemented key strands of the TRIBES program. TRIBES is a program incorporating restorative justice in a supportive and socially respectful school culture. Staff and students are taught a sense of belonging, valuing differences and working together cooperatively. In addition, our students participate in community service activities that may include Student Council, Peace Makers, monthly community service projects such as Toys for Tots and an annual food drive, and individual classroom or grade level activities. On an annual basis, Palisades Charter Elementary is proud to state that we have been rated “highly effective” in the annual survey of positive behavior elements “ROI survey”. . This rating includes staff input and the Local District West Operations Director.

### ***Social Consciousness and Respect***

As set forth in our vision statement, Palisades Charter Elementary School has established and will strive continually to teach the skills and values for maintaining and enhancing a supportive, socially respectful school and greater community. The particular educational approaches and goals that Palisades Charter Elementary School emphasizes in order to build social respect among its students and staff include, but are not limited to, the following:

- Providing professional development for teaching these skills and values.

- Promoting respect for and appreciation of the diversity among its students and staff.
- Helping students to understand that everyone possesses different abilities, strengths, personality traits, and life experiences.
- Fostering collegiality, cooperation and collaboration among students and staff in creating a learning environment in which everyone assumes responsibility for each student's academic progress, social adjustment and emotional well-being.
- Constructing an inclusive classroom environment in which all students are motivated to participate by expressing their own opinions and ideas, by sharing knowledge and information with their classmates, and listening attentively to their classmates.
- Allowing students to work together in solving academic problems and completing classroom and homework tasks, thereby enabling students to benefit from their classmates' differing thought processes and learning styles.
- Pairing upper-grade students with lower-grade students to assist with reading and other subjects during Reading Buddies.
- Facilitating classroom activities whereby all students are required to help each other and to give credit to each other as they work toward common results.
- Celebrating each student's achievements on everything from short, individual assignments to long-term, cumulative projects.
- By welcoming input from students, parents and community members, the staff at Palisades Charter Elementary School continuously seeks opportunities to create, develop, and implement innovative programs in furtherance of maintaining a supportive and socially respectful school environment.

***How the Goals of the Program enable students to become self-motivated, competent, and life-long learners.***

Palisades Charter Elementary School goals align with the needs of the whole child, encouraging self-motivation and building competence to support lifelong learning. Our students consistently perform well on standardized tests; however, our curriculum is much broader than what is evaluated on the Smarter Balanced Assessment. Palisades Charter Elementary School students experience an enriched curriculum that engages them as learners across multiple disciplines, including the arts and technology.

By engaging students through multiple modalities, hands-on learning, and an extensive arts and technology curriculum, our teachers inspire students' intrinsic motivation and build their confidence as learners. Palisades Charter Elementary School teachers also have high expectations for all students, and our programs ensure that all children build the skills they need to be successful at the middle school level and beyond.

Because our students have access to passionate experts—from our classroom teachers to our enrichment specialists to our indefatigable administration team—they

have role models who embody excellence, motivation, and a dedication to the joy of learning.

### **How Learning Best Occurs**

Palisades Charter Elementary School believes that learning best occurs in collaborative groups where students have clear expectations, are highly engaged using academic language, and are immersed in an atmosphere of academic rigor. Palisades Charter Elementary School has an instructional program that is built on opportunities for students to actively participate in the process of learning through exploration and discovery. An emphasis is placed on making connections between the classroom, the community, and the world. Each grade level collaborates with students to generate rubrics for projects.

Palisades Charter Elementary School ensures that teachers are highly engaged, knowledgeable of research-based pedagogy, and frequently reflect upon their instruction. We differentiate instruction to guarantee that students are college and career ready. On-going daily instruction is three tiered: (1) effective whole group teaching; (2) differentiated small group instruction; and (3) intensive one-on-one. Teachers go beyond the core curriculum, providing opportunities for critical, higher-level thinking and activities that delve deeply into subject areas. Palisades Charter Elementary School encourages excellence in education in an innovative, supportive, and socially respectful environment. The school further believes that learning is enhanced by a small student-to-teacher ratio. For TK through third grades, this is accomplished with the State mandated class size reduction legislation. Palisades Charter Elementary School strives to provide class size reduction in grades 4 and 5. We create an environment for the achievement of Common Core State Standards by facilitating grade level rotations across various subjects.

### **Local Control Funding Formula (LCFF) Requirements**

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

Elementary 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.

\*An asterisk in the LCFF State Priorities table below denotes that subgroup is not numerically significant at this time.

<b>LCFF STATE PRIORITIES</b>						
<b>GOAL #1: Basic Services</b>						
<p>The school will be 100% compliant with Williams Textbook Sufficiency.</p> <p>The school will assign 100% of teachers in accordance with their credentials, including subject matter and English Learners authorizations.</p>				<p><b>Related State Priorities:</b></p> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input type="checkbox"/> 2</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 5</div> <div style="margin-right: 10px;"><input type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input type="checkbox"/> 6</div> </div> <p><b>Local Priorities:</b></p> <div style="display: flex;"> <div style="margin-right: 10px;"><input type="checkbox"/> :</div> <div style="margin-right: 10px;"><input type="checkbox"/> :</div> </div>		
<b>Specific Annual Actions to Achieve Goal</b>						
<p>The school will conduct the annual inspection of Williams Compliance for textbooks by the principal at the beginning of the school year.</p> <p>The school will conduct an annual review to ensure that all teachers are compliant with credentialing and assignment requirements.</p> <p>The school will conduct a monthly inspection of classrooms and other common areas necessary to achieve and maintain a clean and safe compass. This inspection will be reviewed by the principal, plant manager. and assisted by our Safety Committee.</p>						
<b>Expected Annual Measurable Outcomes</b>						
<p><b>Outcome #1:</b>  <u>Williams Sufficiency:</u>            All students will have access to the instructional materials necessary to participate in the school's programs and services in order to master the state content standards and meet academic performance standards appropriate to their respective grade levels.</p> <p>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 and will be monitored by the principal.</p> <p><b>Metric/Method for Measuring:</b>            Annual Williams instructional materials review and certification by staff and certified by the principal. An annual budget review and planning will be done to ensure funds are available for instructional materials by the principal and Budget sub-committee. This is to include reviews of EL and special education programs to identify and obtain all needed appropriate materials by the principal and SAA.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025

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

**Outcome #2:**

All teachers will be fully credentialed and will be complaint with assignment requirements.

**Metric/Method for Measuring:**

As part of the teacher selection process, the principal will ensure that each teacher applicant is credential and vetted by District Human Resources. The principal will ensure that each teacher is appropriately assigned placement.

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100%	100%	100%	100%	100%



**Outcome #3:**

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

**Metric/Method for Measuring:**

The school will achieve and maintain an overall “good” rating or equivalent on annual review(s) of school as reported in the annual facilities inspection (SARC).

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	<i>Yearly rating of “Good”</i>	<i>Yearly rating of “Good”</i>	<i>Yearly rating of “Good”</i>	<i>Yearly rating of “Good”</i>	<i>Yearly rating of “Good”</i>	<i>Yearly rating of “Good”</i>
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	<i>Yearly rating of “Good”</i>	<i>Yearly rating of “Good”</i>	<i>Yearly rating of “Good”</i>	<i>Yearly rating of Good”</i>	<i>Yearly rating of “Good”</i>	<i>Yearly rating of “Good”</i>

GOAL #2	
Palisades Charter Elementary School will continue to Implement California's State Content and Performance Standards.	<div style="border: 1px solid black; padding: 5px;"> <b>Related State Priorities:</b>  <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> 1</div> <div style="width: 33%;"><input type="checkbox"/> 4</div> <div style="width: 33%;"><input type="checkbox"/> 7</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 2</div> <div style="width: 33%;"><input type="checkbox"/> 5</div> <div style="width: 33%;"><input type="checkbox"/> 8</div> <div style="width: 33%;"><input type="checkbox"/> 3</div> <div style="width: 33%;"><input type="checkbox"/> 6</div> </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <b>Local Priorities:</b>  <input type="checkbox"/> :  <input type="checkbox"/> :         </div>
Specific Annual Actions to Achieve Goal	
<p>The staff and administration will review and revise all state adopted and CCSS aligned materials that will be consistent with all students regardless of their subgroups.</p> <p>The school has implemented maintained academic content and performance standards for all students including English Learners, Low-Income, Foster and homeless, improve/increase access to the CCSS and EL standard. Student proficiency outcomes in English Language Arts on state standardized assessments in accordance with state targets and the charter (waivers).</p> <p>The school will use the results of the CAASPP SBAC test administration each year to measure progress towards and achievement of this goal. Based on the Comprehensive Needs Assessment and further analysis of recent school data, both schoolwide and disaggregated by subgroups, the school will meet annual targets. Targeted subgroups for English Learners (ELs) have identified the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to yield improved academic performance outcomes for all students, including English Learners at .5% decrease in 2019-2020 results.</p> <p><u>Mathematics:</u>            Based on the Comprehensive Needs Assessment conducted for the LCAP results, and further analysis of recent school data, both school wide and disaggregated subgroups, the school will and continue to identify the math instruction to improve and monitor the design and delivery of a high quality Common Core State Standards-driven educational program in order to yield improved academic performance outcomes for all students, including English Learners. Consistent with the charter, the school will increase the number of students achieving proficiency level and above on the CAASPP SBAC mathematics tests by 1% annually over the benchmark scores established in the 2019-2020 CAASPP SBAC test administration schoolwide and, beginning in 2019-20, by 2% or English Learners, Foster youth, low income students, and all numerically significant subgroups. Increase EL students decrease in proficient or advanced from the -16% in 2019-2020. Maintain growth at 5% or 1% higher in Math.            Our effective curriculum will:</p> <ul style="list-style-type: none"> <li>Bring coherence to instruction by articulating goals that are attainable to increase students' knowledge;</li> <li>Lessons are thoughtfully planned and aligned to content standards;</li> <li>Periodic assessments to monitor student learning and modify instruction;</li> <li>Assessments are appropriately sequenced and related across grade level content.</li> </ul>	
Expected Annual Measurable Outcomes	
<p><b>Outcome #1:</b>  <u>English Language Arts:</u>            The students will develop skills that enable them to access and process information in science, social studies, physical education, mathematics, humanities, language arts, and technology and maintain alignment with Common Core State Standards. 2019-2020 results are:</p>	

 Standard Exceeded: Level 4 	58.75 %	61.36 %	57.14 %
 Standard Met: Level 3 	26.25 %	31.82 %	28.57 %
 Standard Nearly Met: Level 2 	8.75 %	5.68 %	10.71 %
 Standard Not Met: Level 1 	6.25 %	1.14 %	3.57 %

### Metric/Method for Measuring:

The school will use the results of the CAASPP SBAC test administration each year to measure progress towards and achievement of this goal. Additionally, all students will be monitored by the Dibels assessment 3 times a year. (BOY, MOY & EOY)

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	88%	89%	89%	90%	90%	90%
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	88%	89%	89%	90%	90%	90%

**Outcome #2:**

Consistent with this charter Palisades Charter ES will increase the number of students achieving proficiency level and above on the CAASPP SBAC mathematics tests by 1% annually over the benchmark scores established in the 2019-2020 CAASPP SBAC test administration schoolwide and, beginning in 2019-2020.

**Metric/Method for Measuring:**

The school will use the results of the CAASPP SBAC test administration each year to measure progress towards and achievement of this goal.

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	73%	74%	75%	76%	77%	78%
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	73%	74%	75%	76%	77%	78%

**Outcome #3:**

EL Students will demonstrate a 1% increase in scores towards the identified annual California state standards assessment and interim curriculum tests.

**Metric/Method for Measuring:**

The school will use the results of the ELPAC and the CAASPP SBAC test administration each year to measure progress towards and achievement of this goal.

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	73%	74%	75%	76%	77%	78%
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	73%	74%	75%	76%	77%	78%

GOAL #3: Parent Engagement and Involvement						
<p>Through workshops provided by school staff and community partners, the majority of families surveyed in the District's School Experience Survey (SES) state that this school provided information on grade level requirements at 96% for Palisades Charter Elementary School. This demonstrates Palisades CES has fully implemented programs and practices with integrity and where teachers meet with families. The School Experience Survey reports that a majority of participants participate at teacher and school events, like parent teacher conferences, Back to School night, Open House and musical performances at a rate of 96% for families.</p>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Related State Priorities:</b></p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> 1</div> <div style="width: 33%;"><input type="checkbox"/> 4</div> <div style="width: 33%;"><input type="checkbox"/> 7</div> <div style="width: 33%;"><input type="checkbox"/> 2</div> <div style="width: 33%;"><input type="checkbox"/> 5</div> <div style="width: 33%;"><input type="checkbox"/> 8</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 3</div> <div style="width: 33%;"><input type="checkbox"/> 6</div> </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Local Priorities:</b></p> <div style="display: flex;"> <div style="width: 50%;"><input type="checkbox"/> :</div> <div style="width: 50%;"><input type="checkbox"/> :</div> </div> </div>					
Specific Annual Actions to Achieve Goal						
<p>The school will continue to develop multiple opportunities for teachers/staff to engage in 2-way communication between families and educators using language that is understandable and accessible to families. The school will provide translation of any meeting needing it, the school has regular Parent Outreach speakers, Coffee and Chats with the Principal, parent booster club monthly meetings and an open-door policy for parents to communicate with staff with information, concerns and constructive suggestions.</p>						
Expected Annual Measurable Outcomes						
<p><b>Outcome #1:</b> Parents will increase the level of participation on the School Experience Survey.</p> <p><b>Metric/Method for Measuring:</b> School Experience Survey (SES)</p>						
APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	47%	50%	55%	60%	65%	70%
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	47%	50%	55%	60%	65%	70%

**Outcome #2:**

Parents will be more actively engaged in school site discussions and Charter sub-committee involvement. 96% of Palisades Charter Elementary School parents have access to school activities/programs where teachers meet/work with families. The SES reports that a majority of families participate in school events, like parent teacher conferences and field trips. Parents can join in the many opportunities so as to be involved in the Charter's sub-committees, school events, volunteering during and after school Booster Club activities and others as listed in Outcome #1.

**Metric/Method for Measuring:**

School Experience Survey (SES) and the school-generated annual surveys of parents.

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	96%	<i>maintain</i>	<i>maintain</i>	<i>maintain</i>	<i>maintain</i>	<i>maintain</i>
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	96%	<i>maintain</i>	<i>maintain</i>	<i>maintain</i>	<i>maintain</i>	<i>maintain</i>

**Outcome #3:**

All. Stakeholder groups will collaborate to increase the parent rating of feeling that their child is safe at school

**Metric/Method for Measuring:**

School Experience Survey (SES)

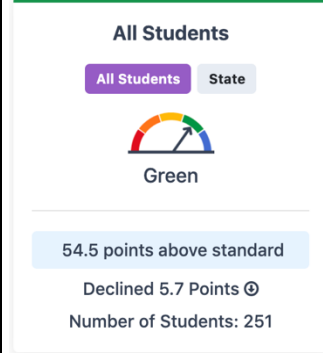
APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	94%	95%	<i>maintain</i>	<i>maintain</i>	<i>maintain</i>	<i>maintain</i>
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	94%	95%	<i>maintain</i>	<i>maintain</i>	<i>maintain</i>	<i>maintain</i>



GOAL #4: Student Achievement						
<ul style="list-style-type: none"> <li>Students will show improvement in these curriculum areas: ELA, Math, and Science scores</li> <li>EL students will demonstrate growth in English Language proficiency</li> <li>EL students reclassification rate will increase</li> </ul>	<div style="border: 1px solid black; padding: 5px;"> <b>Related State Priorities:</b>  <div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> 1</span> <span><input checked="" type="checkbox"/> 4</span> <span><input type="checkbox"/> 7</span> </div> <div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> 2</span> <span><input type="checkbox"/> 5</span> <span><input type="checkbox"/> 8</span> </div> <div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> 3</span> <span><input type="checkbox"/> 6</span> </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <b>Local Priorities:</b>  <div style="display: flex;"> <span style="margin-right: 10px;"><input type="checkbox"/> :</span> <span><input type="checkbox"/> :</span> </div> </div>					
Specific Annual Actions to Achieve Goal						
In Grades 3, 4, and 5, students will show progress verified by CAASPP with the SBAC in English and Math. In Grades TK through 5, students will show progress verified by ELPAC.						
Expected Annual Measurable Outcomes						
<b>Outcome #1:</b> Increase/maintain number of students who have met/exceeded ELA standards over time as measured by CDE's Dashboard's reporting of the CAASPP scores in Grades 3, 4, and 5 and, in all grade levels, ELPAC accountabilities annually which is monitored by Local District and monthly data input.						
<b>Metric/Method for Measuring:</b> California's CDE Dashboard results of CAASPP: SBAC in ELA						
APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	88%	89%	90%	90%	90%	90%
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	88%	89%	90%	90%	90%	90%

**Outcome #2:**

Increase/maintain number of students in Grades 3, 4, & 5 who have met/exceeded Math standards over time.  
 The data below comes from the California CDE Dashboard & is displayed in this format:



**Metric/Method for Measuring:** Students in grades 3, 4, & 5 California Department of Education (CDE)  
 CAASPP: SBAC in Math

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	73%	74%	75%	76%	77%	77%
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	73%	74%	75%	76%	77%	77%

**Outcome #3:** The school will focus on Increasing the percentage of English Learners showing progress in English Proficiency monitored by the CDE Dashboard English Learner proficiency exam scores (ELPAC) and the EL coordinator observations.Data reported is from CDE- Dashboard.

#### English Learner Progress

All Students

State

English Language Proficiency  
Assessments for California  
Results

Level 4 - Well Developed

66.7%



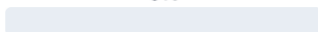
Level 3 - Moderately Developed

33.3%



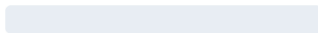
Level 2 - Somewhat Developed

0%



Level 1 - Beginning Stage

0%



Current English Learners

No Data

No Data

Number of Students: 2

Reclassified English  
Learners

No Data

No Data

Number of Students: 5

English Only

94.3 points above standard

Increased 6.4 Points @

Number of Students: 236

As a “Low count school” these percentages vary from year to year and are fully dependent on the number of students enrolled and their incoming language acquisition level.

#### Metric/Method for Measuring:

ELPAC & all reclassification requirements are monitored and reported on a monthly basis from the school to Local District West’s EL employees.

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)						
English Learners	22%	24%	26%	28%	30%	32%
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	22%	24%	26%	28%	30%	32%

## GOAL #5: Pupil Engagement

- 100% Student Attendance
- The staff will work with families who demonstrate chronic absences. The goal is to decrease the number of students with chronic absences as determined in the attendance goal of 96% with no more than 1 absence every 25 days of instruction
- Increase the number of days of attendance in the corresponding attendance data. The goal is for students to improve their attendance and become members of proficient and advanced categories.

### Related State Priorities:

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

### Local Priorities:

- ☐ :  
☐ :

## Specific Annual Actions to Achieve Goal

The School will target and decrease the number of students considered in the "Chronic Absentee" range.

## Expected Annual Measurable Outcomes

### Outcome #1:

Students will increased school attendance into the excellent range which is less than 4 absences in the school year.

### Metric/Method for Measuring:

MISIS/LAUSD & Whole Child Integrated Data shows monthly and daily attendance over the last 3 years. The graph below shows the progress of the school over the last 3 years.

[View Attendance Rate Report](#)

LD	Preferred Location	Preferred Location Code	School Year	Target
W	PALISADES CEL	5959	2017-2018	9%
W	PALISADES CEL	5959	2018-2019	9%
W	PALISADES CEL	5959	2019-2020	7%

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	66%	67%	68%	69%	70%	71%
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	66%	67%	68%	69%	70%	71%



**Outcome #2:**

Chronic Absences Percentages will decrease by the school targeting these students as reported in the attendance & enrollment data provided monthly in the MISIS reporting statistics system.

**Metric/Method for Measuring:**

MISIS/LAUSD & Whole Child Integrated Data

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	9.7%	8%	7%	6%	6%	6%
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White students	9.7%	8%	7%	6%	6%	6%

**Outcome #3:** The school staff will target individual families and encourage attendance improvement with increase contact and encouragement. This could increase the percentage of students in the basic range will increase attendance into the proficient range.

**Metric/Method for Measuring:**

MISIS/LAUSD & Whole Child Integrated Data

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	24.2%	20%	18%	17%	15%	15%
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	24.2%	20%	18%	17%	15%	15%

GOAL #6: School Climate						
Palisades Charter Elementary School will maintain a 0% Pupil Suspension Rate and a 0% Pupil Expulsion Rate As reported annually in the School Experience Survey (SES) Students, parents, and teachers will continue to feel a sense of safety at school and school's culture and intent of connectedness.					<b>Related State Priorities:</b> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input type="checkbox"/> 2</div> <div style="margin-right: 10px;"><input type="checkbox"/> 5</div> <div style="margin-right: 10px;"><input type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input type="checkbox"/> 3</div> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> 6</div> </div>	
					<b>Local Priorities:</b> <input type="checkbox"/> : <input type="checkbox"/> :	
Specific Annual Actions to Achieve Goal						
Palisades Charter ES will continue to maintain a 0% Suspension and Expulsion Rate. Annually, the School conducts a survey which includes all stake holders: Pupils, parents, and teachers on “the sense of safety and school connectedness” as reported in the LAUSD annual School Experience Survey.						
Expected Annual Measurable Outcomes						
<b>Outcome #1:</b> Maintain 0% Suspension and Expulsion Rates.						
<b>Metric/Method for Measuring:</b> MiSiS.						
Baseline	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100%	100%	100%	100%	100%



**Outcome #2:**

The school will continue to build a positive schoolwide culture so that all students feel safe at school.

**Metric/Method for Measuring:**

School Experience Survey (SES) data is not reported in subgroups when the school. \* represents a subgroup which is numerically insignificant.

APPLICABLE STUDENT GROUPS	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	94%	<i>Maintain</i>	<i>Maintain</i>	<i>Maintain</i>	<i>Maintain</i>	<i>Maintain</i>
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	94%	<i>Maintain</i>	<i>Maintain</i>	<i>Maintain</i>	<i>Maintain</i>	<i>Maintain</i>

**Outcome #3:**

The school will continue to build a strong culture of Positive Behavior using the Tribes program so that students feel that the school staff respects them and will listen to their concerns and/or input.

**Metric/Method for Measuring:**

LAUSD's annual School Experience Survey (SES) Data from the SES is not disaggregated in all areas.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	97%	<i>maintain</i>	<i>maintain</i>	<i>maintain</i>	<i>maintain</i>	<i>maintain</i>
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	97%	<i>maintain</i>	<i>maintain</i>	<i>maintain</i>	<i>maintain</i>	<i>maintain</i>

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

Palisades Charter Elementary School goals align with the needs of the whole child, encouraging self-motivation and building competence to support lifelong learning. Our students consistently perform well on standardized tests; however, our curriculum is much broader than what is evaluated on the Smarter Balanced Assessment. Palisades Charter Elementary School students experience an enriched curriculum that engages them as learners across multiple disciplines, including the arts and technology.

By engaging students through multiple modalities, hands-on learning, and an extensive arts and technology curriculum, our teachers inspire students' intrinsic motivation and build their confidence as learners. Palisades Charter Elementary School teachers also have high expectations for all students, and our programs ensure that all children build the skills they need to be successful at the middle school level and beyond.

Because our students have access to passionate experts—from our classroom teachers to our enrichment specialists to our indefatigable administration team—they

have role models who embody excellence, motivation, and a dedication to the joy of learning.

### **INSTRUCTIONAL DESIGN**

Palisades Charter Elementary School assures that the school continues to implement the Common Core State Standards and California Assessment of Student Performance and Progress (CAASPP) according to LAUSD established timelines.

Teachers may deliver language arts instruction in a variety of ways, to: a whole class, a small group, or an individual child. Teachers use dynamic groupings based on an area of need, or mini-lessons with supporting literature. Children may be involved in student- directed literature circles. Teachers may form flexible groupings of children based on student interest.

Palisades Charter Elementary School teachers collaborate with lesson designing and planning. By establishing essential questions as student learning objectives and connecting the CCSS to real world issues, teachers develop common assessments that evaluate student learning of the standards and the essential questions. Teachers plan as a team to develop and structure units/lessons in ways that best prepare the students for these assessments.

In addition to the general approaches noted above, Palisades Charter Elementary School utilizes many more instructional strategies including, but not limited to, the following:

- The use of technology in the classroom - for both information delivery and student mastery of concepts and project completion;
- Project-based instruction;
- Common grade-level assignments, assessments and rubrics for assignments;
- Intervention techniques for low-achieving students;
- Differentiated instruction for gifted, EL, special populations and sub-groups learners;
- Interdisciplinary projects across core disciplines;
- Integrated instruction between classroom teaching and experiential learning, such as field trips and assemblies;
- Independent research projects for extension activities;
- Curricular mapping and unit plans created by vertical teams and grade level teams;
- Strategies for multiple modalities, including for visual, kinesthetic, and auditory learners
- Analysis of student achievement data and discussion of implications for student learning and goals;
- Teacher modeling of study skills and habits of highly effective students;
- Small guided reading groups and literature circles;
- Peer feedback and partner and/or small group work in the classroom; and
- Reciprocal teaching in partner teams and whole class discussions

Palisades Charter Elementary School has substantial and long-term documented evidence verifying the fact that instructional programs have been and will continue to be successful with specific targeted population, based on the California Accountability System.

Palisades Charter Elementary has substantial and long-term documented evidence verifying the fact that instructional programs have been and will continue to be successful with specific targeted population. This is evident in the students' CAASPP levels.

### **Curriculum and Instruction**

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

### **Language Arts**

Palisades Charter Elementary School has committed to the implementation of the English Language Arts Standards of the CCSS. The ELA Standards articulate rigorous grade-level expectations in the areas of reading, writing, speaking, listening, and language to prepare all students to be college and career ready. All students will study language arts in a full, balanced, and integrated curriculum that will incorporate literature as well as phonics. This curriculum will enable students to gain knowledge and acquire skills through a planned developmental program from TK through grade 5. Increasingly complex thinking skills will be developed through the language arts across all areas of the curriculum. The language arts curriculum will be implemented through the use of a variety of materials including state-adopted and staff-selected texts, and core literature selections that are aligned with the CCSS. Because CCSS leave room for teachers to determine how goals should be reached, Palisades Charter Elementary School teachers are able to provide students with the tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards. Palisades Charter Elementary School's climate of collaboration among staff allows them to develop curriculum both within the grade level and across multiple grade levels. In addition, the language arts program will be expanded and enriched by giving teachers the flexibility to incorporate supplementary materials into the curriculum. The processes of reading, writing, speaking, listening, and language will be integrated into a total learning program. Students will develop positive attitudes about themselves and others and become aware of values, ethics, customs, and beliefs. Students will be given the opportunity to work and learn independently as they participate in large groups, small groups, collaborative groups, and independent projects. Students will discuss ideas and values in core and other literary texts, making connections to personal experiences and a variety of cultural perspectives. Students advancing through the grades are expected to meet each year's grade specific standards, retain or further develop skills and understandings mastered on preceding grades, and work steadily toward meeting the more general expectations of the College and Career Readiness Standards. Every student will strive toward the mastery of

the content standards based upon the CCSS for ELA. English learners will also strive toward mastery of ELD standards as addressed in the ELD framework.

## **Mathematics**

Palisades Charter Elementary School implements the CCSS for Mathematics. Palisades Charter Elementary School students are expected to be able to express their mathematical understanding of concepts. This involves the ability to justify, in a way appropriate to the students' mathematical maturity, why a particular mathematical statement is true or where a mathematical rule comes from so that they can apply the understanding later. All students will understand the structure and logic of mathematics. Through reading, writing, speaking, and listening, students will clarify and demonstrate their understanding of mathematical concepts. Problem-solving is a major part of the mathematics program, and all students are taught how to work through the stages of problem-solving. Students are challenged with both real-world and abstract problems, including complex situations that require the use of higher-level thinking skills. Palisades Charter Elementary School teachers expose and develop the following mathematical practices for all students across the grade levels: make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning. Concepts and skills from the CCSS are interwoven, reinforced, and extended via lessons and assignments in order for students to experience mathematics as a cumulative subject. Students study new concepts first in terms of their concrete experiences. Students learn mathematics by participating in large and small group activities as well as utilizing cooperative learning and/or individual work. They encounter new and challenging problems that call for them to generate new or broader questions during class. Students are encouraged to share multiple ways to reach mathematical conclusions and share their reasoning/evidence with one another and with the whole class. In addition, the mathematics program is expanded and enriched by giving teachers the flexibility to incorporate supplementary materials into the curriculum. Every student will strive toward the mastery of the CCSS in Mathematics.

## **Science**

All students learn about the natural world by using the methods of science as extensions of their own curiosity and wonder implementing the Next Generation Science Standards. Students acquire knowledge of physical sciences; life sciences, earth and space sciences; and engineering and technology, and applications of sciences from a balanced curriculum, which includes building on understanding of science concepts to learning about the scientific method and applications of science to the world around them. Students develop critical thinking skills of science: observing, comparing, organizing, inferring, relating, and applying. Students use the scientific method to explore scientific concepts and wonderings. They identify a problem or create a research question, form a hypothesis, list materials needed to conduct the experiment, create a procedure for testing the hypothesis, make observations and gather data, and create a conclusion. The science curriculum is implemented through the use of a variety of materials, including state-adopted and staff-selected textbooks. In addition, the science program is expanded and enriched by giving

teachers the flexibility to incorporate supplementary materials into the curriculum. Students work individually and in groups, using hands-on materials to reinforce their understanding of scientific concepts. Every student will strive toward the mastery of the content standards based upon the CCSS including the Next Generation Science Standards.

### **History/Social Science**

Palisades Charter Elementary School implements the CCSS for History/Social Science. All students acquire knowledge of civics, history, culture, geography, and economics within a balanced and integrated History/Social Science curriculum that promotes the understanding, values, and skills necessary for participating in a diverse society. The teaching of history is integrated with the humanities and other social sciences. Activities and lessons are correlated with language arts, science, and visual and performing arts curricula. Students in all grades study history and social science through language arts, visual arts, music, dance, math, and technology. Teachers build upon students' curiosity about themselves and their world by presenting history as an exciting and dramatic series of events and issues. Students engage in problem-solving as they acquire, evaluate, and use information in a variety of ways. Frequent opportunities exist for all students to share their language, cultural ideas, customs, and heritage, thereby providing multicultural dimensions to the curriculum. The teachers facilitate the exploration of values critical to understanding the democratic process. Field trips give students to experience history and social sciences firsthand. In addition, the History/Social Science program is expanded and enriched by giving teachers the flexibility to incorporate supplementary materials into the curriculum. Every student will strive toward the mastery of the content standards based upon the CCSS in History/Social Science.

### **Visual/Performing Arts**

All students actively participate in the creation, practice, performance and study of works of art. In addition, students learn to appreciate and critique art through reading, writing and researching art and artists from the past and present. Art education includes the delivery of dance, music, theater and visual arts instruction. Within each discipline, students manipulate materials and techniques, and develop their vocabularies and abilities to solve artistic problems. Students explore the influence of history, culture and technology on the visual and performing arts. Whenever possible, art is integrated with other subject areas of the curriculum. Art education addresses all learners and helps them explore self-expression and develop self-confidence. Our goal is to produce students who are both literate and imaginative. In addition, the Visual and Performing Arts (VAPA ) program is expanded and enriched by giving teachers the flexibility to incorporate supplementary materials into the curriculum. Every student will strive toward the mastery of the content standards based upon the Visual and Performing Arts CCSS utilizing the CA. Standards.

### **Technology**

All students will become computer literate, learning to use technology as both a source of information and a means of communication. Palisades Charter Elementary School views the role of technology as being supportive of the overall curriculum and therefore will integrate the learning of computer skills with grade specific assignments in curricular

areas. This is implemented through the use of computers and iPads in the classrooms and in the computer lab. Students learn basic operating system commands, keyboarding skills, and the use of specific, standard programs including: word processing programs (such as Microsoft Word and Google Docs), presentation software (such as Wixie, PowerPoint, and Google Slides), and data collection and modeling programs (such as Excel). Students will develop their understanding of programming through the use of computer and internet-based programs (such as Code.org, Kodable, Crystal Rainforest, Terrapin Logo, and Scratch). Students will use electronically-based information sources in researching projects. In addition, they will learn basic internet search techniques and the use of search engines. In educating students about technology, Palisades Charter Elementary School will also advocate and promote safe use of technology and media. As a Common Sense Certified School, Palisades Charter Elementary School uses programs such as Common Sense Media to teach students how to make safe, smart, and ethical decisions in the digital world. ITSE standards will be used as guides for our program.

### **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) program at Palisades Charter Elementary connects early childhood education with traditional Kindergarten. Our TK program is the first year of a two-year Kindergarten program. It is developmental and focuses on early academic skills in literacy and numeracy as well as social-emotional growth and engagement. Our program is based on the Transitional Kindergarten California Content Standards (CCS).

## **LAUSD's traditional Academic Calendar and Schedules**

### **Instructional Day and Minutes Calendar**

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	95	337	75	277	10	234	0	0	180	36000	55130	19130
1	Yes	95	337	75	277	10	234	0	0	180	50400	55130	4730
2	Yes	95	337	75	277	10	234	0	0	180	50400	55130	4730
3	Yes	95	337	75	277	10	234	0	0	180	50400	55130	4730
4	Yes	95	337	75	277	10	234	0	0	180	54000	55130	1130
5	Yes	95	337	75	277	10	234	0	0	180	54000	55130	1130
6	Select Y/N									0	54000	0	-54000
7	Select Y/N									0	54000	0	-54000
8	Select Y/N									0	54000	0	-54000
9	Select Y/N									0	64800	0	-64800
10	Select Y/N									0	64800	0	-64800
11	Select Y/N									0	64800	0	-64800
12	Select Y/N									0	64800	0	-64800

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

**School Calendar** – The School's Instructional Day will maintain the mandatory number of instructional minutes and Palisades Charter Elementary School will follow the LAUSD established calendar for the Single Track Instructional schools as adopted by LAUSD's Board of Education. The annual academic year typically will begin in August and end in June. For the 2020-2021 school year, the first day of instruction is August 18, 2020 and the last day of instruction is June 10, 2021.

All students are fully engaged during these instructional activities and always under the supervision of fully credentialed teachers employed by LAUSD. This instruction will be for all students. Palisades Charter Elementary School teaching staff will plan and deliver 180 days and a minimum of 55,100 annual instructional minutes every school year. The daily minutes required for compliance will be met in the following way:

- Regular School Day: 319 minutes
- Shortened Day: 284 minutes
- Minimum Day: 249 minutes



Palisades Charter Elementary School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code § 47612.5, and the number of school days required by CDE. The total number of minimum school days for this 2020-2021 school year follows the LAUSD single-track calendar requirements. On all minimum school days, students in Grades TK-5 receive 6 hours and 9 minutes (249 minutes) of instructional time. During the 2020-2021 school year the total number of instructional minutes including the 10 minimum school days will be 2,490 minutes. Educational Code Title 5, § 11960.

## **BELL SCHEDULES 2020-2021**

<p style="text-align: center;"><b><u>Mondays, Wednesdays, &amp; Fridays</u></b></p> <p>7:58 am                      Students Day Begins  10:00 – 10:20 am        Recess (grades TK – 3)  10:25 – 10:45 am        Recess (grades 4 – 5)  11:40am – 12:25pm      Lunch (grades TK-K)  12:00 – 12:45 pm        Lunch (grades 1 – 3)  12:30 - 1:15 pm          Lunch grades 4 – 5  2:45 pm                      TK-5 Dismissal</p>	<p style="text-align: center;"><b><u>Tuesdays &amp; Thursdays</u></b></p> <p>7:58 am                      Students Day Begins  10:00 – 10:20 am        Recess (grades TK – 3)  10:25 – 10:45 am        Recess (grades 4 – 5)  11:40am – 12:25pm      Lunch (grades TK-K)  12:00 – 12:45 pm        Lunch (grades 1 – 3)  12:30 - 1:15 pm          Lunch grades 4 – 5  1:45 pm                      TK-5 Dismissal</p>
<p style="text-align: center;"><b><u>Minimum Days</u></b></p> <p>October 5                      October 7  October 9                      December 18  March 10                      March 12  May 28                          June 4  June 7                          June 9</p>	<p style="text-align: center;"><b><u>Minimum Day Bell Schedule</u></b></p> <p>7:58 am                      Students Day Begins  10:00 – 10:20 am        Recess (grades TK – 3)  10:25 – 10:45 am        Recess (grades 4 – 5)  11:40am – 12:25pm      Lunch (grades TK-K)  12:00 – 12:30 pm        Lunch (grades 1 – 3)  12:15 – 12:45 pm        Lunch grades 4 – 5  1:02 pm                      TK-5 Dismissal</p>

## **Palisades Charter Elementary School** **Master Calendar 2020-2021**

<p><b><i>AUGUST</i></b></p> <p>August 13                      Kinder Play date  August 17                      Pupil Free Day  August 18                      First Day of Instruction  August 24                      First Monday Morning Assembly  August 27                      First Governing Council</p>	<p><b><i>JANUARY</i></b></p> <p>January 11                      School Resumes – 2<sup>nd</sup> semester starts  January                          PEP  January 18                      MLK Jr. Day – No School  January                          Governing Council Meeting  January                          School Tour</p>
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<b>SEPTEMBER</b> September 3      Back to School Night September 4      Admissions Day – No School September 7      Labor Day – No School September 28     Unassigned Day	<b>FEBRUARY</b> February 1        Science Fair February 12      Kids Heart Challenge February          Governing Council Meeting February 15      Presidents' Day – No School
<b>OCTOBER</b> October 5 - 9     Parent-Teacher Conference Week October 5        Min. Day/1:02 Dismissal (1) October 7        Min. Day/1:02 Dismissal (2) October 9        Min. Day/1:02 Dismissal (3) October          First School tour October 13       Great American Shake Drill October          Yee Haw October          Governing Board Meeting October 30       Halloween Parade	<b>MARCH</b> March 5          Report Cards March            School Tour March            PEP meeting March 9 - 12     Optional Parent/Teacher Conference Week March 10        Min. Day/1:02 Dismissal (5) March 12        Min. Day/1:02 Dismissal (6) March            Gala/ Auction March            Governing Council Meeting March 26        Cesar Chavez Day – No School March 29 - April 2   Spring Break
<b>NOVEMBER</b> November 11     Veterans' Day – No School November        School Tour November 13     Report Cards November        Governing Council Meeting November 23 - 27 Thanksgiving Holiday Week	<b>APRIL</b> April 5            School Reopens April              School Tour April              Governing Council Meeting April 22          Earth Day
<b>DECEMBER</b> December        School Tour December 18     Min. Day/1:02 Dismissal (4) December        STAR Winter Program December 21     Winter Break	<b>MAY/JUNE</b> <b>Testing Month</b> May 3 - 26        State Testing May                Governing Council Meeting May                Kinder Visiting Day 2-3 pm May 27            Open House May 28            Min. Day/1:02 Dismissal (7) May 31            Memorial Day – No School June 4            Min. Day/1:02 Dismissal (8) June 7            Min. Day/1:02 Dismissal (9) June 9            Min. Day/1:02 Dismissal (10) June 10          5 <sup>th</sup> Grade Culmination; Report Cards June 10          Last Day of Instruction June 11          Pupil Free Day

## **Staff PD 2020-2021**

### **Tuesday & Thursday Banked Days Calendar**

Date	Tuesdays (PD)	Staff	Date	Thursdays/ Governing	Week
Aug. 18	NONE	Staff	Aug. 20	Record Keeping	1
Aug. 25	PD 1 Eureka Math – grade level	Staff	Aug. 27	Grade Level	2
Sept. 1	PD 2 Eureka Math - vertical	Staff	Sept. 3	Back to School Night	3
Sept. 8	PD 3 Eureka Math		Sept. 10	Committees	4
Sept. 15	PD 4 Virtual Learning	Staff	Sept. 17	Governing Council	5
Sept 22	PD 5 Special Ed. 2020	Staff	Sept. 24	Record Keeping	6
Sept. 29	PD 6 Intervention/Dibels	Staff	Oct. 1	Progress Monitoring	7
Oct. 6	Conferences		Oct. 8	Conferences	8
Oct. 13	PD 7 GATE	Staff	Feb. 6	Grade Level	9
Oct. 20	PD 8 El Inservice	Staff	Oct. 22	Committees	10
Oct. 27	PD 9 Writers' Workshop	Staff	Oct. 29	Governing Council	11
Nov. 3	Voting		Nov. 5	NONE	12

Nov. 10	PD 10 Rubrics - Math	Staff	Nov. 12	Report Cards	13
Nov. 17	NONE	Staff	Nov. 19	Record Keeping	14
Nov. 24	Thanksgiving week		Nov. 26		
Dec. 1	PD 11 Rubrics - ELA		Dec. 3	Grade Level	15
Dec. 8	PD 12 Eureka Math	Staff	Dec. 10	Committees	16
Dec. 15	PD 13 Technology platforms	Staff	Dec. 17	Governing Council	17
Dec. 21 - Jan. 11 Winter Vacation for 3 Weeks					
Jan. 12	PD 14 Technology	Staff	Jan 14	Committees	18
Jan. 19	PD 15 Remote Learning		Jan 21	Progress Monitoring	19
Jan. 26	PD 16 Remote Learning	Staff	Jan 28	Governing Council	20
Feb. 2	PD 17 IABs	Staff	Feb. 4	Record Keeping	21
Feb. 9	PD 18 CAASPP intro training	Staff	Feb. 11	Grade Level	22
Feb. 16	PD 19 Instructional Tech		Feb. 18	Committees	23
Feb. 23	PD 20 Instructional Tech	Staff	Feb. 25	Governing Council	24
March 2	None		March 4	Report Cards	25
March 9	NONE - Optional Parent Conferences		March 11	Optional Parent Conferences	26
March 16	PD 21 District Science	Staff	March 18	Grade Level	27
March 23	PD 22 Science	Staff	March 25	Committees	28
March 30	PD 23 History	Staff	April 1	Governing Council	29
Apr. 2	Spring Break		Apr. 4	Spring Break	
Apr. 9	PD 24 IABs	Staff	Apr. 11	Grade Level	30
Apr. 16	NONE		Apr. 18	Record Keeping	31
Apr. 28	PD 25 CAASPP/ Amplify	Staff	Apr. 30	Progress Monitoring	32
May 4	PD 26 Enrichments for the future	Staff	May 6	Grade Level	33
May 11	Grade level /vertical discussion	Staff	May 13	Committees	34
May 18	survey	Staff	May 20	Governing Council	35
May 25	2020-21 class formation	Staff	May 27	Open House	36
June 1	NONE: Report Cards		June 3	Record Keeping	37
June 8	NONE: Cums	Staff	June 10	Record Keeping/ Report Cards	38

### **Mathematics Placement Act**

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

### **WASC Accreditation**

If Charter School serves students in grades 9-12, 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 required District policies and procedures related to staff professional development.

Each Spring, Palisades Charter Elementary School teachers conduct a needs assessment to determine one or two areas of focus for professional development for the whole staff. This decision is based on school-wide need, assessment data, analyzing student work, and the School Experience Survey. The school has a site-based survey which responds to current circumstances as the state, Federal government, county of LA and the district requires such as Remote Learning . This survey helps to keep the interest of the students front and center in all areas.

In addition to any District-mandated professional development, Palisades Charter Elementary School shall have full autonomy in the selection of professional development programs for their employees to meet their site-specific needs. The Principal and the curriculum committee will comply with all professional development required by the District. Newly adopted District-approved curriculum selected by the affiliated charter schools will, in turn, be funded by the District consistent with its practice for other District schools.

Over the last five years, we have had staff development sessions covering topics such as: developing literacy through Writers' Workshop, English Language Development instruction, Tribes, Restorative Justice, GATE, differentiated Instruction (such as tiered lesson planning), and implementing technology into our instructional programs. The effectiveness of our professional development programs rests on its impact on student learning. With that goal in mind, our choices are driven by student achievement data, both formative and summative. Additionally, we obtain community feedback through such instruments as the LAUSD 's Whole Child Reports and School Experience Survey.

The next few years will be an opportunity to engage in innovative programs, reflective practice, and refining instruction to maximize student learning in school and remotely as deemed necessary. With that in mind, we anticipate ongoing professional development devoted to examining student work and further developing the practice and refinement of lesson study during our staff and grade level meetings. Teachers will need the opportunity to assess student learning, design lessons, observe one another, and refine instruction based on their collaborative work and disaggregate data in core areas: ELA and Math. This data is available each fall when the CAAPPS scores are released. We will explore the Common Core Standards across all curriculums. We will implement the new math program (Eureka Math), and the Next Generation Science Standards (NGSS) and Remote Learning practices and platforms.

To implement our professional developments, we first look to our own staff members that have expertise to share. To further enhance and add to our learning, we are also able to draw upon District personnel, as well as other outside resources. Teachers

also support colleagues in various areas by volunteering to serve as unofficial mentors, thus extending the mentoring process beyond what the District is currently able to provide new teachers. Within the banked day, the administration may schedule time to discuss articulation across grade levels, to ensure consistency from TK through grade five. As a charter school, we establish our own professional development agenda for Palisades Charter Elementary School Buy-Back Days which depends on available funding.

The role of teachers is central to student learning and other community members play an important role as well. We provide regular professional development for our special education assistants, both in-group training sessions, conferences and mentoring sessions held with the resource specialist teachers. Paraprofessionals and supervision aides are trained at the beginning of the year and periodically throughout the school year in safety, mandatory sessions and social skill facilitation such as continued training in Tribes, our conflict resolution program.

Substantial time and resources are essential to supporting a quality professional development program. Budget monies are allocated for teachers to seek outside professional development either as a grade level or as an individual. Such professional developments have included: Writers Workshop, Apple Technology, GATE, implementing the NGSS, the ELA-ELD framework, newly adopted curriculum by LAUSD, RTI strategies in a high performing school, accommodating the diverse learner, developing depth of knowledge, and questioning strategies as modeled by Local District West Staff experts.

Tuesday afternoons are set aside for professional development, while Thursday afternoons are dedicated to the Governing Council and its sub-committee meetings, grade level meetings, and content teams. The content teams work together to develop curriculum maps, common assessments, SBAC test preparation questions, writing prompts and rubrics, lesson plans, projects and units. Content teams examine student work, analyze the effectiveness of instruction, and redesign activities and curriculum in response to assessment data.

The Palisades Charter Elementary School teaching faculty's professional development sessions may include topics such as:

- Best practices;
- Creating common assignments and rubrics;
- Collaboratively creating common weekly and semester instruction and assessments;
- Aligning grading rubrics and expectations;
- Designing intervention strategies for students at risk;
- Differentiating instruction for gifted learners;
- Differentiating instruction for English Learners and strategies;
- Integrating technology in the classroom for instruction & for student use;
- Collaborating and creating common core interdisciplinary projects;

- Creating pacing plans in grade level teams and periodic assessments to match instruction;
- Creating curricular maps and unit plans in vertical teams;
- Continually discovering innovative strategies and content for the classroom;
- Using teaching strategies with pre-planned multiple modalities differentiation;
- Analyzing student achievement data and analyzing implications of achievement data for instructional methods;
- Creating peer-mentoring activities for at-risk students;
- Daily Tribes Community-building activities;
- Sharing opportunities for growth in specific disciplines, including details about upcoming conferences, research opportunities, lecture/seminar series, etc.;
- Establishing professional literature/reading groups;
- Developing a structure for peer observation and feedback;
- Developing assemblies and performances for students;
- Improving the instructional program;
- Involving parents and community members in student achievement; and
- Improving parent-teacher communication.

In the interest of improving accountability and professionalism, we will continue to utilize the current District evaluation process, but plans to refine the implementation of the Educator Development Cycle (EDST), by incorporating peer review as a part of teacher evaluation, for continued professional development and teacher growth as required by LAUSD.

## **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*.

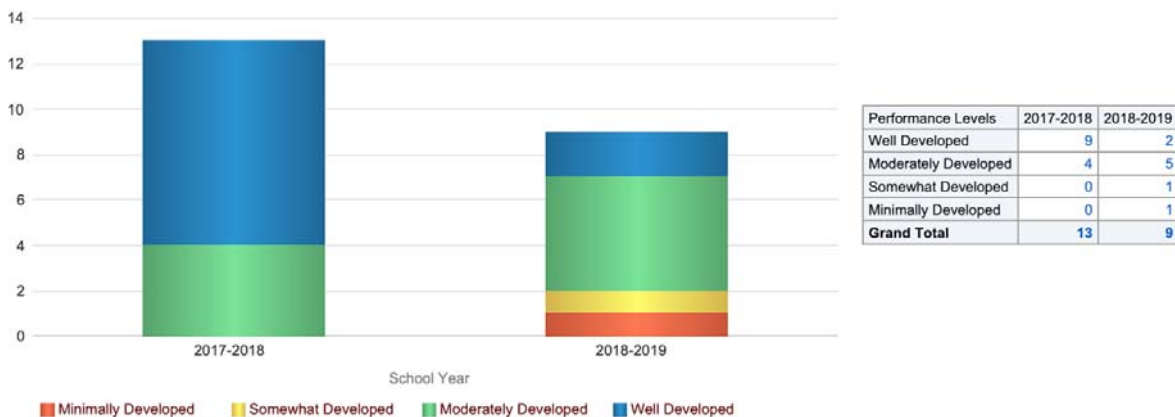
As a District affiliated charter school, the Charter School shall implement the provisions of the District's English Learner Master Plan and comply with all applicable federal and state laws, and District policies and procedures related to the implementation of the English Learner Master Plan.

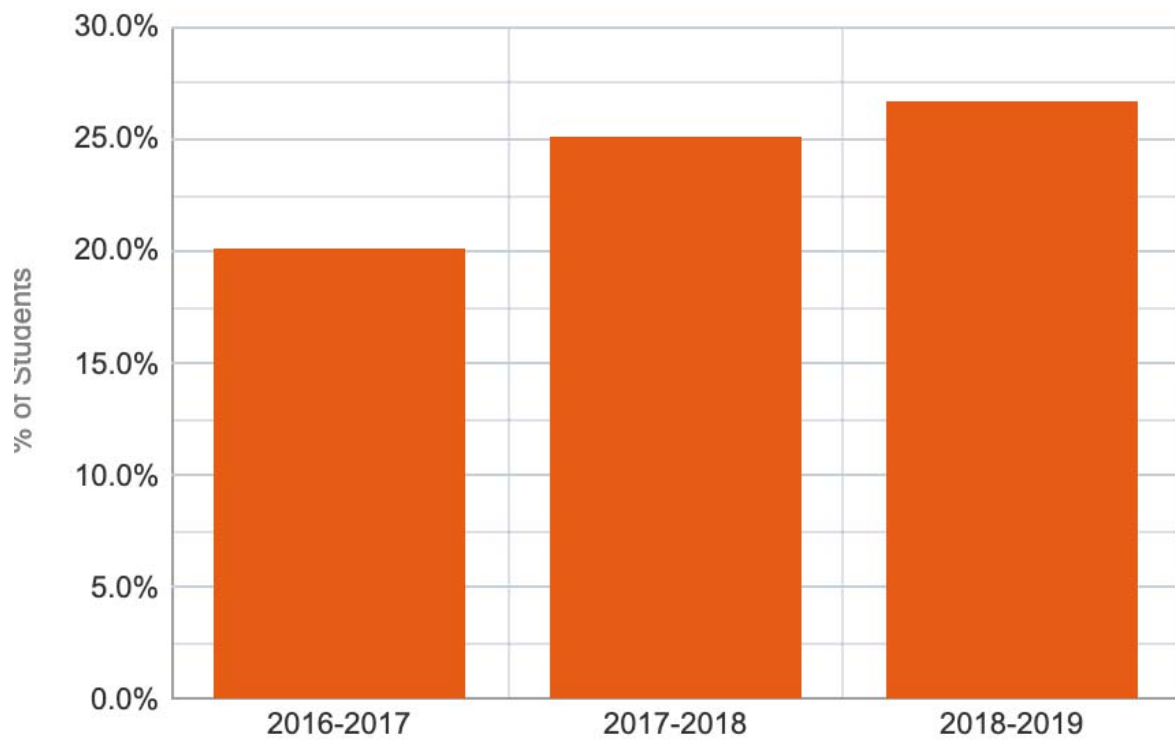
Palisades Charter Elementary School has approximately 3% English Learners, ranging from ELD 1 to ELD 5. Our EL students receive instruction through the Structured English Immersion Program. Palisades Charter Elementary School adheres to all Federal, State and District mandates. Our instructional techniques include Designated ELD, Integrated ELD, cooperative learning groups, and experiential activities. English Learners receive direct instruction (Designated EL certificated teachers in each grade level utilizing

strategies to meet the students' needs at their instructional level. English Learners participate in various enrichment activities to continue to support and expand their language development. Teachers utilize the adopted language arts programs and core literature programs for ELD instruction. Primary language support is provided, as needed, by teachers, aides, other students and parent volunteers. Our EL Designee works with teachers and administration to monitor and support EL students. The EL Designee provides all district mandated EL professional development. The EL Designee and teachers examine student assessments, DIBELS, ELPAC scores, report card grades in ELA, and parent input to determine student readiness for reclassification, following all District guidelines. EL students are discussed at regular SSPT meetings to ensure that English Learners are held to the same high expectations of learning established for all students. The SSPT (Student Support and Progress Team) is composed of English Learner Coordinator, LTEL Designee, Principal, General Education Teachers, Special Education Teacher, School Psychologist, and the student's classroom teacher. The team discusses strategies to provide necessary support to ensure that the student is making progress. The staff plans, strategizes and instructs all students addressing individual needs and ELD levels with the goal of reclassification within five years of becoming designated as English Learners.

ELPAC Performance Trend 2016-2019 – These bar graphs as reported in the CDE dashboard demonstrate the progress of our English Language learners.

English Language Proficiency Assessments for California (ELPAC) Performance Trend





**% Reclassified**

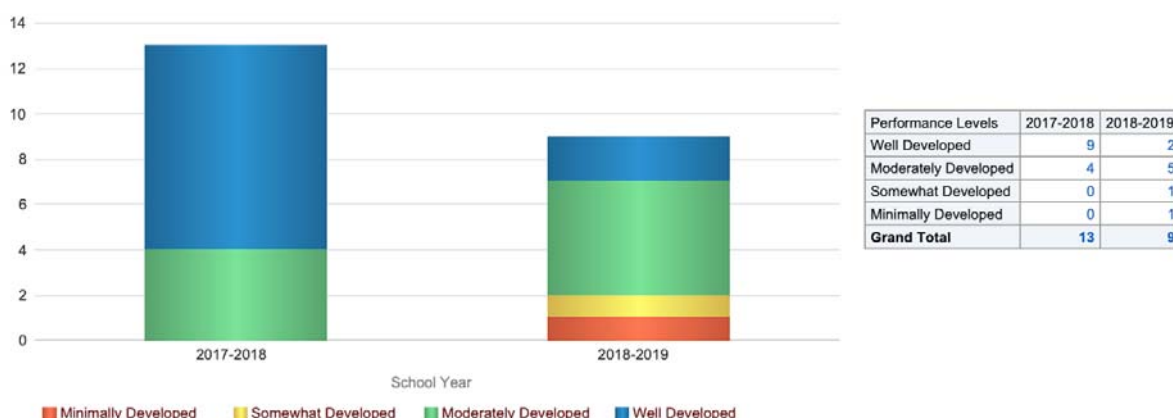
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CDE/Dashboard rating is at or above Proficient in ELA & Math



## ELPAC Performance Trend 2016-2020

English Language Proficiency Assessments for California (ELPAC) Performance Trend



## Reclassification Rates Over Three-Years

Results are not available by SLC

School Year	# EL	# Reclassified	% Reclassified
2016-2017	10	2	20.0%
2017-2018	12	3	25.0%
2018-2019	15	4	26.7%

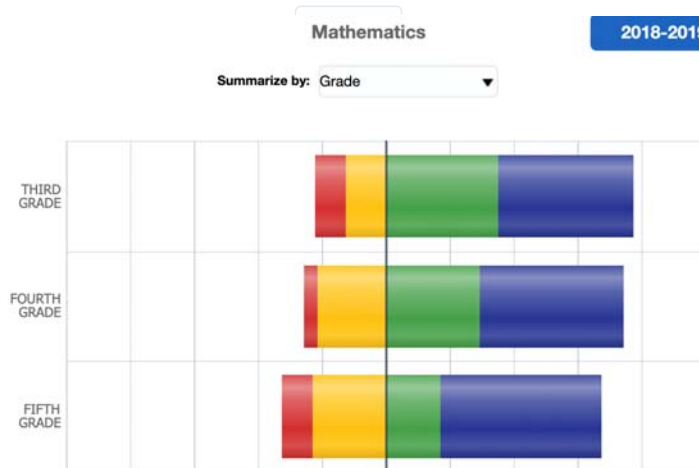
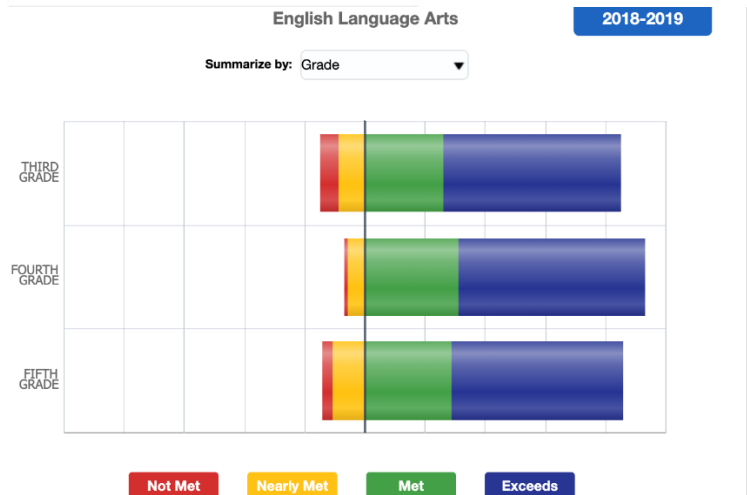
The number of EL students who reclassify Palisades Charter Elementary School will continue to address and reclassify in comparison with similar schools in the charter grouping and surrounding schools medium. In 2018-2019, Palisades Charter Elementary School was 26.7% reclassified in comparison schools whose percentage was 26.7% as compared to the LAUSD's 13.9%. (Our rate stays significantly above the District's.)

During the years 2015-2020 CAASPP/SBAC results indicate that Palisades Charter Elementary School has a higher percentage of students achieving at a Proficient or Advanced level than both the District and the State averages. The data reported in the CDE Dashboard demonstrates progress in grades 3, 4, and 5. Annually staff disaggregates this data in order to provide differentiated instruction to the targeted skills for these grade level students.

DIBELS Reading Composite Score		
Literacy		
83 /17.3%	323 /67.2%	75 /15.6%
▲ Increase	■ No Cha...	▼ Decrease

SBAC ELA Standard Proficiency			
Literacy			
30 /6.0%	16 /3.2%	11 /2.2%	19 /3.8%
▲ Large I...	■ N/C Inc...	▼ Decrease	▼ Large D...

SBAC Math Standard Proficiency			
Numeracy			
25 /5.0%	14 /2.8%	8 /1.6%	28 /5.6%
▲ Large I...	■ N/C Inc...	▼ Decrease	▼ Large D...



SBAC ELA Standard Proficiency			
Literacy			
95 /19.1%	44 /8.9%	11 /2.2%	4 /0.8%
● Exceed...	● Met	● Nearly ...	● Not Met

SBAC Math Standard Proficiency			
Numeracy			
68 /13.7%	54 /10.9%	24 /4.8%	9 /1.8%
● Exceed...	● Met	● Nearly ...	● Not Met

## **Gifted and Talented Students and Students Achieving Above Grade Level**

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

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

At Palisades Charter Elementary School many students demonstrate an ability to achieve beyond grade level. Gifted and Talented Students and students achieving above grade level is our largest identified subgroup, which comprises over 40% of our population in grades 3 to 5. Teachers provide students with many opportunities to study the core curriculum with increased depth and complexity. With support from staff training, teachers incorporate strategies that emphasize higher level thinking skills and promote novelty in student outcomes. Classroom differentiation allows for individualized extensions of the curriculum, creative problem-solving activities, and acceleration of the curriculum when appropriate.

Palisades Charter Elementary School has a GATE coordinator who works with teachers to provide current training on gifted instruction and differentiation. The coordinator also meets with parents to explain the GATE identification process and to give information about the educational opportunities for their children during annual parent presentations and parent-teacher conferences.

Consistently, state test results indicate that Palisades Charter Elementary has a higher percentage of students achieving at a Proficient or Advanced level than both the District and the State averages.

Palisades Charter Elementary School is committed to providing students with opportunities to study the core curriculum in-depth. The program at Palisades Charter Elementary School is available to all students in every classroom that show the ability to receive such differentiated instruction, not only those identified as GATE. Higher level, creative and logical thinking activities provide for the depth, complexity and novelty that define a high-quality gifted program. The classroom teacher differentiates curriculum to meet the needs of the gifted students. Professional development opportunities related to GATE are offered in-house as well as in university and college coursework on a yearly basis. When a classroom teacher recognizes advanced achievement by a student, the classroom teacher refers that student to the gifted coordinator. The coordinator and administration conduct a review of the student scores, achievements and records, and a determination is completed as to whether or not to proceed with District verification of GATE identification.

As an Affiliated Charter school, Palisades Charter Elementary School completes a fee for service form to be sent to the Charter Office for approval and then to the LAUSD GATE

office for screening. When GATE testing is completed, processing will be completed by LAUSD GATE office for a fee for service.

In Grade 2 only, students who demonstrate high achievement on a nationally standardized, norm-referenced, group administered measure of verbal and non-verbal school abilities (OLSAT-8) will be identified as GATE in the High Achievement Ability category.

### **Students Achieving Below Grade Level**

Meeting the needs of our diverse student population (students with disabilities, English Learners, students achieving substantially above or below grade level, students of low socioeconomic status, and other special populations) may include, without limitation, the following:

- The use of accommodations;
- Three-tiered Response to Intervention strategies;
- The reinforcement of skills in small group settings;
- Use of a variety of cooperative learning experiences;
- Creating scaffold learning opportunities;
- Collaboration between parent and teacher;
- Direct intensive instruction during school – push-in and pull-out;
- Involvement of additional support or tutoring from volunteers in the community;
- Use of additional school support personnel, such as instructional aides;
- Extended learning programs;
- Use of EL instruction;
- Consultation with the Student Support and Progress Team;
- Follow-up with the Student Support and Progress Team to monitor student progress for at least a 6-week time frame at which time the team will reconvene if necessary.

Teachers participate in on-going educational and professional development on current methodologies to meet the needs of diverse learners. They observe best practices at other sites, and integrate these innovative teaching strategies into their daily instruction.

As an Affiliated Charter school of LAUSD, Palisades Charter Elementary School will follow all District guidelines, procedures, and policies for Special Education.

As a continuing Affiliated Charter school of LAUSD, Palisades Charter Elementary School's instructional program has already been implemented. In an effort to meet the needs of our diverse population, we welcome input at any time from students, parents and community members. The staff members at Palisades Charter Elementary School continually strive to develop and implement new and innovative programs in furtherance of Palisades Charter Elementary School's supportive and socially respectful school environment.

As an annual part of Palisades Charter Elementary School's regular evaluation process, all student assessments and/or work samples are analyzed by grade level teams to identify

student strengths and deficit areas for all students, including students “at risk”. Low achieving students may be identified based on DIBELS scores, classroom assessments, and benchmark assessments.

After the data has been analyzed, grade level teams will develop and monitor appropriate interventions, differentiated instructional strategies and/or additional supports that are to be designed and implemented.

If further support is necessary, administration, faculty, and/or parents may refer students to Palisades Charter Elementary School’s Student Support and Progress Team (SSPT). The SSPT is comprised of general and special education teachers, an administrator, student’s parents and other professional specialists such as: the school psychologist, EL Coordinator, GATE Coordinator, school nurse, adaptive physical education teacher, occupational therapist, physical therapist and other need personnel as indicated in the LAUSD assessment plan. The SSPT will develop an action plan by which intervention strategies are developed and systems for monitoring those strategies are put in place.

If a student struggles to meet grade level standards, then further assessments may be conducted. Assessments may include individual testing, observations, review of student’s school records, report cards and work samples. Any individual assessments require parent consent. Assessments are administered in all areas identified/ related to the area of concern. Assessments are always administered without cultural/racial/gender bias and per LAUSD requirements. If assessments are conducted as part of the special education process, they will be completed within the mandatory 60 days.

### **Socioeconomically Disadvantaged Students**

Palisades Charter Elementary School provides a variety of enrichment programs to support the needs of all students as well as those that are Targeted Low Performing (TSP) students (5% of total population). Some activities include Arts Matters and Ballroom Dancing. Palisades Charter Elementary School provides music, drama and visual arts programs. The school also maintains an orchestra program and a music program that emphasizes the Orff-Schulwerk method. The school’s emphasis on the arts, technology, science, social studies and class field trips help the school meet the needs of SES students.

**Arts Attack:** Provides visual and spatial art activities that help develop social interaction among all students while developing their creativity, curiosity, self-expression and communication.

**Orchestra, Music, Ballroom Dancing:** Provide kinesthetic integration allowing students to explore their senses in a non-competitive environment where students are given expanded opportunities in the arts to develop auditory, expressive, and social skills. Students develop corresponding patterns, structures, and relationships in a creative environment. Music and dance help students develop vocabulary, arts appreciation, teamwork, spatial awareness and enhanced critical thinking skills. Regardless of SES, students who are

exposed to music programs score higher in Math and Science. As per Stanford study, Music Moves Brain to Pay Attention, states how music helps students pay attention, process language, improve memory, make predictions, and update events in memory. The study also notes that rich music programs improve attendance and graduation rates.

Field Trips: Provide students the opportunity to experience their curriculum firsthand. Visits to museums, including the Getty Center and the Natural History Museums provide students with an appreciation of culture beyond the school walls. Trips to the Chumash Interpretive Center, the Wells Fargo Museum, the Banning Museum, and a California mission bring history to life.

## **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 adhering 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..

### **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.

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The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEPs”) in the format required by the District and will enter accurate assessment and IEP data into the District’s designated data system (Welligent) in accordance with LAUSD policies and

procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review and . submit to the District all required reports.

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

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

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

Upon a 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 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.

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.

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

#### **Students in Other Subgroups**

Homeless Youth and Foster Youth are identified through the questionnaires in the enrollment packet. The principal and homeless liaison, work together to ensure equal access to the school curriculum as well as to provide families with information on how to access other resources as needed. Even though this is a numerically insignificant subgroup, the principal and homeless liaison will work with community agencies to ensure success of our Homeless and Foster Youth.

## **“A TYPICAL DAY”**

Walking up the stairs to the front door, it is clear that Palisades Charter Elementary School is a unique and special place. The inspiring architecture is reminiscent of old California, and it feels as if the students are entering a historically significant place of learning. As soon the door to the school opens each morning, the energy and excitement is palpable as students stream in excitedly to begin their day. Students arrive by car, bike, and on foot. The front steps provide a community gathering place for parents and allows them to greet one another and to promote parent sponsored programs such as finding volunteers for Yee Haw Day or Pali Giving. Some mornings might have the front steps buzzing with Student Council members selling Valentine Grams to raise money to buy toys for Children’s Hospital. A visitor will enter through the main office, where he or she is warmly greeted by office staff and will likely also encounter community members signing in to help out in classrooms, attend a Coffee and Chat with the principal, attend a PEP meeting, or to put in some work on a parent committee.

On a typical day at Palisades Charter Elementary School, the students are engaged in a wide variety of activities so that each school day is a unique experience. There never seems to be enough time in the day to pack in everything that the students will be experiencing in each classroom. Teachers and students maintain flexible schedules to accommodate the diverse enrichment activities in which they participate, including trips to the Computer Lab, The Discovery Garden, Design Lab, drama, dance, music classes, library, physical education, Cultural Assemblies, and special activities such as International Day or Olympic Day, Kids Heart Challenge, and Fitness Day. Grade levels and individual teachers have the opportunity to adapt lessons and activities to their own style and their students’ unique learning modalities, so that while every classroom is focused on meeting the Common Core State Standards, no two classes or schedules are identical. The educational experience for students at Palisades Charter Elementary School is fluid and ever changing, so that teachers are able to best meet the needs of their unique students.

First thing on Monday mornings, the entire school comes together for a morning assembly. The principal, parents, teachers, Students Council Officers, and other community members have an opportunity to say the Pledge of Allegiance, sing the school song, inform the school community of upcoming events, share other announcements, or present awards. Once assembly is over, students go to their classroom and many classrooms begin the week by participating in a morning meeting, or TRIBES community circle, to help build a sense of classroom community and to ease the transition from home to school. Using TRIBES agreements, students are encouraged to share in a safe and respectful school environment, supporting our mission of developing positive social awareness. The hallways and classroom walls are covered in student work so that, even when students are not present, there is ample evidence of the academic excellence that our students successfully achieve.

The kindergarten yard and classrooms are tucked in the corner of the school near the Lori Petrick garden. The TK and kindergarten teachers lay the foundation for our school’s ability to fulfill our mission of academic excellence, an appreciation of the arts, and positive

social awareness. Furthermore, the TK and kindergarten teachers often are the first to initiate bonds between our school and larger community. Parent assistance in the classroom is welcomed and encouraged. With the help of our community collaboration, teachers are able to nurture every learner and begin instilling a love of learning that will continue throughout their lives. The TK and kindergarteners begin their day with small group language arts rotations. They participate in activities that relate to the letter of the week, monthly holidays, and themed units from the adopted reading program. Reading is supplemented with read-alouds that are related to subjects that are integrated into units of study in science and social studies. TK and Kindergarten teachers take a developmental approach to teaching language arts. During the morning language arts time, the teachers teach appropriate classroom behavior and foster both collaborative and independent skills while engaging their students in lessons that teach concepts of print, phonemic awareness, letter shapes and sounds, phonics skills, sight words, decoding skills, proper printing, and writing. TK and kindergarteners are introduced to our Writer's Workshop program and begin to see themselves as writers. As the students learn to read, blend, and write, they begin journal prompts, story responses, and narrative writing. In the spring they write Informational Books that allow them to write about the things that they know in order to share their knowledge with others. Kindergarteners celebrate authors such as Dr. Seuss by reading some of his classic stories with their reading buddies or learning about short vowel sounds by creating rhyming pattern books based on Seuss' writing. They participate each year in Read Across America to promote the joy of reading. One of the most memorable experiences in TK and kindergarten is the annual visit by Mr. Leprechaun who enjoys getting into mischief and leaving gold coins for the students. The students use their engineering skills to try to capture the elusive leprechaun. TK and kindergartners go on several walking field trips during the year, such as to the fire station and local grocery store, to learn more about their local community and the interdependence of its people. Our TK and kindergartners not only master the Common Core State Standards, but they also learn our TRIBES agreements and the importance of treating others with respect. Art is used throughout the curriculum to enhance units of study. Some projects are units or holiday related, while other projects involve more formal art instruction. Students celebrate finding math in the real world in their trip to the pumpkin patch and celebrating the 100<sup>th</sup> Day of School.

First grade students are absorbed in whole class or small group lessons first thing in the morning. Students actively participate in flexible language arts groups, led by teachers, assistants, and parent volunteers. The teachers are able to meet the diverse needs of our learners by providing differentiated, small group lessons that maintain high expectations for all students. First graders learn basic phonetic skills to build fluent readers by the end of first grade. The students read decodable books that emphasize specific phonetic sounds. Further, they read anthologies to build knowledge and background knowledge about a unit of study. The students have access to many levels and genres of books to foster a love of reading for each child. Students get to enhance the story *Flat Stanley* by documenting the travels of their own Flat Stanleys. In math, first graders develop an understanding of place value and build upon their understanding of number concepts, while developing basic addition and subtraction facts. The students learn how to tell time, and experience foundational money skills in their classroom. The use of SmartBoard gives

the students a wonderful opportunity to experience hands-on math activities. After lunch, the first-grade teachers participate in an effective approach to collaborative teaching. Using their rotation system, each teacher is able to become an expert in a given subject area while ensuring that each student receives a balanced curriculum complete with an appreciation of the arts. The classes rotate during the year while students study science, health, social studies, and art. This gives the entire first grade an opportunity to become comfortable with all first-grade teachers, whether studying various mediums when creating a piece of art, the three states of matter in science, or gaining a better understanding of our place within the community during social studies. They become engineers when they create their own castles to be shared with their classmates. Students go on a field trip to the Natural History Museum's Spider Pavilion to enhance their spider projects and presentations in science. Each year students experience a performance at Santa Monica's Morgan-Wixon's Theatre to enhance their music and theatre experience. They all have an all-1<sup>st</sup> Grade Picnic to promote our Tribes philosophy and build community. Chances are, when you visit Pali, you might be lucky enough to visit on one for first grade's special days including Mother's Day Tea, Daddy Donuts, Game Day (where the students share games they have made), 100<sup>th</sup> Day, or the Halloween play.

Second graders focus on critical thinking throughout the curriculum. In every subject area they are guided to ask meaningful questions and taught the foundation of research skills to learn more about their interests, thus emphasizing the process of learning. In the morning they may be discussing a story they have read and how it adds to their knowledge of their unit of study, or comparing and contrasting different versions of the same story across different cultures. During language arts, students create projects based on weekly stories. They utilize computers to enhance vocabulary and grammar. In math, second graders are consistently given rigorous instruction, as well as time to discover concepts for themselves, to choose manipulatives and strategies to use in problem solving, to discuss solutions with classmates, to present their work, and to engage in special challenges. Open-ended Common Core problems are used to enhance each math topic. Similarly, in science they are also regularly engaged in hands-on, collaborative, inquiry-driven projects while they learn about the inquiry process. During science instruction students spend time writing observations and wonderings about their growing silkworms or mealworms, work in groups to discover concepts of balance and motion, or work on an integrated research project about an animal of their choice. A highlight of science in second grade is the creation of fossils to enhance the investigations of pebbles, sand, and silt. Social studies is a very interactive as the students present their Biography reports dressed up in costume to share the research that they have done on their famous person. Near Thanksgiving, when, after studying about the hardships faced by the pilgrims and their relations with the Wampanoag, the second-grade students, teachers, and parents dress in costumes and gather together to eat a near-authentic first Thanksgiving meal. Second grade enriches the curriculum with many field trips including watching a play at Pepperdine University, studying art at the Getty Villa, LACMA, and Getty Villa, and learning about the environment at Tree People and Pali High's Earth Day.

Third graders students are equally engaged in their curriculum. Students in third grade read new stories every week and complete projects, often integrated with art, related to

these stories. The third graders receive additional support during language arts rotations to help them develop skills in reading, grammar, vocabulary development, and writing. The weekly reading passages are enhanced through varied projects. In the second part of the year, third graders begin to read core literature novels as they prepare their transition to fourth grade. They present “How to” tutorial projects and presentations to enhance their public speaking skills in language arts. They are also given the chance to share their traditions and culture during their Wintertime Traditions project. In Social Studies, students learn about the lives of California Indians. They complete a research project on tribes of each region, studying the tools, clothing, customs, folklore, skills. As a culminating activity, students visit the Chumash Interpretive Center to reenact lives of the local Chumash tribe. Third graders also enhance their social studies experience by visiting the Leonis Adobe Museum to learn about early California. They also create their own goods to buy and sell to one another through a classroom economy simulation at Market Day. In math, the third graders create a boomtown to enhance their math curriculum. The students create advertisements, build towns using geometric shapes, and create stories of the happenings in their boomtowns. In the computer lab third graders create a Pork Project Brochure to enhance their Numbers in Base Ten number sense. In science, the students get to enhance their understanding of Forces in Motion when they visit “Big Labs” at the California Science Center. In the Design Lab the third graders create their own Rube Goldberg Machine.

Fourth grade students are always hard at work! At the beginning of the year, fourth grade students use core literature for language arts. The students read the books and create projects related to the stories. When the students read *Cricket in Times Square*, they make their own crickets using clothespins and pipe cleaners. They also design their own cage that would make Chester Cricket much happier than the one he is given in the story, and then students detail their design with a writing activity. Students work on mapping skills as they create maps of the island detailed in *Island of the Blue Dolphins*. When students read *By the Great Horn Spoon*, they make up a story about how a California town got its name, and they create perspective drawings of their town. Finally, the students create yarn dolls and beautiful Mexican bark paintings to enhance their experience when reading *Esperanza Rising*. Most of the core literature books create a meaningful tie-in to the social studies units that the fourth graders are studying. In the last part of the year, fourth graders transition from core literature to Literature Circles. During Literature Circles, students are put in reading groups based on their interest and reading level in a given selection of novels. They take on various roles with this program including Studious Summarizer, Word Wizard, Capable Connector, Artful Artist, Literary Luminary, and Discussion Director. Literature Circles allow students to participate in a book club-type format, and gives them many opportunities to discuss and delve into their selected novel. Writing is emphasized throughout the curriculum. During math, the students are focusing on the Common Core State Standards, and participate in open-ended activities such as “The Turkey Problem” as they develop their understanding of mathematical concepts. At the end of the year, tetrahedron kites hang from the ceiling, illustrating geometry concepts that the students have been studying. Fourth graders engage in many activities to enhance their knowledge of their state’s geography, history, and population, and many of these activities allow for artistic creativity, individualized choice, and peer collaboration.

While studying geography students create maps and tourist brochures to educate the class on California's popular destinations and different regions. They create newsletters using technology to learn about explorers related to California history. While studying missions, students create models, scrapbooks, written reports, or videos of a chosen mission. The California mission unit culminates with Mission Day where the students participate in a variety of mission-area activities including adobe brick making, weaving, games, and candle making on Mission Day. While studying pioneers, the students work together to conduct research and make PowerPoint presentations on famous Californians. The class is also divided into wagon trains for a simulated trip headed west from Independence, Missouri. The journey West requires students to collaborate in making critical decisions, such as debating whether to cross a rising river or to wait and see if the water level lowers, then students journal about their experiences traveling overland from the perspective of a pioneer. In a culminating social studies experience, the grade enjoys a Gold Rush Day on campus to get an experience of what people during that time experiences during that time in history. During Gold Rush Day, students make rope, play a laundry toss game, practice lassoing skills, milk cows, and pan for gold. Students create PowerPoint presentations or posters when learning about famous Californians. Social studies is enhanced with field trips to the Banning House, San Gabriel Mission, and Wells Fargo Museum. Fourth grade teachers use rotations for science so that the teachers can become an expert in one field of science, and it allows the students to work with each fourth-grade teacher during the year using exciting hands-on activities and experiments. During science, students might create their own ecosystem by growing plants in recycled plastic bottles in the Life Science unit, create a working circuit to light a light bulb in the Magnetism and Electricity unit, or build a model of the Earth's crust during the Earth Science unit. Art is integrated throughout the curriculum. In the latter part of the year, fourth graders participate in a wonderful drama program, allowing the students to develop their communication and interpersonal skills. In Design Lab fourth graders create their own waterproof homes using the engineering design process.

Fifth grade classrooms reveal even more variety in daily activities. During language arts, students read core literature tied to the social studies program. The focus of the fifth-grade reading is questioning and inferences. Writing is developed through all curricular areas. At the end of the narrative writing unit, parents are invited to the Authors' Celebration where students share their writing. During math, the fifth graders engage in many extension projects related to the Common Core State Standards. Students write journal entries and design cabins to recreate the survival theme when reading *Sign of the Beaver*. They find songs that they feel capture the characters in *Maniac Magee*, then develop a character profile and write about how the lyrics relate to that character. In addition, they can choose from many projects to bring the book to life, including creating a movie trailer that might exemplify the book. The students build 3-D robots using geometric shapes from recycled materials, and then calculate the surface areas. Mathematics focuses on open-ended problem-solving investigations. Fifth grade students regularly collaborate in groups, but are also supported in an individualized curriculum so that they learn to manage their time and work independently in preparation for middle school. On any given day, in the same classroom, a group of students might be working collaboratively on an integrated social studies-language arts project, such as making a

colonial newspaper, creating a state float, or preparing an iMovie presentation on a Native American tribe, while other students are simultaneously writing independently or with partners, others may be conducting internet research on a laptop, while still others are working on a piece of art in response to a chapter they read in a novel. A walk down the hallways reveals the exciting activities being taught in the science program including digestive system and molecule models. The fifth-grade students rotate for science, which allows them an experience that will help the students with their transition to middle school. The fifth grade visits the Griffith Park Observatory to enhance their unit on the Solar System. In the first part of the year, the fifth graders participate in a wonderful drama program. In the spring, the entire 5<sup>th</sup> grade collaborates to participate in a Cardboard STEM Challenge, where they design and create carnival games to be shared with the entire school. The multitude of activities that the fifth graders participate in gives students a chance to pursue individualized interests, provides exposure to the arts, and allows these older students an opportunity to give back to their community and work as mentors in accordance with our school's vision to instill social responsibility. In Design Lab fifth graders create their own taco factory using the engineering design process.

The auditorium also provides a wonderful space for learning. TK-5 classes receive weekly music class that incorporates singing, dancing, and playing instruments with our PEP provided music teacher. The students learn to read and write music, and play percussion instruments including xylophones. Third grade students learn the recorder. All students showcase everything they have learned throughout the year at their Spring Concert. 4/5<sup>th</sup> grade students engage in drama games and learn stage vocabulary with our PEP provided drama teacher. The auditorium is also home to Cultural Assemblies, the Science Fair, class plays, musical performances, Student Council elections, and graduation/culmination ceremonies.

The computer lab allows students to access technology to support classroom learning. Our computer lab instructor works closely with teachers to help develop lessons and prepare projects for the students that fit seamlessly with classroom curriculum, and to ensure that technology skills progress consistently through the grades. TK/kindergarten students begin their classes in the lab after Thanksgiving. They work on improving their fine motor coordination and mouse skill working on various projects. They are eager to complete tasks so that they can go on Starfall and use a fun program to develop technology skills. First graders further develop their technology skills using Pixie to create projects that support their learning in the classroom. Second grade students begin to transition to more challenging work as they are introduced to Microsoft Word, and work on more complex Pixie projects. They are introduced to Bee Bot robots, that allow them to learn to write basic code to program their bee to move on the mat. They further develop their coding skills with Crystal Rainforest, a game that requires them to code to create a program to help save the sick king. Third graders refine skills that they have been developing in earlier years. They continue to use Pixie, Microsoft Word, PowerPoint, and Excel. They are also introduced to Logo to further develop their coding skills. Fourth graders begin the year with daily intensive typing practice. Then, they begin to further learn Logo and create a coding project where the individual students create a building using code, and the students' work is combined to make a complete city. The computer lab teacher gives each



classroom activities to use to participate in the Hour of Code, a nationwide program that allows students to work through the process of solving problems that range from simple to truly abstract. Palisades Charter Elementary School is a Common Sense Media Certified school.

Learning does not disappear once the students leave their classrooms. Lunch and recess period give students the opportunity to develop and pursue activities that they are interested in beyond the classroom. During lunch and recess, lower and upper grade students have staggered play times to minimize the number of students on the equipment at one time, and TK and kindergartners have a separate play area. We have a full-time Conflict Resolution Coach who leads students in resolving yard issues respectfully, in accordance with our TRIBES community philosophy. Additionally, the Conflict Resolution Coach visits classrooms to train students in conflict resolution skills as age appropriate and to follow up on issues that occur on the yard. Yard supervisors are trained in the TRIBES Program so that students are consistently expected to follow our same school agreements both in and out of their classrooms. It is common to see our adult assistants leading games, turning on music and encouraging students to dance, reviewing the rules to a game, or helping a shy student join a group. During the lower grade lunch time, 3rd through 5th grade student volunteers, called PeaceMakers, also assist the younger students by helping students initiate games, follow the agreements, and resolve disputes fairly. Our school leaders meet regularly during their lunch time through their participation in the Student Council. While one component of Student Council is planning spirit day, the main focus of Pali Student Council is community service related. During the Winter holidays, students create cards and letters to be sent to Wounded Warriors. The students sell Valentine Grams on Valentine's Day. The proceeds are used to buy toys that are donated to Children's Hospital. In the spring, the Student Council participates in the Pennies for Patients program. They host a schoolwide collection of coins that are donated to the Leukemia and Lymphoma Society.

The involved parents at Pali are supportive of many wonderful programs that make our school unique. All students receive physical education from our knowledgeable coaches. The coaches teach all grades TK-5. They begin with TK/kindergartners learning skills such as skipping, hopping, and jumping rope in addition to learning playground sports and activities. Students build those skills each year. The upper graders begin to prepare for the mile run and the state physical fitness exam. Our librarian reads books related to the curriculum to students during their library period. Additionally, she provides assistance in selecting independent reading and book report books, or upper grade students using reference materials for research or reading independently. The library is open during recess and lunch to give students different options during their playtime. Coffee and Chat meetings with the principal and parents, parent education classes led by the Parent Community Outreach Committee, or professional development meetings for the staff are also frequently conducted in the library.

One of the most beautiful places on our campus is the Lori Petrick Garden, named after a beloved 4<sup>th</sup> grade teacher who passed away unexpectedly several years ago. The Lori Petrick Garden is a pleasant shaded area with picnic tables. It is common to see classes

making use of the beautiful space with a reading club or an art lesson, or students just relaxing on the grass with a book. Adjacent to the Lori Petrick Garden is the Discovery Garden where students have a hands-on opportunity to conduct experiments, make observations, and enhance their classroom science curriculum. TK and kindergartners might be planting spring veggies, first graders might be observing and recording notes on herbs or rainfall, second graders might be observing and doing research about insects and butterflies, third graders might be consuming something from their Nutrition Garden, and fourth and fifth graders might be collecting dead plant matter for decomposition in the worm bins or participating in a community service activity through the Garden Club.

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

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

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

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

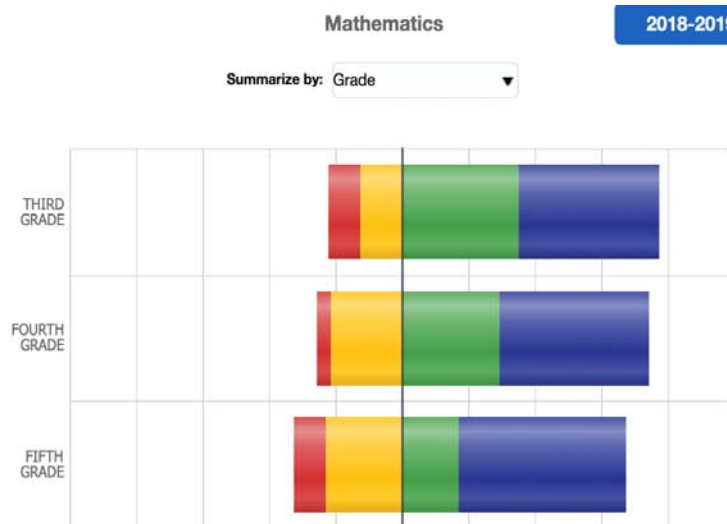
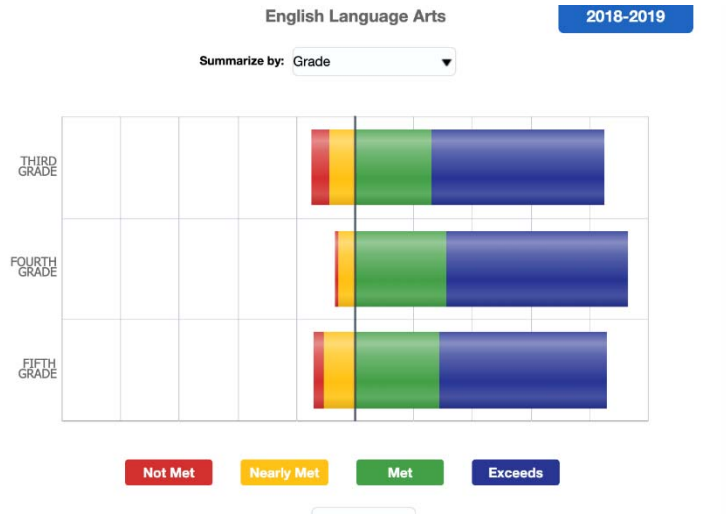
### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

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

DIBELS Reading Composite Score			SBAC ELA Standard Proficiency				SBAC Math Standard Proficiency			
Literacy			Literacy				Numeracy			
83 /17.3%	323 /67.2%	75 /15.6%	30 /6.0%	16 /3.2%	11 /2.2%	19 /3.8%	25 /5.0%	14 /2.8%	8 /1.6%	28 /5.6%
▲ Increase	■ No Cha...	▼ Decrease	▲ Large I...	■ N/C Inc...	▼ Decrease	▼ Large D...	▲ Large I...	■ N/C Inc...	▼ Decrease	▼ Large D...



It is Palisades Charter Elementary School's goal to have its students meet the District's Performance Meters including, but not limited to: 100% graduation, academic proficiency for all students, 100% attendance, improved and increased parent and community engagement, and school safety. Palisades Charter Elementary School also has as a goal, its students' mastery of the Common Core State Standards, as measured by the Smarter Balanced Assessments of English/Language Arts (ELA) and Math, the SBAC 5<sup>th</sup> grade Science Assessment, the Alternate Assessments, District Interim Assessments, and additional formative assessments. Additionally, as part of our school's vision and mission, Tribes will be integrated in the social/emotional basis of an enriched curriculum

for all students. Palisades Charter Elementary School students may also receive instruction through Restorative Justice, Second Step and/or other Tribes activities.

Pupil success towards these outcomes will be measured through positive and sustainable interactions, reduced office referrals, mutual respect and appreciation to others, appropriate use of both conflict resolution and behavioral management strategies, and increased participation in school generated social responsibilities.

Mastery of the standards is a goal of the No Child Left Behind (NCLB) legislation and is evidenced by the CDE Dashboard report. The target proficiency rate as identified by the California Department of Education (CDE) for 2019 was 89.2% proficient and advanced in ELA, and 89.5% proficient and advanced in Mathematics. The goal under the new testing system is to exceed these numbers and, eventually, to reach 100% proficient and advanced, as delineated by the California Department of Education (CDE). The following charts demonstrate the overall growth in percentages of students who are proficient and above in ELA and Mathematics.

In addition to our school-wide goals, Palisades Charter Elementary School also has goals for improvement amongst members of our student subgroups listed in the 8 state priorities of the Local Control and Accountability Plan (LCAP) goals in Element 1. Specifically, we would like to focus on improvements that exceed school-wide academic progress (as measured by SBAC) for our Targeted Low Performing, Foster youth, Low income students, Latino students, African American students, Reclassified Fluent English Proficient (RFEP) students, Students with Disability (SWD), and English Learner populations. The staff would also like to see improvement in other areas, such as increased parental involvement and increased student attendance, and to maintain its current 0% suspension rates. We abide with our different unions and work within the Collective Bargaining Agreements.

At the beginning of each year, Palisades Charter Elementary School's staff collects all of our academic achievement performance outcomes, as measured by CAASPP/ SBAC, from the CDE, MISIS, and other District-provided resources, to analyze our yearly progress. This Data is disaggregated and used to establish Palisades Charter Elementary School yearly progress on a school-wide basis and for our focused subgroups, as well as to develop yearly goals and plans for achievement. We are currently using local measures and District interim assessments and other mandated testing.

<sup>2</sup> Provisions pertaining to this element related to decision making and implementation of professional development, budget authority, committees, technology, curriculum, etc., must comply with all applicable collective bargaining agreements or approved waivers.

## **MEASURING PUPIL OUTCOMES:**

### **SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

Palisades Charter Elementary School will administer the Smarter Balanced Assessments (or other State Assessments) to students in grades 3-5 (or other grades as required) to assess student mastery of grade level standards. Students in 5<sup>th</sup> grade will be assessed using the California Science Test (CAST). As with the Smarter Balanced Assessments, mastery will be measured by the results of students scoring at proficient (standards met) and advanced levels (standards exceeded) on these assessments. During the year, teachers will analyze interim assessment data, classwork, and teacher-created assessments to ensure students are making progress throughout the school year. Feedback from formal and informal assessments; individual reading, writing, and math conferences with students; portfolios; and exit ticket strategies to effectively understand their proficient and deficient skills towards mastery of the Common Core State Standards, and provide teachers with data to guide instructional needs. The LCFF State Priorities tables provided in Element 1 of this petition include student performance targets by subgroup. Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers.

### **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.

As an affiliated charter, we utilize the assessments that the District sets forth. DIBELS and IABs are formative assessments that are implemented at least two times per year in the specified course or content area. The District assessments can be reviewed on platforms such as MyData, mClass, CAASPP, and Whole Child Integrated Data.

Palisades Charter Elementary School uses a wide variety of assessment tools and strategies. Assessments are conducted regularly in all academic areas to determine student progress in mastering grade-level standards.

In addition to the assessments listed above, teachers have an expansive repertoire of diagnostic tools to use as necessary. Teacher-selected assessments may include, but are not limited to the following:

- Project-based learning assignments
- Publisher-provided tests
- Teacher-developed assessments
- Student portfolios
- Writing samples based on given prompts
- Demonstrations/presentations
- Performance assignments
- Rubric-scored assessments

- Student conferences
- Running records
- Work samples
- Homework
- Teacher observations, checklists, and anecdotal records
- Math and Science journals

These types of assessments allow for meaningful application of essential knowledge and skills, and provide a wealth of data for teachers to evaluate student performance, growth, and achievement. A variety of assessment tools are used in order to get a comprehensive representation of student achievement. Data is collected and studied by teachers independently and at grade-level collaboration meetings.

### **DATA ANALYSIS AND REPORTING**

Student outcomes are measured through ongoing diagnostic, formative and summative data (SBAC, CELDT, MyData, curriculum-based assessments, teacher assessments). Teachers begin each year by assessing the skills the students have at the beginning of the year. Teachers use a combination of teacher created materials, LAUSD adopted materials, and commercially available materials related to specific units of study, or skill development. The results are evaluated by the classroom teachers during grade level meetings, and are analyzed with emphasis on the grade level standards.

To further ensure success for all students, the principal and teachers will review the results of prior year SBAC assessments early in the school year.

Collectively, the data will be analyzed, and specific data-driven decisions will be made. The data will be used by teachers to help support student learning, apply appropriate teaching methodologies, and be a guide in monitoring progress. Teachers identify various student achievement subgroups. Teachers analyze data on subgroups such as students who may need targeted intervention, students in Special Education, GATE students, high performing students, and English Language Learners. Teachers use this information to plan and differentiate instruction across the curriculum, while also creating three-tiered intervention and enrichment, as needed. It is the goal of the instructional program to have all students make progress each year with appropriate supports.

Assessment continues throughout the year with teacher created materials, LAUSD adopted materials, commercially available materials, portfolio assessments, rubrics, projects and IEP goals to determine student progress.

Vertical articulation between 5<sup>th</sup> grade and 6<sup>th</sup> grade is used to help identify students' attainment of skills and readiness for transition into 6<sup>th</sup> grade. These meetings are planned and scheduled with local elementary schools, including Palisades Charter Elementary School, and Paul Revere Middle School. As a collective team, areas of need are identified.

Parents will be informed of student achievement with progress reports, distributed three times a year. Formal parent conferences will be held once a year and as needed to support academic progress, social well-being, and student responsibilities. Parents may also be informed, as needed, through emails, phone calls, and informal conferences. Parents will learn about grade level and teacher expectations during the scheduled Back-to-School Night at the beginning of the academic year.

School performance will also be shared with stakeholders through the School Report Card, California Dashboard, and Principal's Coffee and Chat.

### **GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION**

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



## ELEMENT 4 – GOVERNANCE

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

### GENERAL PROVISIONS

As a District affiliated charter school, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall be in accordance with the provisions of this Charter and shall be consistent with all applicable state, federal laws and regulations, District policies, and 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).

If the charter school has a separate charter school Governing Council **N/A** ]

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

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

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

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

## **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal and state laws and 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.

### **GOVERNING COUNCIL: Purpose, Composition, and Term of Office**

**Purpose.** The on-site governing body of Palisades Charter Elementary School is known as the Palisades Charter Elementary School Governing Council ("Governing Council"). The Governing Council serves as the consensus-oriented, decision-making body for Palisades Charter Elementary School. It governs the following areas: curriculum implementation and professional development, scheduling, budgeting, assessments and programing, technology, educational programming, parent outreach, personnel selections, and assessments. Palisades Charter Elementary will comply with all Collective Bargaining Agreement (CBA) of the staff on our campus. The Governing Council's responsibilities include approving the allocation of the block grant funding –which stands as a consistent priority for class size reduction, grants, and donations, and other funds. In addition, it is responsible for setting the policies and procedures necessary to achieve the goals of Palisades Charter Elementary within the authority of the Local District West Superintendent and LAUSD Board of Education. In doing so, it is expected that the Governing Council's actions will enhance the learning experience for each student, promote overall student achievement, and ensure that each Palisades Charter Elementary School student obtains the best education possible. It is the expectation that all Governing Council representatives and alternates from each constituency will attend each Governing Council meeting to ensure that decisions of the Governing Council may be made in a timely and efficient manner. In the event of a member absence, the alternate should represent their place. The Governing Council's actions and decisions shall be bound by the decisions of the Local District West Superintendent and Los Angeles Unified School Board. In addition, Palisades Charter Elementary School will adhere to LAUSD policies and procedures and State laws applicable to charter schools. Palisades Charter Elementary School will comply with the District policy related to affiliated charter schools, as it may be changed from time to time.

**Composition** The Governing Council will be comprised of six certificated employees (including the UTLA Chapter Chairperson), one Principal, four parent-community

representatives, and one classified representative which is the CBA's composition for a school of 500 students. This composition conforms with the LAUSD – UTLA CBA and may change if the enrollment deems it necessary. Its respective constituency will elect each category of representatives. If a representative is unable to attend, there will be an elected alternate for each stakeholder group who will step in to become a voting member in the absence of the elected member: two certificated alternates; one UTLA representative alternate; an alternate for the Principal (i.e. Assistant Principal or identified designee); two parent-community alternates, and one classified alternate.

The Governing Council oversees communication, annual goal setting, and accountability which each committee is designed to take input from stake holders including teachers, Principal and parents participate in all of these separate committees commonly referred to as sub- committees. These Committees include: Budget, Curriculum/Professional Development, Parent Outreach, Personnel Selection, and Technology. The Governing Council has the authority to create additional ad hoc committees on an as-needed basis. Those ad hoc committees need to be initiated and overseen by a standing committee. Additionally, all ad hoc committees should be revisited annually by the correct standing committee.

Members of the Governing Council and any other committees of the school shall comply with federal and state laws, LAUSD Charter School policies and District policies regarding ethics and conflicts of interest, and the Brown Act.

The composition of the Governing Council and election process is subject to the UTLA CBA. Absent a waiver, the Governing Council's composition and election process must abide by Article XXVII of the CBA of all LAUSD stakeholders.

**Determining Governing Council Members.** Elections to select the certificated and classified representatives to serve on the Governing Council shall be held within the first month of school in the current academic year. The election of the parent community representatives to serve on the Governing Council shall comply with the following guidelines or alternate procedures approved by the Governing Council:

**Elections.** Elections to select the certificated and classified representatives to serve on the Governing Council shall be held within the first month of school in the current academic year. The election of the parent community representatives to serve on the Governing Council shall comply with the following guidelines or alternate procedures approved by the Governing Council:

(i) Elections to select the parent community representatives are initiated by the Governing Council parent representatives and shall be held during the spring prior to the end of the current academic year. Elections are held with the intent that the newly elected parent representatives to the Governing Council will transition to their new positions during the

summer, in time to assume appropriate Governing Council responsibilities by the first Governing Council meeting of the year.

(ii) Notification of the election will be announced by the Governing Council Parent Representatives, and nomination forms, as well as a candidate statement, will be made available to the parent community no less than two (2) weeks prior to the election. A deadline for the submission of nomination forms will be specified.

(iii) The names of nominees that are formally submitted to the Palisades Charter Elementary School office by the published deadline will be placed on the ballot and considered candidates.

(iv) Families with students enrolled at Palisades Charter Elementary School will receive one (1) ballot per family.

(v) In order to prevent multiple ballots per family, ballots and candidate statements will be sent home along with two unmarked envelopes. Each family will cast its vote and place the ballot in one of the unmarked envelopes. The first envelope containing the ballot should then be inserted into the second envelope. The second (outside) envelope should then be annotated to list the names of the parents, the names of their children/students and the classroom numbers of their children/students. This envelope should be turned in to the Palisades Charter Elementary School office by the deadline designated on the ballot. However, if Palisades Charter Elementary determines a technologically secure way for parents to vote electronically, this alternate method may be used. Each envelope received is checked off of the school's master enrollment sheet to ensure this.

(vi) Once a ballot has been received by the Palisades Charter Elementary School's office, the Palisades Charter Elementary School office staff will check off the students' names on a master list in order to document the identity of voters and to prevent multiple ballots per family. The same office staff will then remove the unmarked, anonymous inside envelope from the outside envelope, place the inside envelope in the ballot box. The outside envelope will stay on file in the Palisades Charter Elementary School office until the first Governing Council meeting of the next school year. In the event that a ballot is accidentally opened prior to this process, the office staff will request a new anonymous ballot from the family following the protocols outlined in section v.

(vii) A committee comprised of representatives from at least three (3) of the Governing Council constituencies, one being a parent representative, will count the ballots.

(viii) The two candidates with the most votes shall be the elected parent constituency representatives and the candidate with third most votes shall be named as alternate, for the same two-year term. If, as a result of premature vacancies, more than two parent representatives are to be elected in any one year (including to serve as an alternate due to a vacancy in the alternate position), then the two candidates receiving the most number of votes shall serve for a two-year term, the candidate receiving the third most number of votes shall serve for a one-year term, and the candidate receiving the fourth most number of votes

shall serve as alternate for a two-year term, so that the staggered two-year term system is maintained.

(ix) The election results will be announced in the next principal announcement.

### **Governing Council: Meetings, Agenda, Rules of Order and Authority.**

**Meetings.** The Governing Council meets monthly during the academic year, with additional meetings scheduled, as necessary. All Governing Council meetings shall be open to the public. The Governing Council and committees shall comply with the Brown Act. As the Chairperson of the Governing Council, the Principal shall have the authority and the responsibility for running the Governing Council meetings as determined by the contract of all employees. Agendas and meeting notices will be posted 72 hours in advance. Meeting minutes are available to the public through posting in the main hallway.

**Agenda.** Any member of a constituency represented on the Governing Council may submit agenda items to any Governing Council member. That Governing Council member must then submit the item(s) to the Principal no later than the Wednesday prior to the week of the particular Governing Council meeting. The Principal will then post the agenda items on the community bulletin board in the main hallway of Palisades Charter Elementary School on the first school day of the week of the particular Governing Council meeting. The agenda will be posted per the Brown Act requirements.

**Decision-Making/Consensus-Building.** Palisades Charter Elementary School's Governing Council seeks to ensure consensus in all areas of discussion, planning and decision-making among its various member constituencies

- . Palisades Charter Elementary School stakeholders believe that building consensus within each constituency group facilitates the Governing Council's approval of new ideas and its implementation of programs and policies.  
Ideas from faculty, staff, parents/guardians, pupils and administrators must be brought to the appropriate monthly sub-committee meeting.
- The members of the sub-committee will evaluate the ideas, identify potential necessary resources, and make appropriate recommendations at the faculty meeting.
- At the faculty meeting, each sub-committee will present ideas shared during sub-committee meetings. Teachers and the Principal will discuss and evaluate those ideas to determine whether the idea will be presented to the Governing Council.
- At the Governing Council meeting, each sub-committee will present committee reports and any ideas that may require a vote.
- All participants in attendance at the Governing Council meeting will discuss the committee reports and any ideas put up for vote. If the voting members of the Governing Council feel they have sufficient information to proceed with a decision, they will vote. If more information is required, the idea will be sent back to the appropriate sub-committee meeting and/or faculty meeting to obtain more information/clarification.
- To ensure efficiency in implementing decisions without delaying for follow-up ratifications, Governing Council may also task and empower a particular standing committee to act within very limited and specified parameters without the need for a

further vote, subject to that committee reporting on the same at the following month's Governing Council meeting.

**Voting.** The Governing Council governs by consensus. In the event that consensus cannot be reached on a particular issue, which determination shall be made by majority vote, then decisions shall be made by at least a two-thirds (2/3) vote of the elected representatives serving on the Governing Council. If a decision cannot be made, the Governing Council can defer a decision by one meeting to confer with the sub-committees prior to voting.

**Minutes.** The Principal is the Governing Council member responsible for running the meeting and ensuring that the minutes are taken by a delegated attendee. A draft of the minutes will be posted within ten (10) days after the meeting. At the next meeting, the minutes from the previous meeting will be reviewed, approved, and posted. A copy of the minutes will also be available in the Palisades Charter Elementary School office upon request.

**Authority.** The purpose of the Governing Council is to manage Palisades Charter Elementary School. Moreover, the Governing Council oversees the establishment, supervision and approval of the activities, recommendations, and expenditures of all the school's' sub-committees. The Governing Council shall have authority to task specific committees to review, research and make recommendations on specific matters under consideration and create ad-hoc committees as necessary. All Committee recommendations shall be subject to ratification by consensus of the Governing Council as a whole unless the committee is tasked and empowered by the Governing Council to act. Governing Council's areas of decision making may include, but are not limited to, the following areas:

School-site budgeting; including the receipt and oversight of grant funding;  
Authority to reduce class sizes below District norms, where possible;  
Instruction and curriculum implementation;  
Technology and educational programming;  
Professional development for staff;  
Approving the selection of administrative, certificated, and classified employees by the Personnel Selection Sub-Committee;  
Class scheduling;  
Parent outreach; and  
Other school site specific policies within the authority of the LAUSD Board of Education. Palisades Charter Elementary School recognizes that the Principal is the school leader. In the event that the Palisades Charter Elementary School Governing Council should take a vote of nonconfidence in the school Principal, selected from an LAUSD provided list, LAUSD will work with the Governing Council to change the principal in accordance with the appropriate collective bargaining agreement and District policy.

## **Governing Council: Committee Descriptions, Committee Guidelines, Organization Chart and Flow Chart**

### **(i) Budget Committee:**

The Budget Committee is comprised of the principal (who serves as chairperson), a teacher representing grades K through 2, a teacher representing grades 3 through 5, the UTLA chapter chairperson, two parents representatives, and the SAA. Committee members are responsible for the development and oversight of the annual school budget, comprised of funding from sources, such as LAUSD, the categorical block grant funds, grants, donations, campus generated income, and any other sources identified. Committee members will develop the budget with input from stakeholders, who have identified annual funding priorities. The committee members will also ensure that the budget remains balanced. The committee is responsible for presenting the annual budget to the Governing Council for approval and for keeping the Governing Council informed of any changes. Any significant changes or costs during a budget cycle will be brought to the Governing Council for ratification.

Palisades Charter Elementary School, as an affiliated charter school, shall have control over the budgeting and expenditure of Block Grant funds, including, but not limited to, the right to maintain such funds and/or establish reserves for carry over for future school year expenditures. It is understood, however, that a portion of block grant funding is provided to affiliated charter schools, which is and can be used to support class size reduction. Palisades Charter Elementary School oversees the receipt and management of such allocations, and will adhere to Generally Accepted Accounting Principles.

### **(ii) Curriculum and Professional Development Committee:**

This committee is comprised of certificated staff and parents who oversee curriculum and site level professional development areas. Representation from each grade level/special education is desirable. This committee and faculty are responsible for selecting and implementing, curriculum, instructional materials, assessments and instructional methodology aligned with the educational program of the charter, the demographics of the school as well as the Common Core State Standards.

According to LAUSD Policy Bulletin 5439, Palisades Charter Elementary School shall have full autonomy in their instructional programs and choice of curricular materials, consistent with the requirements of section 60000 of the Education Code, the Williams settlement, and the terms of their respective charters petitions. Additionally, "Should any subsequent updates, revisions, or changes occur to BUL-5439.0, Affiliated Charter Schools, Palisades will adhere accordingly to the requirements".

The committee leads the faculty through the process of selecting California approved textbooks, instructional methods, and curriculum in accordance with the Charter's mission and vision. They are also responsible for researching state adopted and LAUSD

recommended program and curriculum materials, in addition to programs and curricular activities suggested by Palisades Charter Elementary School stakeholders. After completing its due diligence, the committee shall present its recommendations to the staff in an effort to build consensus prior to submitting the curriculum or program to the Governing Council for final approval. When specifically tasked by Governing Council, the committee has the authority to approve or disapprove individual programs it has been asked to review. The committee, however, must advise the Governing Council as to the reasoning behind its decisions.

The committee is also responsible for fostering site level professional growth and innovative teaching strategies through professional development initiatives, including lectures, seminars, workshops, and off-site training. The committee conducts annual staff surveys regarding professional development and curriculum needs. This committee is also responsible for surveying staff with regards to professional development needs and goals. In addition, the committee will facilitate the scheduling of professional development programs and workshops. The curriculum committee will be responsible for half of the twenty-six Professional Development times and the principal the other half. The committee and the principal will collaborate to develop a tentative schedule for the upcoming school year prior to the end of the current school year. The two may collaborate on the needs and goals of the school to fulfill the mission and vision of our school.

As a District Affiliated Charter School, Palisades Charter Elementary School is eligible to participate and/or receive funds for attending District offered and required professional development. Should any subsequent updates or revision, or changes occur to BUL-5439.0 Affiliated Charter Schools, Palisades will adhere accordingly to the requirements.

Any new programs that impact instructional minutes must first be brought to the appropriate committee in accordance with the Palisades Charter Elementary School New Idea Approval Process. Palisades Charter Elementary School Each teacher has a laptop and an iPad to encourage and integrate instruction and technology with the CCSS and state adopted curriculum.

**(iii) Parent and Community Outreach Committee:**

This committee is comprised of both staff and parents. It conducts parent outreach, facilitates lectures, workshops, and other events related to the Palisades Charter Elementary School community. This committee also develops and conducts an annual school community satisfaction survey reporting the results to the Governing Council.

**(iv) Personnel Selection Committee:**

The Personnel Selection Committee is comprised of two parent representatives, principal, and four teachers. The committee will have a ratio of no less than two-thirds teachers to parents. The principal may sit in on the committee meetings at the principal's own



discretion. All members will have an equal voice in an effort to build consensus for all selection decisions. Each stakeholder group will choose their respective constituency members of this committee. The committee is responsible for interviewing, selecting, and recommending potential hires for classified staff, certificated staff, and STAR program personnel in accordance with District and Personnel Commission rules and in accordance with collective bargaining agreements. Site-selection processes will be subject to all applicable provisions of Education Code and collective bargaining agreements.

**(v) Technology Committee:**

This committee is comprised of certificated staff, parents, principal and the school's informational systems professionals. The committee oversees the implementation of the school's technology plan and works with the Curriculum and Professional Development Committee to plan and implement technology professional development sessions. The members of this committee shall, within the budgeting cycle, make recommendations by consensus for the allocation of any technology budget to staff, budget committee, and then to the Governing Council. The technology committee is responsible for creating a budget for future technology plans and ensuring the sustainability of current programs. The technology curriculum plan selected by the committee, as well as the required system maintenance expenses, may be funded upon approval through identified funding sources.

**(vi) Faculty/School-Based Committees** – not official committees, but faculty-based responsibilities would be ad-hoc if needed.

**b. Committee Guidelines.** The following guidelines apply to all committees:

(i) All standing committees of the school are sub committees operating under the Governing Council and shall operate in accordance with the Brown Act. As such, notice of meetings shall be announced within 72 hours in advance through the Principal's email blast, phone blast, and/or school marquee.

(ii) Membership on a committee means signing up within the first four weeks of the beginning of the school year, attending meetings regularly and sharing the workload and responsibilities of the committee. A member's inconsistent attendance or inability or unwillingness to maintain commitment to the committee and the necessary responsibilities of committee membership will result in removal from the committee by the committee chairperson and principal.

(iii) All Committee positions must be confirmed and filled by the first Governing Council meeting of the academic year.

(iv) Staff members of Committees are required to serve a minimum of two years when possible.

(v) All Committee decisions will be made in the same manner as for the Governing Council, in a consensus- oriented model. Even if agreement on a particular issue cannot be reached, consensus may none-the- less be reached to proceed on a particular issue without a vote. In the event consensus cannot be reached, a majority vote by committee members will rule. The majority vote shall be made by the official committee members. Meeting minutes must be recorded at each meeting.

(vi) Each committee will be comprised of certificated staff and parent/community volunteers, as determined by the Governing Council and this charter.

(vii) Each teacher shall be required to serve on at least one committee for the entire year. Serving on the Student Support and Progress Team and/or Safety Committee fulfills a teacher's school responsibility obligation.

(viii) The term of committee membership is a desirable minimum of two years to provide continuity (unless it is the Curriculum and Professional Development Committee and a change of grade occurs for a teacher who is a member of that committee). To ensure continuity of goals, activities, etc., every effort will be made to have overlapping terms.

(ix) Each committee will select a chairperson(s) to serve for one year. This chairperson(s) (or their designee) will attend and report on or give an update of the committee's work at the next Governing Council meeting.

(x) The Governing Council will consider recommendations from committees prior to making the final decision or advise otherwise that a committee is able to make the final decision. In making a final decision, Governing Council will take into consideration funding source. The information is addressed at monthly meetings.

(xi) The meetings will follow the written Agenda. All items necessary to be voted on must be on the Agenda. Issues that are added to the Agenda after being posted and distributed can be discussed but not voted on until the next scheduled meeting. New issues for the next scheduled meeting can be added as new business and/or added prior to the Agenda being posted.

c. **Organizational Chart.** The following charts set forth the organization of Palisades Charter Elementary School as an Affiliated Charter school within LAUSD. The charts also represent the flow of the Consensus Building Model for Decision-Making and School Governance. Each stakeholder group plays a role in decision-making.

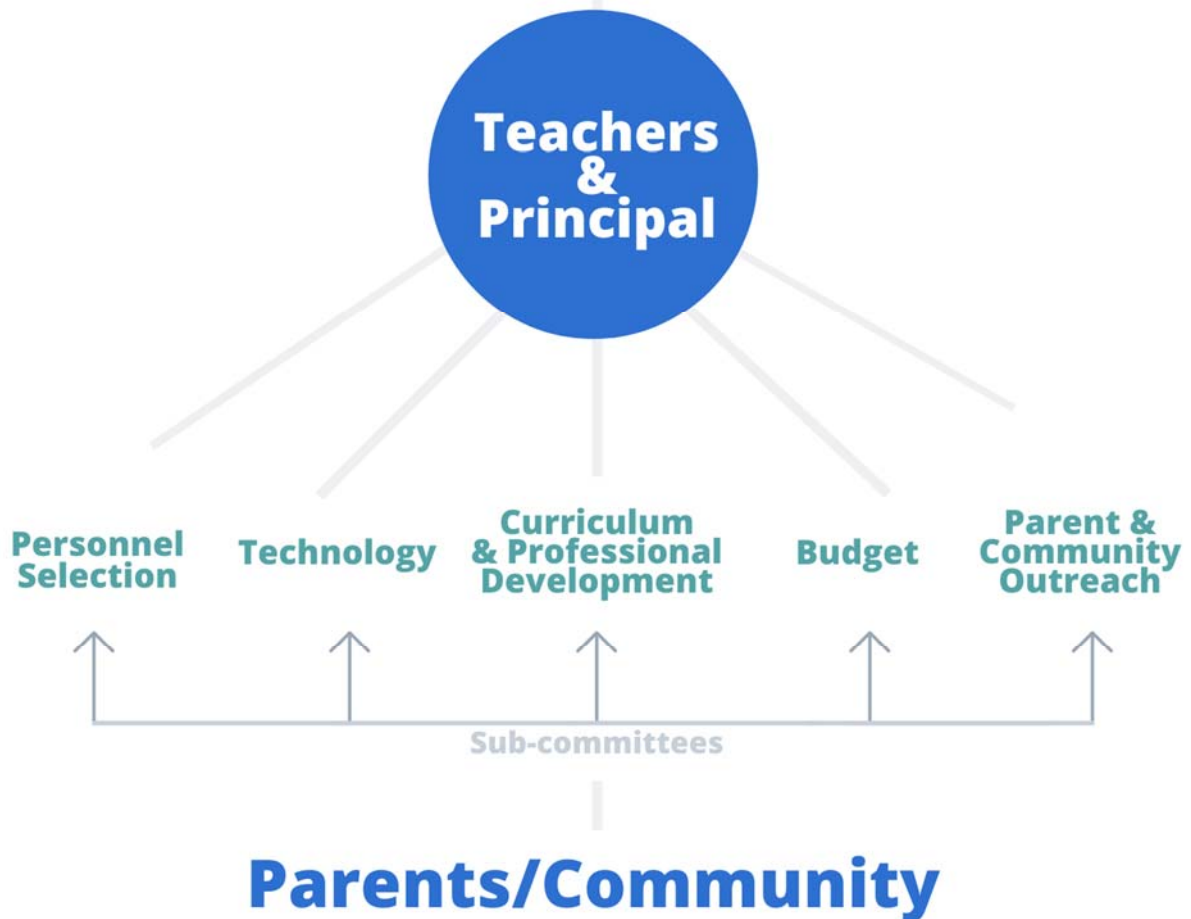
# Palisades Charter Elementary School

A Consensus Building Model

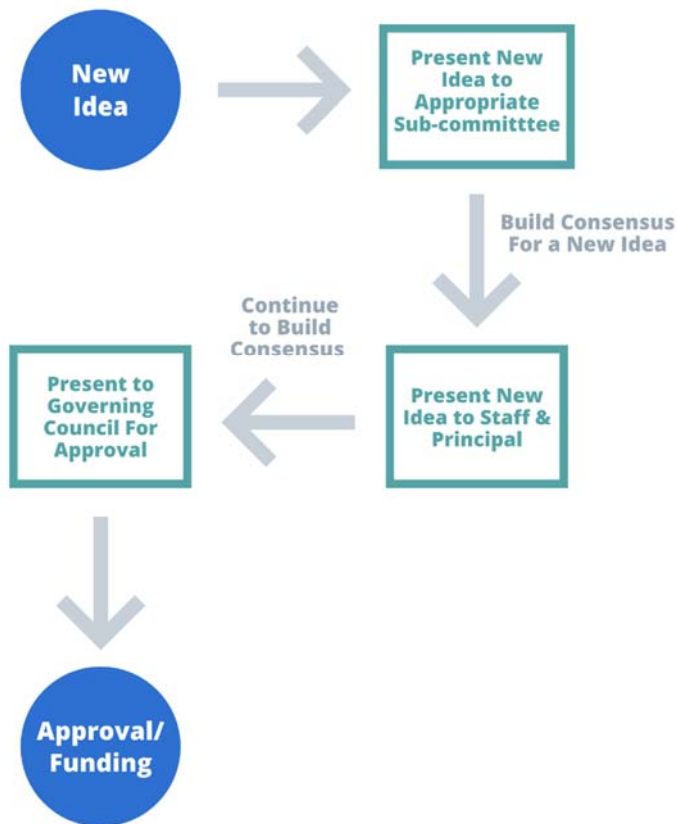
**Los Angeles Unified School District  
Board of Education**

**Local District West**

**Palisades Charter Elementary School  
Governing Council**



## Consensus Building Model



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## STAKEHOLDER INVOLVEMENT

All stakeholders at Palisades Charter Elementary School are participants in all collaborative efforts and have many opportunities to engage with the school. Some of these areas are Charter-sub committees, volunteering in the classroom, participating in the Governing Council and the parent booster activities. We strive to build a transparent and eager stake holder partnership which focuses into the rigorous instruction, student centered budgeting, strong positive culture and faculty selection as well as other areas in the community. All stakeholder groups work as a cooperative team which focus on the need to nurture and encourage every child to learn. The principal, teachers, and parents and guardians foster high expectations for all students, and work together to close the achievement gap and ensure that every student reaches the highest level of proficiency for them. The principal with teachers emphasizes the process of learning, encouraging

innovation with instruction and students' demonstration of knowledge through many different modalities and across the curriculum. It is important that we instill a love of learning in every child, providing appropriate resources and building on individual strengths. Palisades Charter Elementary School will maintain a safe and respectful environment for every student. The staff and parents acknowledge and value every voice, and we encourage collaborative decision-making and shared governance. This collaboration extends from school to home and then into the larger Palisades community with phone calls to families, weekly eblasts and an annual community survey which includes all staff members, students and parents. The results of the survey add to the ongoing process which helps to develop the LCAP goals annually.

Our open Governing Council meeting format and important committee designations, encourage parents, teachers, and administrators to collaborate and work together to determine how to best meet the needs of the students. The free-flow of information allows for open dialogue including important topics like curriculum and educational programming. Additionally, important updates are shared at Monday assemblies, in regular Principal emails, my classroom communication measures, our school website, and Fresh Schools, a communication management tool for schools and their stakeholders.

Further, in our governance the Structure of the School, including "procedures To Ensure Staff, Student, Parent and Overall Stakeholder Involvement" follow the Ed. Code § 47605(b)(5)(D). The Los Angeles Unified School Board is the governing body for Palisades Charter Elementary School. The school site governance structure is the Governing Council.

### **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.

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

## **FEDERAL PROGRAM COMPLIANCE**

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

## ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

### EQUAL EMPLOYMENT OPPORTUNITY

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

### STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects and classes. 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 or designee

### Certificated Personnel

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



## **Classified Personnel**

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

## **ELEMENT 6 – HEALTH AND SAFETY PROCEDURES**

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

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

### **GENERAL PROVISIONS**

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

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

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

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

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

### **SAFE PLACE TO LEARN ACT**

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

### **SUICIDE PREVENTION**

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

## ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

### COURT-ORDERED INTEGRATION

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

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

## ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

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

### GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(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).)

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.

### Student Recruitment

Pacific Palisades Charter Elementary makes every effort to make local families and those in surrounding areas aware of enrollment. Parent and/or Principal will conduct a minimum of three prospective parent tours per school year. Interested families may receive enrollment information at the tour, on the Palisades Charter Elementary School website, or

by calling the school office. Potential students are recruited via website, marquee, and word of mouth from neighborhood families. The school lottery process allows families who live outside our residential boundaries to apply for potential enrollment. The school will make every appropriate effort to recruit and reach out to students outside of our residency and will be mindful not to violate any anti-discrimination boundaries. Presently, the school has UE as the process of recruitment of students. Each family which participates in the eChoices process is then handled and reported by the Unified Enrollment Department (UE).

## **Application Procedures**

### **Resident Boundary Students**

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance boundaries<sup>1</sup> of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

### **Non-Resident Boundary Students**

The charter school will follow LAUSD’s Unified Enrollment process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below. Charter School’s non-resident lottery applications will be made available each year through the On-Time LAUSD Unified Enrollment process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November.

## **Lottery Preferences and Procedures**

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

- **LAUSD Students**

- **Siblings**

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

- **Other LAUSD Students**

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<sup>1</sup> For all District affiliated charter schools, which are conversion charter schools, the term “former attendance boundaries” includes those sending areas designated under the District’s PWT and CAP programs.

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

- **California Students**

- Siblings

Prospective students who (a) are siblings of students enrolled in grades K-5 at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

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

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

Charter School shall hold its lottery in the library, or equivalent alternative space on campus. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery [see below]

Parents of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission within one month following the lottery, and will be provided three weeks to accept the offered seat.

Parents of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parents of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

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

## **LOTTERY PROCEDURE**

In the fall of each academic year, as designated by the LAUSD” Choices Department’s Unified Enrollment Department, Palisades Charter Elementary School will follow the guidelines set forth by this Unified Enrollment department and open the Lottery participation window for non-resident families.

Regardless of whether it expects to reach its capacity, Palisades Charter Elementary School shall conduct a lottery to establish a waitlist from which it can draw in the event it does not reach its capacity. At the end of the Application Period, the names of non-resident applicants will be organized by applicant grade level and a lottery shall be conducted in the following manner:

On a mutually agreed upon date for our local school complex, the lottery is drawn. A school administrator, a classified staff representative, and a parent representative are present for this process. We use a third-party site to randomize each list.

If, at the beginning of or during the school year, space becomes available, the administration may offer enrollment to students in order from the waitlist and families will have three days to accept or deny as specified by UE. The principal, or someone designated by the principal, to be the administration representative will contact these prospective students' families by phone and notify them of the open position and also notify them when enrollment application forms will be due. The prospective student's family will have a set period of time to respond initially and then as outlined by Unified Enrollment. The school will keep on file all records such as the waitlists and each contact and response and documentation of the fair execution of the lottery procedures.

## **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 federal and state laws and related District policies and procedures regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

## **NON-DISCRIMINATION**

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

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

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

## **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

## ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

## ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

### GENERAL PROVISIONS

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

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

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

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

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

### STUDENTS WITH DISABILITIES

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

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

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

### **NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE**

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

### **OUTCOME DATA**

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

### **READMISSION**

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

### **GUN FREE 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(c)(5)(K).)*

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

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

## ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

Students of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in 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 that school’s charter.

## **ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES**

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

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

## ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

Any Dispute between the District and Charter School shall be resolved by a collaborative team from the appropriate 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:

Palisades Charter Elementary School  
c/o School Principal  
800 Via de La. Paz, Pacific Palisades CA. 90272  
[Click or tap here to enter text.](#)

To District:

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

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00p.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 the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

## ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

### CLOSURE ACTION

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

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

### REVOCATION OF THE CHARTER

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

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

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

Prior to revocation, and in accordance with Education Code section 47607(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.

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

### **REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS**

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

### **CLOSURE PROCEDURES**

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

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

# ADDENDUM

## Assurances, Affirmations, and Declarations

Palisades Charter Elementary (also referred to herein as, “District Affiliated Charter School” “Palisades Charter” 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, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of 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(e)(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”). Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school’s teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be approved at a public hearing, consistent with federal law, the California Constitution, and Section 200. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(d)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

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

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

NOTE: This Charter contains specific "District Required Language" (DRL), including the *Assurances, Affirmations, and Declarations* section 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(c)(5)(A)(i).)*

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

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

## **LOCAL CONTROL FUNDING FORMULA (LCFF)**

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

## **CURRICULUM AND INSTRUCTION**

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

## **TRANSITIONAL KINDERGARTEN**

Charter School shall comply with all applicable 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, including but not limited to provisions related to work year, academic calendars, and schedules.

## **MATHEMATICS PLACEMENT**

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

## **WASC ACCREDITATION**

If Charter School serves students in grades 9-12, 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 required District policies and procedures related to staff professional development.

## **MEETING THE NEEDS OF ALL STUDENTS**

### **ENGLISH LEARNERS**

As a District affiliated charter school, Charter School shall implement the provisions of the District's *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 STUDENT ACHIEVING ABOVE GRADE LEVEL**

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

### **STUDENTS WITH DISABILITIES**

#### **Special Education**

The District shall continue to serve the needs of 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 adhering 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..

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

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

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

The District Affiliated Charter School is responsible for the management of its personnel, programs, and services. 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 Support and ProgressTeam (SSPT) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated

Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a 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 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.

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.

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

### **Element 2 – Measurable Pupil Outcomes and 3 – Method by which Pupil Progress Toward Outcomes will be Measured**

### **Element**

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

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

### **STANDARDIZED TESTING**

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

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

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

### **MEASURABLE PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT**

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

### **GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION**

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

## **Element 4 – Governance**

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

### **GENERAL PROVISIONS**

As a District affiliated charter school, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall be in accordance with the provisions of this Charter and shall be consistent with all applicable state, federal laws and regulations, District policies, and 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).

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

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

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

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

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

### **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal and state laws and 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.

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

### **FEDERAL PROGRAM COMPLIANCE**

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

## **Element 5 – Employee Qualifications**

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

### **EQUAL EMPLOYMENT OPPORTUNITY**

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

### **STAFFING**



Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects and classes. 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 or designee

### **CERTIFICATED PERSONNEL**

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

### **CLASSIFIED PERSONNEL**

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

## **Element 6 – Health and Safety Procedures**

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

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

## **GENERAL PROVISIONS**

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

## **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

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

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

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

## **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

## **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

As a District affiliated charter school, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, vendor/contracting entity employee who may have frequent or prolonged contact with students, and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and

health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

### **SAFE PLACE TO LEARN ACT**

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

### **SUICIDE PREVENTION**

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

## **Element 7 – Means to Achieve Racial and Ethnic Balance**

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

### **COURT-ORDERED INTEGRATION**

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

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

## **Element 8 – Admission Policies and Procedures**

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

### **GENERAL PROVISIONS**

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(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).)

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.

## **APPLICATION PROCEDURES**

### **Resident Boundary Students**

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance boundaries<sup>2</sup> of Charter School ("resident students") shall have *first* admission preference and thus are deemed exempt from the lottery.

### **Non-Resident Boundary Students**

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

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<sup>2</sup> For all District affiliated charter schools, which are conversion charter schools, the term "former attendance boundaries" includes those sending areas designated under the District's PWT and CAP programs.

Charter School's non-resident lottery applications will be made available each year through the On-Time LAUSD Unified Enrollment process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November.

## **LOTTERY PREFERENCES AND PROCEDURES**

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

- **LAUSD Students**

- Siblings

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

- Other LAUSD Students

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

- **California Students**

- Siblings

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

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

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

Charter School shall hold its lottery in the [insert on-campus location, e.g., auditorium, multipurpose room, etc.], or equivalent alternative space on campus. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, [insert description of how the school will conduct the lottery]

Parents of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission within one month following the lottery, and will be provided three weeks to accept the offered seat.

Parents of student applicants who are placed on the waitlist resulting from the lottery may call or visit the school to find out their child's priority number on the waitlist. Parents of student applicants on the waitlist who are offered admission at any time subsequent to the lottery will receive notification by telephone call and will have to contact the parent/guardian a minimum of three times to accept the offered seat.

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

### **SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM**

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

### **MAGNET PROGRAM**

If 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 federal and state laws and related District policies and procedures regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

### **NON-DISCRIMINATION**

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

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

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

## **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

### **Element 9 – Annual Financial Audits**

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

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

### **Element 10 – Suspension and Expulsion Procedures**

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

## **GENERAL PROVISIONS**

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

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

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

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

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

### **STUDENTS WITH DISABILITIES**

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

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

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

### **NOTIFICATION STUDENT'S DISTRICT OF RESIDENCE**



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

### **OUTCOME DATA**

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

### **READMISSION**

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

### **GUN-FREE 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(c)(5)(K).)*

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

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

## **Element 12 – Public School Attendance Alternatives**

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

Students of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in 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 that school's charter.

### **Element 13 – Rights of District Employees**

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

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

### **Element 14 – Mandatory Dispute Resolution**

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

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

Any Dispute between the District and Charter School shall be resolved by a collaborative team from the appropriate 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:

Palisades Charter Elementary  
c/o School Principal  
800 Via De La Paz  
Pacific Palisades, 90272

To District:

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

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00p.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 the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee

## **Element 15 – Charter School Closure Procedures**

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

### **CLOSURE ACTION**

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

In the event of a Closure Action, unless the LAUSD Board of Education or its duly authorized designee expressly directs otherwise, Charter School shall revert to a District traditional school. state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

### **REVOCATION OF THE CHARTER**

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

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

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

Prior to revocation, and in accordance with Education Code section 47607(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.

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

### **REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS**

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

who reside outside of resident school boundaries, will be entitled to continuous enrollment through permits, as applicable

### **CLOSURE PROCEDURES**

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

Charter School shall issue written notification of the school's closure as a District affiliated charter school, and reversion to a non-charter District school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District affiliated charter school and information regarding student enrollment and/or transfer options as appropriate. Charter School shall simultaneously provide a copy of the written parent notification to the appropriate 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 comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

#### **FISCAL MATTERS**

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

#### **LOCAL CONTROL AND ACCOUNTABILITY PLAN**

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