



LOS ANGELES UNIFIED SCHOOL DISTRICT

SHERMAN OAKS ELEMENTARY CHARTER



A DISTRICT AFFILIATED CHARTER SCHOOL
14755 Greenleaf Street Sherman Oaks CA 91403

Renewal Petition

Submitted
March 3, 2021

TERM OF PROPOSED CHARTER

JULY 1, 2021 TO JUNE 30, 2026

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

[Sherman Oaks Elementary Charter] (also referred to herein as “[SOEC]”, “District Affiliated Charter School” and “Charter School”) shall:

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

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

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, 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:	Carla Miller
• The address of Charter School is:	14755 Greenleaf Street Sherman Oaks CA 91403
• The phone number for Charter School is:	818 784 8283
• Charter School is located in LAUSD Board District:	District 3
• Charter School is located in LAUSD Local District:	Northeast
• Charter School is located in LAUSD Community of Schools	Van Nuys/Valley Glen
• The grade configuration of Charter School is:	TK-5
• The number of students in the first year of this Charter will be:	582
• The grade levels of the students in the first year will be:	TK-5
• Charter School’s scheduled first day of instruction in 2021-2022 is:	August 3, 2021
• 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.)	912
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional/Single Track
• The bell schedule (start and end of day) for Charter School will be:	7:55 am - 2:24 pm
• The term of this Charter for Middle and High performing schools: ¹	July 1, 2021 to

¹ Charter schools satisfying the high performing renewal criteria may be renewed for a term of 5 to 7 years. (Ed. Code, § 47607(c)(2)(E).) The determination of whether a high performing charter school will be renewed for a five-year, six-year, or seven-year term will depend on specific factors

	June 30, 2026
• If approved, then term of this Charter for low performing schools:	July 1, 2021-June 30, 2023

related to the charter school's operation and performance during the term of the charter. This determination will be made after submission and review from the Charter Schools Division.

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

SOEC is competing to maintain its status as the highest quality education available for our community, the clear choice among many options nearby, including private schools, independent charters, magnets, or neighboring districts that issue permits. Our intent is to attract and maintain our resident students, while at the same time, opening our enrollment to an even broader base of students within the District. We believe that by enriching our diverse school – one that embraces children of all ethnic and socioeconomic backgrounds and achievement levels – we will strengthen our ability to matriculate students through fifth grade with a deeper appreciation for the diversity inherent in Los Angeles and the greater global community.

SOEC's English Language Arts

Performance Indicators from 2017-2018 to 2018-2019:

SOEC Students	2017-2018 Met/Exceeds	2018-2019 Met/Exceed	Change level	School comparison to state average
All students	66.28%	67.49%	Increased	higher
Hispanic	54.67%	66.67%	Increased	higher
English Language Learners	19.23%	17.29%	decreased	higher
Students with Disabilities	34.09%	27.12%	decreased	higher
Socioeconomically Disadvantaged	53.84%	57.39%	Increased	higher
African American	60%	40%	decreased	
Asian	80.96%	84%	higher	
White	68.72%	67.05%	decreased	higher
Two or More Races	73.91%	79.39%	Increased	
Foster Youth	Not a significant subgroup			
Homeless	Not a significant subgroup			

SOEC's Math

Performance Indicators from 2017-2018 to 2018-2019:

SOEC Students	2017-2018 Met/Exceeds	2018-2019 Met/Exceed	Change level	School comparison to state average
All students	59.54%	57.69%	decrease	higher
Hispanic	46.67%	47.44%	increase	higher
English Language Learners	14.29%	17.40%	increase	higher
Students with Disabilities	25%	28.34%	increase	higher
Socioeconomically Disadvantaged	47.17%	41.74%	decrease	higher
African American	20.83%	28%	increase	
Asian	78.26%	72%	decrease	
White	65.82%	63.18%	decrease	higher
Two or More Races	69.56%	58.62%	decrease	
Foster Youth	Not a significant subgroup			
Homeless	Not a significant subgroup			

SOEC Student Achievement Over Time

Over the past two years SOEC has stayed on par and/or exceeded the scores of resident as well as LAUSD schools. Sherman Oaks Elementary Charter will continue to maintain comparable scores with our resident schools.

School	ELA% Met/Exceeds Standard 2017-18	ELA % Met/Exceeds Standard 2018-19
Sherman Oaks Elementary Charter	66.28%	67.49%
Resident Schools		
Cardenas Elementary	20.36%	31.31%
Bassett Street	26.77%	32.76%
Chandler	65.69%	61.47%
Columbus	22.98%	24.54%
Kester Ave. Elementary	73.30%	81.99%
Riverside Drive Charter	59.26%	65.87%
Resident schools median	43.02%	47.12%
Los Angeles Unified	42.31%	44.11%

School	Math% Met/Exceeds Standard 2017-18	Math % Met/Exceeds Standard 2018-19
Sherman Oaks Elementary Charter	59.54%	57.69%
Resident Schools		
Cardenas Elementary	12.61%	19.46%
Bassett Street	19.37%	22.07%
Chandler	61.08%	61.37%
Columbus	14.63%	16.66%
Kester Ave. Elementary	65.72%	72.31%
Riverside Drive Charter	59.26%	65.87%
Resident schools median	32.65%	36.93%

Los Angeles Unified	31.62%	33.47%
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Language Classification Performance Indicators from 2017-2018 to 2018-2019 ELA	2017-2018 Met/Exceeds Standard	2018-2019 Met/Exceeds Standard	Change Level
English Only	69.08%	69.44%	increased
Initially Fluent English Proficient	77.27%	90%	increased
English Learner	19.23%	17.39%	decreased
Reclassified fluent English	73.53%	71.88%	decreased

Language Classification Performance Indicators from 2017-2018 to 2018-2019 Math	2017-2018 Met/Exceeds Standard	2018-2019 Met/Exceeds Standard	Change Level
English Only	62.84%	59.86%	decreased
Initially Fluent English Proficient	72.73%	80%	increased
English Learner	14.29%	17.40%	increased
Reclassified fluent English Proficient	61.77%	53.13%	decreased

SOEC's Reclassification of English Language Learners
Performance Indicators from 2017-2018, 2018-2019, 2019-2020:

SCHOOL YEAR	# ENGLISH LEARNERS	#RECLASSIFIED	%RECLASSIFIED	LAUSD RECLASSIFICATION GOAL
2019-2020	35	9	20%	22%
2018-2019	45	18	30.0%	22%

2017-2018	60	19	30.2%	22%
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Dynamic Indicator of Basic Early Literacy Skills (DIBELS) 2017-2018/2018-2019

DIBELS	BOY% Students at Benchmark 2017-2018	BOY % Students at Benchmark 2018-2019	MOY% Students at Benchmark 2017-2018	MOY% of Students at Benchmark 2018-2019	EOY% of Students at Benchmark 2017-2018	EOY% of Students at Benchmark 2018-2019
Kinder	83%	87%	82%	86%	94%	90%
1st gr.	78%	65%	80%	77%	83%	74%
2nd gr.	87%	84%	91%	88%	91%	87%
3rd gr.	89%	89%	88%	77%	92%	87%
4th gr.	91%	91%	82%	86%	83%	86%
5th gr.	85%	89%	90%	87%	88%	90%

A review of SOEC's multi year school performance in English Language Arts, on the CAASPP, the school demonstrates a higher performance level than the state. However, there is a decrease in performance, from 2017-2018 to 2018-2019, in the following subgroups; English Language Learners, African American, White, and Students with Disabilities. In comparison to resident like schools SOEC maintained above average performance, although there was a slight decrease of 1.25 from the previous year.

A review of SOEC's multi year school performance in Math, on the CAASPP, the school demonstrates a higher performance level than the state. However, there is a decrease in performance, from 2017-2018 to 2018-2019, in the following subgroups; English Language Learners, African American, White, and Students with Disabilities. In the area of

Math resident like schools demonstrated an increase in performance, whereas, SOEC showed a decline.

The resident median for the percentage of English Language Learners making progress towards English proficiency, 2019, is 50.3% in comparison to SOEC's 46.9%. For reclassification the resident median for 2018 was 20.25% and in 2019 was 15.35%. SOEC reclassification rate was higher in comparison to the resident-schools for both years with 30% in 2018 and 20% in 2019.

In English Language Arts is a consistent strength from Kindergarten through fifth grade. Over the last few years we have incorporated two research based programs, such as, Lexia Core 5 and Reading Plus to supplement our Benchmark reading program. Lexia is a web-based, individualized reading curriculum for kindergarten through third grade. Students practice and learn fundamental literacy skills by interacting with the online program. Reading Plus is based on a solid reading foundation and is a program for 3rd - 5th grade that measures comprehension based silent reading rate and motivation. The program has shown to significantly improve reading achievement for diverse populations of students.

We continue to implement a balanced literacy program with Write from the Beginning writing program. Sherman Oaks Elementary Charter is committed to providing training in the use of the program for all teachers. Write From the Beginning (WFTB) is a developmental program that includes both narrative and expository writing utilizing Thinking Maps common visual language. Teachers build upon and extend the instruction of previous grades by using modeled instruction, improvement rubrics, and focused mini lessons. The resultant effect is a common targeted focus and schoolwide accountability which creates an expectation of high student writing achievement.

Sherman Oaks Elementary Charter continuously strives/ towards meeting or exceeding the Districts reclassification goal. In 2017-2018 SOEC reclassified 30.2% of it's English Language Learners in 2018-2019 SOEC reclassified 30% of it's English Language Learner. Surpassing the LAUSD reclassification goal of 22%. In 2019-2020 SOEC was 2% shy of the 22% LAUSD reclassification goal. The decrease is attributed to the transition to remote learning in March 2020.

SOEC has enjoyed considerable success in it's commitment to offer a wide array of Enrichment programs. In 2015, SOEC received recognition by LAUSD as a "Highly Rated Arts Program." SOEC students also attend media lab, music, robotics, and participate in the Enrich L.A.Garden program. In addition to the district science program, SOEC students attend a science lab weekly. Students use the scientific method of investigation

to reason, question, and inquire. Students will be intellectually flexible and able to think about complex systems whether abstractly or creatively. All of this will enable our students to collaborate and make individual contributions on a global scale in order to work and compete in today's world. We also applied for and received a large technology grant to work in partnership with two LAUSD public elementary schools to improve the use of technology integration in the classroom.

Sherman Oaks Elementary Charter School is part of LAUSD's Instructional Technology Initiative to support student achievement and learning of the new Common Core State Standards, as well as the knowledge and 21st century skills needed for students to graduate college and career ready. Through the Instructional Technology Initiative, every classroom is now equipped with up-to-date technology to provide every student one-to-one access with a personal computing device to allow for a more individualized opportunity to engage with digital curriculum, interactive supports and adaptive assessments.

One area where SOEC experienced a decline in scores over a two-year period was in Mathematics. To address this negative trend in math scores, Sherman Oaks Elementary Charter adopted a new mathematics program, Eureka Math (originally EngageNY Math) in 2019-2020. This program is intelligently designed to teach math as a coherent body of knowledge that follows the proper learning progressions required for true math fluency, and not just a set of skills. The focus of Eureka Math is to instill deep, conceptual understanding that students can use to build on while also allowing students to find the joy of mathematics. Furthermore, this program is more aligned to the challenges and expectations placed on students by the CAASPP. SOEC teachers will participate in ongoing professional development/training for the implementation of the program.

Enrollment is another area of challenge for SOEC. We have seen a slight decrease in enrollment in the last five years. The trend shows many of our resident families have turned to other options presumed to offer better educational programs, including private schools, independent charters, span schools and magnet programs. To address this area of challenge we have incorporated the following:

- Ongoing articulation with the resident middle school, Van Nuys Middle School
- Upgraded the school website for an enhanced image
- Conducting School Tours for prospective families
- Inviting the community to school events, such as, the Halloween Carnival, Movie Nite, etc.
- A commitment to expanding our enrichment program. In 2020 robotics, for grades 4/5, was included in the classes offered to students. For 2021 we are projecting to include dance and expanding robotics to include the primary grade.

STUDENT POPULATION TO BE SERVED

Sherman Oaks Elementary Charter (SOEC) is a neighborhood affiliated charter school serving approximately 700 students in grades TK-5 who live within our local school boundaries and those non-resident students selected from our district wait-list lottery. Our student body is ethnically, racially, linguistically, culturally, and economically diverse. We have two special education programs for students with specific learning disabilities. In 2018-2019, 223 (29.3%) students in grades TK-5 qualify for free and reduced lunch. One hundred percent of all students are offered breakfast in the classroom. SOEC is committed that no child goes hungry and support is provided to students who may need assistance to participate in extra-curricular activities. There is a great diversity of language spoken among families attending SOEC. The English Learners come from different language backgrounds. Spanish and Russian accounts for the largest English Learner language groups. Russian (14 students) and Spanish (23 students). Students also speak Portuguese, Filipino, Armenian, Hebrew, Farsi, Bengali, and other non-English languages. The number of English Learners is 35 (4.6%). Ninety-two (12.1%) of the students at SOEC are identified as receiving special education services and sixty-two students are identified as gifted and talented. At SOEC we embrace diversity and believe that every student has the potential to meet or exceed academic standards.

ETHNICITY	# OF STUDENTS	% OF STUDENTS
White	479	63%
African American	32	4.2%
Two or more races	45	5.9%
Asian	41	5.4%
Hispanic	151	19.9%
Filipino	11	1.4%
American Indian	1	0.1%

OTHER	# OF STUDENTS	% OF STUDENTS
Homeless	1	0.1%
Socioeconomically Disadvantaged	223	29.3%
English Learners	35	4.6%
Students with Disabilities	92	12.1%

Foster Youth	2	0.3%
Gate	62	

GOALS AND PHILOSOPHY

Mission and Vision

Sherman Oaks Elementary Charter School motto

Educating students for success in a changing world

Mission Statement

Our mission is to provide a safe, inspiring, and engaging learning environment that will cultivate responsible, lifelong learners who are prepared to meet the needs of an ever changing and culturally diverse world.

Vision Statement

Sherman Oaks Elementary Charter's vision is to ensure that all students reach their maximum potential through academics, social emotional development, and diverse enrichment programs. We build a model of excellence through an engaging curriculum that develops and advances best practices for students and parents while promoting educational excellence, collaboration, and innovation..

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

Sherman Oaks Elementary Charter (SOEC) believes an educated person of the 21st century is flexible and creative with a continuous thirst for knowledge. These individuals are self-confident, self-motivated lifelong learners who are active participants in their community that embrace ethnic and cultural diversity and respect divergent viewpoints and alternative learning styles.

Our students have a variety of skills, knowledge, and traits to compete in today's world. SOEC students are problem solvers and critical thinkers thus enabling them to face rigorous higher education coursework, career challenges in a globally competitive workforce.

Technology, media, and informational literacy are essential components of 21st century learning and college and career readiness. Our goal is for all students, TK-5, to be

empowered learners by leveraging technology to take an active role in achieving competency in their learning. Technology must be present at every stage of education so our students of today are able to meet the needs of higher education and become our leaders of tomorrow.

How Learning Best Occurs

The community of Sherman Oaks Elementary Charter is supportive of education in all its aspects: social, emotional, creative and academic. Teachers, parents, and community members aspire to create an environment and culture that is reflective of that goal. We strive that all of our students are supported and encouraged to be their best selves and embrace the challenges and successes an education has to offer by providing a safe and comfortable place to learn.

We know that learning best occurs when several factors are established. Students learn best by doing; using trial and error, creating projects, and experiencing productive struggle. Students learn through communication- listening, reflecting, clarifying and engaging with others. Children learn over time, sometimes making sense of information and experiences after a reflective period. Students take what they are taught and add it to their previous experiences. Learning is an active process unique to each student. Students learn when they understand how their thought process works, ask questions, and think out loud.

We also know that students need their social and emotional needs met. They need to be listened to and know their feelings are of value. Positive reinforcement helps students better learn a concept. Students learn and grow when they form connections with their teachers, peers, and the educational community.

Teachers and educators at SOEC want to provide the best possible educational experiences for our students. SOEC will continue to provide meaningful and effective professional development and provide opportunities for teachers to collaborate and plan. SOEC will look at data and use it to reflect on teaching and to drive instruction.

Learning best occurs when all stakeholders fulfill their joint responsibilities to provide an elementary education using these key elements. Working together creates a positive environment focused on our students and their education while at SOEC and beyond.

Local Control Funding Formula (LCFF) Requirements

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not

limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(d).)

LCFF STATE PRIORITIES	
GOAL #1	
Proficiency For All <ul style="list-style-type: none"> Consistent with its charter, the school will annually maintain or increase the number of students achieving proficiency level or above as measured by the CAASPP/ SBAC English Language Arts and Mathematics assessments. The school will meet or exceed state targets schoolwide for English learners, low income students, foster youth, and for all numerically significant subgroups, as required by law and the charter. 	Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> The school will annually maintain or increase the number of students achieving “proficiency” or equivalent on CAASPP English Language Arts and Mathematics assessments. The school will meet or exceed state targets for English learners, low income students, foster youth, and for all numerically significant subgroups. For English learners, the school will meet annual AMAO 1 targets. The school will increase the number of English learners who make adequate annual progress by 10% each year. The school will increase the number of English learners who reclassify as Reclassified Fluent English Proficiency (RFEP) by at least 1% each year. The school will establish, implement, and maintain intervention programs for early literacy and after school intervention for at risk students to include English Learners, foster youth, and low income students. 	
Expected Annual Measurable Outcomes	
Outcome #1: The school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to (1) yield improved academic performance outcomes for all students, including English learners; (2) meet district benchmark performance targets, and (3) design and deliver appropriate professional development. enter text.	
The school will provide or obtain training for certified staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications. The instructional calendar, developed by the Instructional Leadership Team and administration, provides ongoing school site professional development throughout the school year during banked time Tuesday.	

The school will continue to use the Smarter Balanced Summative Assessments/California Assessment of Student Performance and Progress for ELA, Math, and Science. Results from these assessments are just one piece of information to help our teachers and staff understand how well our students are mastering grade level standards. Our data is regularly compared to our similar affiliated charter schools as well as our local resident schools.

Metric/Method for Measuring:

CAASPP ELA SBAC DATA. (2018-2019)

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	67.49%	68%	69%	70%	71%	72%
English Learners	17%	18%	19%	20%	21%	22%
Socioeconomically Disadvantaged Students	57.39%	58%	59%	60%	61%	62%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	27.12%	28%	29%	30%	31%	32%
African American Students	38%	39%	40%	41%	42%	43%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	86%	87%	88%	89%	90%	91%
Filipino Students	*	*	*	*	*	*
Latino Students	66.67%	67%	68%	69%	70%	71%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	67.50%	68%	69%	70%	71%	72%

Metric/Method for Measuring:

CAASPP MATH SBAC DATA (2018-2019)

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	57.69%	59%	60%	61%	62%	63%
English Learners	17%	18%	19%	20%	21%	22%
Socioeconomically Disadvantaged Students	41.74%	43%	44%	45%	46%	47%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	28.34%	29%	30%	31%	32%	33%
African American Students	29%	30%	31%	32%	33%	34%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	64%	65%	66%	67%	68%	69%

Filipino Students	*	*	*	*	*	*
Latino Students	47.44%	48%	49%	50%	51%	52%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	63%	64%	65%	66%	67%	68%

Metric/Method for Measuring:

California Science Test DATA (2018-2019)

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	44.44%	45%	46%	47%	48%	49%
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	36.85%	37%	38%	39%	40%	41%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	15.79%	16%	17%	18%	19%	20%
African American Students	40%	41%	42%	43%	44%	45%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	34.38%	35%	36%	37%	38%	39%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	43.75%	44%	45%	46%	47%	48%

Outcome #2

The school will meet or exceed LAUSD's reclassification rate of 22%.

The school will conduct an annual review of English Language Learners to ensure adequate yearly progress and access to the core curriculum.

For 2019-2020 the school's reclassification rate was 20%, 2% below LAUSD's reclassification target rate.

Metric/Method for Measuring:

ELPAC Data (2019-2020)

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	20%	22+%	22+%	22+%	22+%	22+%
English Learners	20%	22+%	22+%	22+%	22+%	22+%
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	*	*	*	*	*	*

GOAL #2						
<p>100% Attendance</p> <p>The school will annually increase the number of students that attend 173-180 days each school year.</p> <p><u>School Attendance Goal</u> The goal is for students to have a 96% or higher rate of attendance</p> <p><u>Chronic Absenteeism Rate</u> The school will decrease by 1% annually the number of students missing 16 days or more each school year.</p> <p><u>Student Suspension Rate</u> The school will maintain a 0% rate of suspension for all students.</p>	<p>Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="margin-right: 10px;"><input type="checkbox"/> 1</div> <div style="margin-right: 10px;"><input type="checkbox"/> 4</div> <div style="margin-right: 10px;"><input type="checkbox"/> 7</div> <div style="margin-right: 10px;"><input type="checkbox"/> 2</div> <div style="margin-right: 10px;">X5</div> <div style="margin-right: 10px;"><input type="checkbox"/> 8</div> <div style="margin-right: 10px;"><input type="checkbox"/> 3</div> <div>X6</div> </div> <p>Local Priorities:</p> <div style="margin-bottom: 5px;"><input type="checkbox"/> :</div> <div><input type="checkbox"/> :</div>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Maintain attendance incentive programs to reward students monthly for perfect attendance Promote attendance goals with all stakeholders Promote and strengthen the home/school partnership through programs and school activities Communicate with families whose student is absent more than 7 days during the school year Provide additional counseling services specifically to serve the unique and individual needs of low income students and foster youth 						
Expected Annual Measurable Outcomes						
<p>Outcome #1: The school will annually increase the number of students achieving an individual attendance rate of 96% of higher.</p> <p>Metric/Method for Measuring: Percent of Students with Attendance Rate of 96% or higher (2018-2019)</p>						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	72.81%	73%	74%	75%	76%	77%
English Learners	48.94%	49%	50%	51%	52%	53%
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	61.11%	62%	63%	64%	65%	66%
African American Students	65.91%	66%	67%	68%	69%	70%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%

Asian Students	63.64%	64%	65%	66%	67%	68%
Filipino Students	75%	76%	77%	78%	79%	80%
Latino Students	67.46%	68%%	69%	70%	71%	72%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	81.82%	82%	83%	84%	85%	86%
White Students	73.94%	74%	75%	76%	77%	78%

Outcome #2:

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

Metric/Method for Measuring:

Percent of students with attendance rates of 91% or lower. (2018-2019)

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	13%	12%	11%	10%	9%	8%
English Learners	40%	39%	38%	37%	36%	35%
Socioeconomically Disadvantaged Students	21.6%	20%	19%	18%	17%	16%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	20%	19%	18%	17%	16%	15%
African American Students	14%	13%	12%	11%	10%	9%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	3.8%	2%	1%	1%	1%	1%
Filipino Students	15.4%	14%	13%	12%	11%	10%
Latino Students	17.8%	16%	15%	14%	13%	12%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	22.2%	21%	20%	19%	18%	17%
White Students	11.1%	10%	9%	8%	7%	6%

Outcome #3:

The school will maintain a 0% rate of suspension for all students.

Metric/Method for Measuring:

Percent of students with 0% suspension (2018-2019)

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	0.2%	0%	0%	0%	0%	0%

English Learners	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	0.8%	0%	0%	0%	0%	0%
African American Students	0%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	0%	0%	0%	0%	0%	0%
Filipino Students	*	*	*	*	*	*
Latino Students	0.6%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	0%	0%	0%	0%	0%	0%

GOAL #3						
Parent, Community and Student Engagement Increase the number of parents and students completing the School Experience Survey Increase the percentage of parents trained on academic initiatives	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 X 5 <input type="checkbox"/> 8 X 3 <input type="checkbox"/> 6 </div> <div style="padding-top: 5px;"> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : </div>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Provide programs to help parents support their child’s academic progress at home and serve as a liaison to build strong partnership between home and school. Maintain an effective program for interactive parent and family involvement that includes meaningful opportunities for providing and gathering parental input for decision making, sharing and receiving information. 						
Expected Annual Measurable Outcomes						
Outcome #1: Increase the number of parents as partners that complete the School Experience Survey by 1% annually. Increase the number of students that complete the School Experience Survey by 1% annually.						
Metric/Method for Measuring: LAUSD Parent School Experience Survey (2018-2019)						
APPLICABLE PARENT/STUDENT GROUPS	Baseline	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
Parents Completed	43%	44%	45%	46%	47%	48%
Parents Who Feel Like The School Encourages Parents to Participate in Organized Parent Groups	86%	87%	88%	89%	90%	91%
Parents Who Feel Like A Partner in Child’s Education	82%	83%	84%	85%	86%	87%
I Feel Welcome to Participate At This School	89%	90%	91%	92%	93%	94%
Students Completed	94%	95%	96%	97%	98%	99%
Students That Feel Like They Are A Part of This School	77%	78%	79%	80%	81%	82%
Students Have Opportunities for Participation and Leadership	63%	64%	65%	66%	67%	68%

GOAL #4						
Ensure School Safety <ul style="list-style-type: none"> Strive to achieve zero suspension incidents Maintain the number of expulsion incidents at 0% Increase the percentage of students that feel safe on school grounds 	<div style="border-bottom: 1px solid black; padding-bottom: 5px;"> Related State Priorities: <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 </div> <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> 3 X6 </div> </div> <div style="padding-top: 5px;"> Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> : </div>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Continue training of Restorative Justices practices Clear expectations posted in all common areas Continue to conduct School wide Positive Behavior Assemblies Monthly character trait assemblies to recognize good behavior and implementation of the school wide rules (Be Safe, Be Respectful, Be Responsible) Safety Committee consisting of all stakeholders meets monthly to discuss safety concerns and implement increased safety and security measures Positive Behavior Committee consisting of all stakeholders meets monthly to review the effectiveness of current school behavior policies related to discipline, anti bullying, citizenship, and character development. 						
Expected Annual Measurable Outcomes						
Outcome #1: The school will maintain a 0% suspension rate						
Metric/Method for Measuring: Monthly School Suspension Data;MiSis (2018-2019)						
APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	0.2%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	.4%	0%	0%	0%	0%	0%
Foster Youth	*	0%	0%	0%	0%	0%
Students with Disabilities	.8%	0%	0%	0%	0%	0%
African American Students	2.2%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%
Asian Students	0%	0%	0%	0%	0%	0%
Filipino Students	0%	0%	0%	0%	0%	0%

Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	*	0%	0%	0%	0%	0%
Students of Two or More Races	*	0%	0%	0%	0%	0%
White Students	2%	0%	0%	0%	0%	0%

Outcome #2:

Maintain 0% of students expelled from school

Metric/Method for Measuring:

Number of Instructional Days Lost to Expulsion Data (2018-2019)

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>
English Learners	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>
Socioeconomically Disadvantaged Students	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>
Foster Youth	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>
Students with Disabilities	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>
African American Students	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>
American Indian/Alaska Native Students	<i>Not a significant subgroup at this time</i>	<i>Not a significant subgroup at this time</i>	<i>Not a significant subgroup at this time</i>	<i>Not a significant subgroup at this time</i>	<i>Not a significant subgroup at this time</i>	<i>Not a significant subgroup at this time</i>
Asian Students	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>
Filipino Students	<i>Not a significant subgroup at this time</i>	<i>Not a significant subgroup at this time</i>	<i>Not a significant subgroup at this time</i>	<i>Not a significant subgroup at this time</i>	<i>Not a significant subgroup at this time</i>	<i>Not a significant subgroup at this time</i>
Latino Students	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>
Native Hawaiian/Pacific Islander Students	<i>Not a significant subgroup at this time</i>	<i>Not a significant subgroup at this time</i>	<i>Not a significant subgroup at this time</i>	<i>Not a significant subgroup at this time</i>	<i>Not a significant subgroup at this time</i>	<i>Not a significant subgroup at this time</i>
Students of Two or More Races	<i>Not a significant subgroup at this time</i>	<i>Not a significant subgroup at this time</i>	<i>Not a significant subgroup at this time</i>	<i>Not a significant subgroup at this time</i>	<i>Not a significant subgroup at this time</i>	<i>Not a significant subgroup at this time</i>

White Students	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>	<i>maintain 0% of student expulsions</i>
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Outcome #3:

Increase the percentage of students that report they feel safe on the school grounds on the School Experience Survey by 1% annually.

Metric/Method for Measuring:

School Experience Survey (2018-2019)-Percentage of the students that report they feel safe on the school grounds.

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	84%	85%	86%	87%	88%	89%

GOAL #5

Provide for Basic Services

- Maintain the percentage of teachers that are appropriately credentialed for the students that they are assigned to teach.
- Maintain the percentage of school's providing students with standards based instructional materials by meeting Williams Act requirements of 100%
- Continue to increase percentage of staff attending 96% or above
- Maintain the percentage of teachers completing the Teacher Growth and Development Cycle
- Reach 100% of facilities in good repair

Related State Priorities:

X1 ☐ 4 ☐ 7
☐ 2 ☐ 5 ☐ 8
☐ 3 ☐ 6

Local Priorities:

☐ :
☐ :

Specific Annual Actions to Achieve Goal

- Annual review of school compliance with credentialing, assignment requirements, and of teacher hiring procedures by principal
- Internal and/or District annual review/s of the state and condition of its' facilities
- Ongoing maintenance and repair log, with bi-annual inspection of school facilities by plant manager and principal
- Annual Williams Instructional materials review and certification process
- Annual budget review and planning to ensure funds are available for instructional materials

Expected Annual Measurable Outcomes

Outcome #1:

Maintain the percentage of teachers that are appropriately credentialed for the students they are assigned to teach at 100%.

Metric/Method for Measuring:

Annual review of school compliance with credentialing and assignment requirements (2018-2019)

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Teachers (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #2:

School will continue to provide 100% of students, to include students with disabilities and English Language Learners, with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the charter.

Metric/Method for Measuring:

Annual Williams Instructional materials review and certification process (2018-2019)

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024- 2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100%	100%	100%	100%	100%

Outcome #3:

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

Metric/Method for Measuring:

Internal and/or District annual review(s) of the state and condition of its facilities;ongoing maintenance and repair log, with bi-annual inspection of school facilities by Plant Manager and Principal (2018-2019)

APPLICABLE	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Facilities Inspections	100%	100%	100%	100%	100%	100%

GOAL #6

<p>Broad Course of Study</p> <ul style="list-style-type: none"> In addition to the core subjects ELA, Math, History Social Studies, and Science the school will offer a comprehensive enrichment program to 100% of its students every year. 100% of students will use the school wide writing program Write From the Beginning, taught by all teachers in all grade levels Maintain training of all teachers in Write From the Beginning 100% of all students will utilize a digital device to integrate technology into their educational program. 	<p>Related State Priorities:</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> 1</td> <td><input type="checkbox"/> 4</td> <td><input checked="" type="checkbox"/> 7</td> </tr> <tr> <td><input type="checkbox"/> 2</td> <td><input type="checkbox"/> 5</td> <td><input checked="" type="checkbox"/> 8</td> </tr> <tr> <td><input type="checkbox"/> 3</td> <td><input type="checkbox"/> 6</td> <td></td> </tr> </table> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>	<input type="checkbox"/> 1	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 7	<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 3	<input type="checkbox"/> 6	
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<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 8								
<input type="checkbox"/> 3	<input type="checkbox"/> 6									
Specific Annual Actions to Achieve Goal										
<ul style="list-style-type: none"> Conduct an annual review of the school’s master schedule, student schedules, and other information. Provide off site professional development for both Write From the Beginning for new teachers, as school budget allows. Continue onsite training of teachers and paraprofessionals in Write From the Beginning through current grade level “experts” on staff. On site personnel trained in the understanding and use of MDM Mobile Device Management in order to manage digital devices and to trouble-shoot. 										
Expected Annual Measurable Outcomes										
<p>Outcome #1: The school will provide a comprehensive enrichment program including science lab, art, music, dance, media lab, and robotics to 100% of students.</p> <p>Metric/Method for Measuring: Annual review or master schedule and student schedule</p>										
Baseline	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026				
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%				

Outcome #2:

Maintain 100% of students using the Write From the Beginning writing program.

Metric/Method for Measuring:

Writing portfolios and student work samples

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #3:

100% of teachers in all grade levels will be trained to implement the Write From the Beginning writing program.

Metric/Method for Measuring:

School Office Manager to maintain a log of teachers that have gone to the training, and provide ongoing professional development to staff by teacher trainers.

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Teachers (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #4: 100% of all students will utilize a digital device to integrate technology into their educational program.

Metric/Method for Measuring:

Utilize the District's Remedy System Platform to inventory and track devices issued to students.

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

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

Sherman Oaks Elementary Charter goals align with the needs of the whole child, encouraging self-motivation, social-emotional well-being, and building competence to support lifelong learning through a rigorous curriculum that prepares them for college and careers in the real-world. Through technology, visual and performing arts, and a curriculum based on the Common Core Standards we are cultivating students of the 21st century who can meet the demands of a global society.

SOEC teachers have high expectations for all students and our programs ensure that all children develop the skills they need to be successful on their educational journey. Teachers inspire students' intrinsic motivation and build their confidence as learners.

In addition, our students learn from passionate experts who enrich the core curriculum with focused studies in:

- Science Lab
- Music
- Technology/Media Lab
- Art
- Learning Garden
- Orchestra
- Robotics

The student's exposure and participation in hands-on arts and science education promotes a love of learning and creates self motivated students eager to explore new ideas which contribute to SOEC's philosophy of the development of the whole child.

Our classroom teachers, enrichment specialists and administrative team are committed adult role models who embody excellence, motivation, and a dedication to the joy of learning.

INSTRUCTIONAL DESIGN

SOEC's curriculum is based on the Common Core Standards Framework, the Next Generation Science Standards (NGSS), and the associated Frameworks for all content areas, including Visual and Performing Arts, Technology, and Physical Education. Our instructional practice will be grounded in research-based pedagogies and strategies which include Write From the Beginning created by Jane C. Buckner, Ed. S., Culturally and Linguistically responsive instruction-Geneva Gay, Zaretta Hammond & Sharroky Holliie- Use of Depth and Complexity- Sandra Kaplan, and the Models of Instruction from the English Language Arts / English Language Development Framework for California Public Schools (California Department of Education 2014).

We believe that powerful learning and addressing the needs of our targeted population are best accomplished through a balanced program which combines curriculum-centered and student-centered instruction. Systematic direct instruction, guided practice, and the application of skills through an expansive reading selection, ensure that all students are exposed to the standards. Subsequently, addressing multiple intelligences through the use of experiential and open-ended inquiry-based learning produces self-motivated and well-balanced learners. Integrating these modalities has helped our students become analytical and furthered their thinking critically.

SOEC's instructional design includes the following research-based practices:

Academic Rigor: Teachers design lessons that are engaging and meaningful. Students are expected to develop a firm understanding of the connection between thinking and knowledge. The curriculum encourages students to gain a deep conceptual knowledge of topics or concepts and maintain a high level of engagement throughout the learning process. Similar to Vygotsky's idea of the zone of proximal development (Vygotsky, 1978), rigorous teaching assumes all students can learn if they experience educational activity that is set at an appropriately challenging level and provides time for mastery of new concepts.

Collaborative Grouping -- Teachers create small, flexible groups in order for students to interact with peers. Students share thinking processes to maximize learning. Cooperative groups promote diverse perspectives, student-centered learning, and teamwork. Children working in cooperative groups give more explanations to assist each other as they worked together and exercise more autonomy with their learning and obtained higher learning outcomes than those students working independently. (Gillies and Ashman, 1999).

Criteria Charts/Rubrics -- These tools help focus students to effectively meet and exceed teacher expectations and objectives for each assignment. Charts/rubrics are based upon curricular standards and objectives.

Direct Instruction -- Teachers use carefully planned instruction to teach standards-based lessons. Teachers design lessons that develop critical thinking skills, which help students solve complex problems with depth and complexity. These skills help students effectively analyze multiple sources of information, draw logical conclusions, and create innovative solutions for problems. (Stobaugh, 2013).

Higher-Level Thinking -- Teachers design lessons that develop critical thinking skills, which help students solve complex problems with depth and complexity. Students are encouraged to utilize the highest stages of Depth of Knowledge and Bloom's Taxonomy, such as synthesis, analysis, and evaluation.

Write From the Beginning-- A developmental writing program created by Jane C. Buckner, Ed. S. for kindergarten through fifth grade focused on criteria necessary for successful writing achievement beyond the elementary years. The program includes both narrative and expository writing, each utilizing the thinking maps common visual language. Teachers build upon and extend the instruction of previous grades by using modeled instruction, improvement rubrics, and mini lessons. Beginning in kindergarten, teachers in every grade guide students through this process so that students become independent writers who can write for a variety of audiences and purposes. The program focuses on the utilization of Thinking Maps to foster our brains, natural preferences and processes organization and visualization (Hyerle, 2008). When we tap into the way our brains are wired to learn naturally, we can maximize retention, recall, and deep understanding.

Integration of the Arts -- Students participate in music and visual arts instruction to enhance and deepen the learning experience through our parent funded programs. Art integration employs multiple modalities and intelligences and research that shows that the arts help better prepare students for college or career readiness (Appell, 2006).

Experiential Learning -- Learning by doing. Hands-on learning is emphasized for students to learn through direct experiences, how to make sense of the world, solve problems, use reference materials and learning aids, in order to gain understanding of concepts. Experiential learning requires students to use the knowledge and skills they have acquired in meaningful context, and helps them to simultaneously develop problem solving strategies and encourages collaboration with peers (Drake and Long, 2009).

Integration of Science: At each grade level, science instruction is driven by student

inquiry, facilitated, and guided by teachers, and based on the Next Generation Science Standards. The NGSS supports students in gaining understanding and appreciation of the natural world, as environmental education weaves the sciences together (as cited in 2016 Science Framework for California Public School Kindergarten to Grade 12).

Integration of Technology: With our 1 to 1 iPad implementation, teachers will provide students with a rigorous curriculum that exceeds the State content standards for technology. Our Technology staffed computer lab is used for acceleration, enrichment, and remediation. Students will be taught word processing to help demonstrate their written expression. In addition, students will explore artistic applications appropriate to their grade level. Research capabilities will be broadened by use of the Internet. Students will be taught to identify and choose relevant information to enhance their research. Ultimately, students will learn to be good digital citizens with an emphasis on respect, safety, and privacy online.

Adhering to the proposed instructional framework and teaching methodologies ensure Sherman Oaks Elementary Charter School's credentialed teachers can successfully meet the needs of all students, which include these subgroups: GATE, 'Twice Exceptional', Special Education, English Language Learners, Underachieving/Non-Proficient, Socio-Economically Disadvantaged and General Education.

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.

Sherman Oaks Elementary Charter School's curriculum is based on the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and the associated frameworks in all areas: English language arts, English language development, mathematics, science, social studies, visual and performing arts, 1-1 technology, and physical education. In order to address the needs of all students and identified sub-groups of students, SOEC has developed a balanced student-centered and curriculum-centered program of instruction that is differential, experiential, inquiry-based and project-based. Systematic direct instruction, guided practice, differentiated instruction, and the application of teaching methods in a variety of modalities will ensure all students are progressing towards the goal of college and/or career readiness.

Curriculum and Instructional Materials

- TK-5, Benchmark Advanced English Language Arts TK-5,
- Benchmark Advanced, English Language Arts Development Component K-5
Benchmark Advanced
- Vocabulary A-Z
- Lexia Grades TK-2
- Reading Plus Grades 3-5
- Write from the Beginning/Thinking Maps
- Intervention Component Grades K-2
- Amplify Reading: DIBELS Grades 3-5
- Heggerty, Grades TK-2
- 95% Group, Grades TK-2
- Various grade level appropriate literature, Grades K-5
- Eureka Math TK-5
- Amplify Science TK-5
- Impact California Social Studies K-5
- Computerwisekids
- 1-1 iPad devices

English Language Arts.

Using the District adopted Benchmark program and other supplementary materials, Teachers provide a rigorous TK – 5 curriculum that meets or exceeds the State Common Core standards for Reading Literature, Reading Informational Text, Speaking and Listening Skills, Foundational Skills, Language, and Writing Standards. With the implementation of Depth and Complexity, Bloom's Taxonomy and Webb's Depth of Knowledge, teachers provide rigorous instruction to our students. In grades, TK – 2, additional instructional resources include Heggerty, Lexia, and the 95% Group to provide targeted opportunities in Foundational Reading Skills. The Reading Plus Program is an additional resource used in grades 3-5 to address reading efficiency.

Sherman Oaks Elementary Charter School has adopted Write from the Beginning during the 2015 – 2016 school year. This developmental writing program for students in Kindergarten through Fifth Grade, focuses on early training of organizational skills that are necessary for successful writing achievement beyond the primary years. Teachers at SOEC develop a common, targeted focus and shared accountability for school-wide writing performance. All teachers have been trained in all grade levels K-6 in order to understand the evolution of the program. Teachers build upon and extend the instruction of the previous grade level by using rubrics and focused mini-lessons. This process establishes a solid foundation for all genres of writing.

The English language arts curriculum and accompanying teaching methodologies work to:

- Develop critical reading skills through the use of fiction and nonfiction
- Use text-based evidence to support responses and form opinions
- Critique, justify and theorize in compositions and writing across the curriculum
- Develop storytelling, oral language, vocabulary, and active listening skills
- Integrate critical thinking skills
- Integrate technology as a tool for presenting and communicating information
- Develop a writing program that builds upon skills year after year
- Teach foundational skills, including phonics, print concepts, word recognition and fluency

The following is a sample of lessons / activities that students participate in to develop English language arts skills throughout the year:

- Dr. Seuss Day
- Cross curricular projects
- Biography breakfast
- PJs and Books
- Novel Units of Study
- Themed Book Reports
- Shared Reading
- Little Buddies

English Language Development:

Sherman Oaks Elementary Charter uses the district-adopted curriculum Benchmark Advanced to implement two sets of interrelated standards: CA ELD Standards in tandem with CA CCSS ELA/Literacy Standards. Teachers address the language learning needs of English Learners in strategic ways that promote the development of content knowledge and advance levels of English using the CA ELD Standards in two ways: Integrated and Designated ELD. Proficiency levels and corresponding level of instructional support is determined by district/state assessments and classroom performance. In accordance with the ELA/ELD Framework, Sherman Oaks Elementary Charter is committed to preparing English learners for career and college success in the 21st century.

ELD instruction includes:

1. The use of curriculum to ensure mastery of standard academic English, how it works, and how to apply it to make meaning in all curricular areas
2. Methodologies and curriculum that includes instruction in foundational literacy skills.
3. Instruction to develop proficiency in English domains of listening, speaking, reading, and writing.

4. Ongoing assessments that are data driven to determine progress and drive instruction to take into account language development stages and cultural backgrounds.

The following is an example of lessons and activities that students participate in to develop English Language Development skills throughout the year are:

1. Designated ELD
2. Integrated ELD
3. Start Smart lessons
4. Collaborative Conversations
5. Readers' Theater

Mathematics:

Teachers provide students with a rigorous curriculum that meets or exceeds the CCSS for mathematics TK/K-5. Using Eureka Math, teachers address Number and Operations in Base Ten, Operations and Algebraic Thinking, Measurement and Data, and Geometry as outlined in the Common Core Standards. These standards are incorporated to teach students the use of the eight mathematical practices:

- 1) Make sense of problems and persevere in solving them,
- 2) Reason abstractly and quantitatively,
- 3) Construct viable arguments and critique the reasoning of others,
- 4) Model with Mathematics
- 5) Use appropriate tools strategically
- 6) Attend to precision
- 7) Look for and make use of structure
- 8) Look for and express regularity in repeated reasoning.

Students clarify and demonstrate their understanding of mathematical ideas by manipulating materials, reading, writing, listening and speaking. Students develop proficiency of mathematical ideas by applying them to real world problems and connecting math across disciplines. Students develop skills using the tools of mathematics such as rulers, compasses, calculators, and computers as a mathematical resource.

The following is an example of lessons and activities that students participate in to develop mathematical skills throughout the year:

- Math/Science Family Night
- Zearn.org
- Embarc online

- GoFormative
- Xtra Math online
- Math talks
- ST Math
- Reflex Math

Science

Using Amplify Science, Generation Science, Mystery Science, and supplemental materials, teachers address the Next Generation Science Standards (NGSS), Performance Expectations, Science and Engineering Practices, Disciplinary Core Ideas, and Cross Cutting Concepts. Embedded within the program are the CCSS for ELA and Math. Students engage in engineering tasks and inquiry based learning for hands-on science instruction. Using the scientific method, students develop hypotheses, test those hypotheses, observe, investigate, and share their findings to ultimately come to their own research-based conclusions. SOEC has a fully-functioning science lab where students visit weekly to participate in hands-on experiments, taught by a science teacher.

All classes have the opportunity to work weekly with the Enrich LA-Garden Ranger Program.. This innovative program ensures that students benefit and engage with their school garden. In the SOEC Learning Garden students learn the value of growing and harvesting organic vegetables, the importance of making healthy food choices and sustainability. Lessons are grade level appropriate and follow current academic standards.

The following is an example of lessons and activities that students participate in to investigate science skills throughout the year:

- Growing plants in the classroom and in the school garden to watch the life cycle of a seed from germination through seed production.
- As part of the Modeling Matter unit, upper grade students take on the role of food scientists and are given the task to solve two problems:
 - To separate a mixture.
 - To make unmixable substances mix
 - In doing so, students figure out that the properties of materials are related to the properties of the nanoparticles that make up those materials.
- As part of the Light and Sound unit, primary students make their own shadow puppet stage using a light source, with backgrounds. The students are challenged to write a narrative story about the characters they develop. In addition, they created their own background and sounds to retell their story.
- Research Earth Day to address a real-world problem and create solutions, such as a recycled art project and participating in a beach clean up.

History/Social Science:

Through the use of Impact California Social Studies, teachers provide students with a rigorous curriculum that exceeds History-Social Studies standards. Students are taught critical thinking skills to help them relate to historical events over time and to be able to find parallels and patterns. In addition, students learn to interpret geographical and historical connections between the world today and the world long ago. It continues with a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world and explores the lives of actual people who make a difference in their everyday lives. Students learn about American history and the many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. And finally, students study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came.

The following is an example of lessons and activities that students participate in to explore the history/social studies curriculum throughout the year:

1. Biography Breakfast
2. Wax Museum
3. Design California relief maps focusing on the specific regions of California
4. Election Research
5. California Missions Flipbook and perform the “California Missions and More” play
6. Combining research skills and Thinking Maps
7. Researching a figure with significance in the Civil Rights Movement.
8. Activities that focus on Diversity, Equity and Inclusion, such as:
 - Black History
 - Hispanic Heritage
 - Pacific/Asian
 - Developmental Disabilities
9. Presidents’ Day activities
10. Johnny Appleseed

Health/Social Emotional Wellness and Physical Education

The SOEC community acknowledges both the immediate and the lifelong benefits of health and physical education for children. The Physical Education Framework for California Public Schools states that children who are well-educated in health and physical activity become healthy adults. To that end, SOEC adheres to district policy in providing a minimum of 200 minutes every two weeks of physical education.

The Physical Education Teacher Itinerant Program (PTIP) provides SOEC with a credentialed PE itinerant teacher 1 day per week for 2 years. The PETIP model is designed to provide teachers with pedagogy and content knowledge to deliver high quality elementary physical education to students. Participating teachers use the “trainer of trainer model” to train colleagues in designing comprehensive physical education lessons that teach skills, discipline, teamwork, and cooperation.

SOEC believes in developing and promoting the physical, mental, emotional, and social health of our students. Every week, students and families can start their day by participating in Walking Wednesday. Families are invited on to campus to walk the track while listening to upbeat music, while building community. Additionally, as part of the Schoolwide Positive Behavior Support Program (SPBS), SOEC selects a monthly character trait (i.e . trustworthiness; kindness; citizenship) and recognizes students monthly for their efforts and to reinforce appropriate student behavior and expectations. In addition, every school wide assembly begins and ends with the students and staff repeating our school rules , “Be safe, be respectful, be responsible.

Restorative Justice practices are used to create and maintain a positive school culture and climate. Practices are used to celebrate accomplishments, transform conflict, build community, and to integrate students into the learning environment

The following is an example of lessons, activities and programs that students participate in to explore the health, social emotional and physical education curriculum throughout the year:

- Weekly social groups are offered to help students work through difficulties with peer interactions and conflict resolution.
- “Pause Place” - a place during recess/lunch to encourage social skills and inclusion
- Restorative Justice
- Yoga
- "Fill my Bucket"
- Growth Mindset
- Daily Tiger tickets, with a weekly drawing
- Classroom positive reinforcement activities
- Words of Wisdom

Visual and Performing Arts

Our visual and performing arts curriculum invites students to develop experiences and appreciation of the arts through music, dance, and theatre. We believe it is of great importance that our children develop a sense of beauty, truth, and tolerance provided by the very humanizing world of art. Using a combination of LAUSD arts teachers and classroom teachers, students receive a comprehensive TK –5 arts curriculum that builds one year upon the next. Classes are offered on a rotating basis yearly.

The following are classes offered by LAUSD Visual and Performing Arts Department:

- Orchestra (gr. 3-5)
- Drama
- Music
- Vocal
- Dance

Technology

Sherman Oaks Elementary Charter is committed to using instructional technology to ensure our students are 21st century ready.

- As a 1:1 school, every student is afforded an ipad to use in their educational program from TK through 5th grade.
- Provide students with a rigorous curriculum that exceeds the International Society for Technology in Education Student Standards
- Teach word processing to help students demonstrate written expression through technology.
- Explore artistic applications appropriate to grade level with programs such as PowerPoint, Garage Band, iMovie, and Keynote
- Teach students to work with data to identify and present information using spreadsheet (Excel)
- Enable students to broaden their research capabilities by using the Internet • Teach students to identify and choose relevant information to enhance research • Help students utilize up-to-date sources of information relevant to study
- Teach students to be good digital citizens with emphasis on respect, safety, and privacy online.
- Continue to enhance technology integration using the SAMR model (Substitution, Augmentation, Modification, and Redefinition) - a way for teachers to assess how to incorporate technology into instruction.
-
- Ensure all 3rd through 5th grade classes take regular assessments for ELA and Math which mirror the standardized testing they take in the spring
- Implement LEGO robotics (grades 4-5)

Enrichment Programs :

It is proven that students can learn at a higher rate by applying test-based knowledge paired with hands-on experiences. Students exposed to enrichments foster the ability to think creatively and to solve problems. SOEC is dedicated to providing a variety of enrichment programs for students. These programs are fully funded by our Parent Group, Sherman Oaks Parent Association. (SOPA) The enrichment programs are fully incorporated into the appropriate grade level curriculum for all levels and meet or exceed the Common Core State Standards. Enrichment programs include science, dance, music, art, media lab, and EnrichLA Garden Ranger Program. These programs are taught by qualified specialists that collaborate with classroom teachers to schedule and plan an enrichment curriculum. SOEC is proud to offer these enriching experiences to all students on a weekly basis.

The Art Explorers' Programs:

Art Explorers' experts work with each grade level to teach the appropriate California State Standards for visual arts as well as instructing students in lessons relevant to specific curriculum. In all grades, the students engage in many multi-cultural art activities involving patterns, shapes, and lines. They also learn about the lives and times of artists ranging from prehistoric times to the present day. By viewing various works of art as examples, students develop beginning skills in the use of art media, such as pastels, watercolors and tempera.

- Students in grades TK-2 use the elements of line, shape, color, texture, value, and space to develop the ability to compare and contrast works of art. Students build a specific art vocabulary.
- Upper grade students continue with line and color to develop the ability to compare and contrast works of art by use of the elements of line, shape, color, texture, and value. Learning the culture, history and human diversity of a variety of artists, students will be able to put into words or technology projects, to illustrate their knowledge.
- All students are exposed to different career opportunities in visual arts through the study of painters, sculptures, printmakers, animators, architects, muralists, quilt artists, "junk" artists, video artists, graphic artists, etc.

The Music Program:

SOEC sustains a full time music program for all students TK-5th grade. The music program is a general music program with a vocal emphasis. All lessons taught are founded on the California State Content Standards for Music. Students focus on using the voice as the primary instrument and use introductory percussion instruments. Throughout their time in

the music room, students enhance their musical skill set including sight reading, pitch development, and basic music theoretical concepts.

SOEC's music program includes a focus on identifying the bridge between music and important historical, mathematical, scientific, and worldwide topics. Students learn music from important moments in American and World History. Students learn the connection between math and musical rhythms. Students create musical experiments using steps much like that of the scientific method. Music appreciation and lyrical analysis of an appropriate song can lead to powerful discussions about current events.

- Students in TK-2nd grade, focus on the elements of steady beat, rhythm, melody, harmony, tempo, and dynamics. Students play music games using percussive instruments, manipulatives, and the voice to represent these elements of music.
- Having mastered the appropriate foundational elements of music thus far, students in 3rd-- 5th grade expand on their knowledge through collaboration with fellow students, listening to and discussing famous or lesser-known composers, creating original compositions, and relating musical concepts. Grades 3 -5 master vocabulary, review their knowledge of the instruments and their families, and explore music through movement.
- Students are exposed to multiple genres of music, and connect music to culture.
- A week of Music Appreciation offers students the opportunity to meet musicians, singers and songwriters and to learn about the world of music and to develop a deep appreciation for what it means to create art as a way of living.
- The week culminates with a school-wide concert where artists perform their music and demonstrate their many talents.
- There are two school wide performances held each year.

Science gr. 1-5 :

The science enrichment program provides a hands on learning experience for students. Lab instruction consists of 35 to 55 minute lessons once a week led by a qualified scientific specialist and assisted by the grade level teacher. Lessons and activities are based on the Next Generation Science Standards. (NGSS) The science lab provides NGSS based science lessons for grades 1–5. Lessons include lectures and experiments. Students participate in activities such as, live animal behavior and adaptations, field trips, and other supplemental science learning.

Science Tk-Kinder:

Sherman Oaks Elementary Charter provides a project-based science program for TK and Kindergarten. The program covers three units of study, Physical, Earth, and Life science.

TK and K students learn scientific study through hands-on discovery. Students receive science once a week that include creative projects relevant to the concept being taught.

Media Lab

The computer lab houses 40 21-inch iMac computers, running both Apple OSX & Windows XP. Each Mac is fully loaded to help our students accomplish all their media, research and core-curriculum reinforcing projects.

Our computer lab instructors come from ComputerWiseKids. Computerwisekids follows the ISTE standards of Technology Education. Students are taught the basic skills needed to interact with a personal computer. The software used emphasizes the individual child's initiative and independence, allowing them to progress through an orderly series of structured learning activities at their own pace. The technology curriculum based on ISTE standards includes an online Typing Tutor program. Language arts, social studies and math standards are integrated with technology projects. Additionally, the students learn coding and digital citizenship lessons and conduct internet research projects through their online classroom page. Each class is instructed through a grade-appropriate curriculum.

Our Media Lab is a 21st Century resource utilized by all grade levels. Whole class access to lab computers, in addition to classroom computers, enables our teachers to effectively integrate technology to help our students better understand and apply the concepts being taught. The goal in the Media Lab is to teach a variety of technology skills across a wide range of standards in a nurturing environment.

SOEC has recently developed a Robotics program as a part of the computer/technology program for fourth and fifth grade students. The goal is to continue to expand in order to include all grades.

Intervention Programs:

Intervention programs at Sherman Oaks Elementary Charter is designed to address those students who continue to need assistance in English Language Arts, Math and task completion of class work. The intervention program is designed to provide tiered support to help students meet grade level standards. The programs are offered before and after school. The researched based programs used include:

- 95% Group
- Explicit phonics instruction for reading
- Homework Club instructed by classroom teachers
- Benchmark Reading Series

- Amplify Reading
- Lexia
- Reading Plus

Instructional Methods and Strategies

1. Concept-based Instruction: Students learn topics through understanding concepts and principles.
2. Flexible Pacing: Teacher led lessons are based upon flexible pacing, which supports students' academic success.
3. Mini-Lessons: Mini lessons are used to introduce, review, or reteach a specific skill, targeting whole group or specific groups of students.
4. Modeling: Teachers model thinking processes and strategies. They model both embedded skills and the more general behaviors that lifelong learners demonstrate.
5. Use of Academic Language: Academic language refers to the oral, written, auditory, and visual language proficiency required to learn effectively. It's the language used in classroom lessons, books, tests, and assignments, and it's the language that students are expected to both learn and achieve fluency in. Teachers use and model the use of academic language as well as encourage students to use academic language.
6. Clear Expectations: Teachers explicitly define and articulate the Common Core Standards they expect students to learn. Students reflect on their progress on assignments with respect to the standards. Descriptive criteria and models of work that elaborate these standards are displayed in every classroom. Students participate in evaluating their own work and in setting learning goals for themselves. The teachers clearly communicate this information to other school professionals, families, community members, and, most importantly, to the students.
7. Immediate Feedback: Teachers interact with students to provide them with immediate feedback, often in the form of follow-up questions, in order to uncover their underlying ideas and thinking processes. This methodology assists students in recognizing successful learning behavior and repeating them. Feedback is tied to the instructional outcome of a particular lesson. Students also use peer review to help check for understanding.
8. Appropriate Guided and Independent Practice Time: Students are given high quality instruction and guided practice which is essential to be successful in understanding, applying and demonstrating a particular concept or skill.
9. Accountable Talk: Teachers facilitate the development of students' abilities to apply their conceptual understanding to respond to, and further develop, what others have said. The goal is for "student talk" to drive the learning process forward as much as possible.

10. Questioning Techniques: Teachers use various questioning techniques that allow students to demonstrate and extend their thinking processes and deepen their conceptual grasp of content. Teachers plan questions so that they span all four Depth of Knowledge (DOK) levels.

11. Differentiated Instruction: Teachers design lessons and assignments that have multiple entry and performance points, allowing all students to have access to the core curriculum.

How the School's Instructional Methodologies and Curriculum Support Student Mastery

Sherman Oaks Elementary Charter ensures the success of all students by adhering closely to the Common Core Standards, instructional framework, and designated teaching methodologies. Subgroups that are targeted include but are not limited to GATE, Special Education, English Language Learners, Under-Achieving/Non-Proficient, General Education, socio-economically disadvantaged, homeless, and foster youth.

All components of Sherman Oaks Elementary Charter School's curriculum plan align with the frameworks for California public schools and are Common Core. Instruction is standards-based and assessed by the SBAC (grades 3-5) and Dibels (grades K-5) as scheduled by the Los Angeles Unified School District. Sherman Oaks Elementary Charter continues to use district provided periodic assessments including IAB's and program-based assessments to monitor the progress of all students. With the help of the Curriculum Committee, programs and instructional resources will be monitored to ensure their relevance to student learning. Sherman Oaks Elementary Charter teachers will use the California content standards for English Language Arts, ELD, Math, Science, Social Studies, Technology, Physical Education, Health, and Art as the primary source for developing lessons and focusing on student learning. Students will be tested and graded upon these standards to demonstrate mastery. As our students demonstrate their need for acceleration and/or intervention, programs/resources/textbooks will be provided to help support their learning.

How the instructional program supports student development of technology related skills

One of Sherman Oaks Elementary Charter's goals is to increase the amount of technology integrated into the core curriculum. Sherman Oaks Elementary Charter has implemented a one-to-one ratio of student to device in grades TK – 5. Additionally, SOEC has contracted with a technology company called Computerwisekids to teach a specialized technology curriculum. Computerwisekids follows the ISTE standards of Technology Education. The lab is managed by a team of Computerwisekids professionals for instruction, software and hardware help. Students are taught the basic skills needed to

interact with a personal computer. The software used emphasizes the individual child's initiative and independence, allowing them to progress through an orderly series of structured learning activities at their own pace. The technology curriculum based on ISTE standards includes an online Typing Tutor program available to students 24/7. Language arts, social studies and math standards are integrated with technology projects. There is an online tutor for mouse and keyboard skills used by K students called "The Player." The company also has an online Student Gallery where student work is published for parents to view. Additionally, the students learn coding and digital citizenship lessons and conduct internet research projects through their online classroom page. SOEC is working to prepare students in grades 3 – 5 to take computer-based state standardized tests by having them practice with Interim Assessment Blocks (IABs) and Benchmark assessments online. The IAB assessments are given several times a year and mirror the CAASPP test. The teachers ensure that the students have enough practice with the format of each test, as well as the tools available to them on the test so that they are more prepared to take the state testing in the spring. Students with disabilities that have accommodations on their IEPs are given those accommodations on the IABs as well, so they are able to practice using their accommodations, so on test day they are not seeing them for the first time. Since SOEC has a variety of technology (iPads and desktops) the teachers make every effort to have students take the IABs on the device they will be using in the spring so they not only get practice with the test format and tools they also get practice using the device they will use on the summative assessment.

Transitional Kindergarten

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

Transitional Kindergarten or (TK) is year one of a two year program. Transitional Kindergarten is designed to provide an early childhood education program that builds a bridge between preschool and kindergarten.

Transitional Kindergarten is for students who turn five years old between September 2 and December 2 and who may benefit from an enriched foundational early childhood program to prepare them for success in kindergarten. This is a special opportunity for the youngest students to become confident learners in a nurturing classroom environment.

The Transitional Kindergarten curriculum is aligned with the California Department of Education's Preschool Learning Foundations. It uses the same core curriculum and materials, (Benchmark for ELA and Eureka for math), as our Kindergarten Program, with curricular modifications that will allow the TK student to meet the Common Core Standards for Kindergarten. Emphasis is placed on developing oral language skills and providing integrated experiences in literacy and numeracy along with self regulation, such as self confidence and cooperation and social engagement. Social Studies and Science are taught in accordance with LAUSD and State guidelines. The daily schedule includes a combination of whole group and small group instruction and follows the full day schedule of our Kindergarten program.

TK students participate in all SOEC academic and enrichment programs along with Kindergarten classes. Activities are often scaffolded so that TK students are able to access the content in a slightly more kinesthetic and interactive manner.

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.

Sherman Oaks Elementary Charter will continue to follow the Traditional Academic calendar set forth by the Los Angeles Unified School District. All Tuesdays are shortened days for faculty professional development (24 additional Tuesdays approved by waiver for a total of 38 shortened Tuesdays). There will be a minimum of 10 minimum days to be determined by the Charter School's Governing Council that oversees calendared events.

REGULAR INSTRUCTIONAL DAYS: MONDAY, WEDNESDAY, THURSDAY, FRIDAY						
GRADES	1st bell Instructional bell	start of recess	end of recess	start of lunch	end of lunch	dismissal
Tk-Kinder	7:55am/8:00am	9:20am	9:40am	11:30pm	12:10pm	2:24pm
Kinder-1st	7:55am/8:00am	9:45am	10:05am	11:30pm	12:10pm	2:24pm
2nd-3rd gr	7:55am/8:00am	10:10am	10:30am	12:00pm	12:40pm	2:24pm
4th-5th gr.	7:55am/8:00am	10:35am	10:55am	12:30pm	1:10pm	2:24pm

PROFESSIONAL DEVELOPMENT BANKED DAYS EVERY TUESDAY						
GRADES	1st bell Instructional bell	start of recess	end of recess	start of lunch	end of lunch	dismissal
Tk-Kinder	7:55am/8:00am	9:20am	9:40am	11:30pm	12:10pm	1:20pm
Kinder-1st	7:55am/8:00am	9:45am	10:05am	11:30pm	12:10pm	1:20pm
2nd-3rd gr	7:55am/8:00am	10:10am	10:30am	12:00pm	12:40pm	1:20pm
4th-5th gr.	7:55am/8:00am	10:35am	10:55am	12:30pm	1:10pm	1:20pm

MINIMUM DAYS				
GRADES	1st bell Instructional bell	Start of brunch	End of brunch	dismissal
Tk-Kinder-1st	7:55am/8:00am	10:00am	10:20am	12:30pm
2nd-3rd gr	7:55am/8:00am	10:25am	10:45am	12:30pm
4th-5th gr.	7:55am/8:00am	10:50am	11:10am	12:30pm



**LOS ANGELES UNIFIED SCHOOL DISTRICT
SINGLE-TRACK INSTRUCTIONAL SCHOOL CALENDAR 2021-2022**

**ATTACHMENT A
Board Approved
5/4/2021**

JULY

MO	TU	WE	TH	FR
			1	2
5	6	7	8	8
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

AUGUST

MO	TU	WE	TH	FR
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

SEPTEMBER

MO	TU	WE	TH	FR
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

OCTOBER

MO	TU	WE	TH	FR
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

NOVEMBER

MO	TU	WE	TH	FR
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

DECEMBER

MO	TU	WE	TH	FR
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

JANUARY

MO	TU	WE	TH	FR
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

FEBRUARY

MO	TU	WE	TH	FR
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

MARCH

MO	TU	WE	TH	FR
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

APRIL

MO	TU	WE	TH	FR
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

MAY

MO	TU	WE	TH	FR
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JUNE

MO	TU	WE	TH	FR
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

07/05/21 Independence Day
 08/16/21 First Day of Instruction
 09/03/21 Admission Day
 09/06/21 Labor Day
 11/11/21 Veterans Day
 11/25 - 11/26/21 Thanksgiving Holiday
 12/20/21 - 01/07/22 .. Winter Recess

01/11/22 Second Semester Begins
 01/17/22 Dr. Martin L. King Birthday
 02/21/22 Presidents' Day
 03/28/22 Cesar E. Chavez Birthday Observed
 04/11 - 04/15/22 Spring Recess
 05/30/22 Memorial Day
 06/10/22 Last Day of Instruction

LEGEND:
 First Day/Last Day of Instruction
 Legal/Local Holidays
 School Recess
 Unassigned Day (no school)
 Pupil Free Days *
 Second Semester Begins
 Instructional Days

Instructional Days
 Fall Semester. 80
 Spring Semester. 100
 Total. 180

* Scheduled pupil free days are Friday, August 13, 2021, and Monday, January 10, 2022.
 If a school selects Friday, June 10, 2022, as a pupil free day, then Monday, January 10, 2022, becomes an instructional day.

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	132	323	38	263	10	253			180	36000	55160	19160
1	YES	132	323	38	263	10	253			180	50400	55160	4760
2	YES	132	323	38	263	10	253			180	50400	55160	4760
3	YES	132	323	38	263	10	253			180	50400	55160	4760
4	YES	132	323	38	263	10	253			180	54000	55160	1160
5	YES	132	323	38	263	10	253			180	54000	55160	1160
6	NO	N/A		N/A		N/A				0	54000	0	-54000
7	NO	N/A		N/A		N/A				0	54000	0	-54000
8	NO	N/A		N/A		N/A				0	54000	0	-54000
9	NO	N/A		N/A		N/A				0	64800	0	-64800
10	NO	N/A		N/A		N/A				0	64800	0	-64800
11	NO	N/A		N/A		N/A				0	64800	0	-64800
12	NO	N/A		N/A		N/A				0	64800	0	-64800

PROFESSIONAL DEVELOPMENT

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

Professional Development is continuous at SOEC and is an effective tool to meet the curricular needs of our students and teachers. The topics are aligned with the District's banked time professional development priorities and developed with the Instructional Leadership team (ILT) along with the Principal. Professional Development topics are also driven by the staff's needs and interests, and carefully balance school-based initiatives.

The ILT develops topics for Professional Development at the end of the school year, for the upcoming school year, focusing on the areas of curriculum, technology, innovation (Write From the Beginning) and social emotional wellness.

Topics are based on student achievement data, using both summative (CAASPP) and formative assessments (Interim assessments). Our professional development and budget are aligned with our students' needs, always basing our decisions on sub-group and whole school data.

In addition to learning and implementing research based instructional strategies, professional development will focus on helping our teachers provide a consistent curriculum with the newly adopted Eureka Math, the Next Generation Science Standards, Restorative Justice, promoting social/emotional and growth mindset.

Professional development occurs every Tuesday and a waiver is in place so that

professional development can begin on the first Tuesday of the school year for the duration of that year. The professional development plan is aligned to the school goals, academic initiatives, and instructional design.

Below is the Professional Development schedule for the 2020-2021 school year:

2020-2021 PD Schedule

(subject to change)

Date	Faculty Meetings	PD/Grade Level Mtgs
8/17/20	Faculty Mtg; Committee/Adjunct duties	Mandatory Bulletins/Grade lvl planning
8/24/20	Engagement Strategies & Active Online learning	Gr. Lvl Articulation
9/7/20	GLM-Schoology	DIBEL's Data Chat
9/14/20	Back to School Nite Prep	Back to School Nite Prep
9/21/20	Backward Planning & Rigorous Tasks	Blood Borne Pathogens/Epi Pen/Child Abuse Training
10/5/20	Cum Folder Exchange	Whole Child Integrated Data Systems
10/12/20	Emergency Team Prep	Explore Amplify Science
10/19/20	Gate- Susie Eden	Eureka Math
10/26/20	Dyslexia	Dyslexia
11/2/20	Engagement Strategies	Amplify - Science (Heinrich Sartin)
11/9/20	SEL -Empathy (Charles Ford)	SEL-Empathy (Charles Ford)
11/16/20	Parent Conferences	Parent Conferences
12/1/20	GLM	IAB Scoring
12/7/20	Safer at Home: Campus Closure Planning	Staff Wellness & Self Care
12/14/20	GLM - 30 min.	Workplace Harassment PD - 90 min.

2020-2021 PD Schedule
(Cont.)

Date	Faculty Meetings	PD/Grade Level Mtgs
1/25/21	Faculty Mtg; Committee/Adjunct duties	Mandatory Bulletins/Grade lvl planning
2/1/21	SBAC	Summative ELPAC
2/8/21	GLM	Supporting our Communities with Grief and Loss
2/22/21	Safety Protocol Module III	Data Chat MOY
3/1/21	Safety Protocol Module IV	Eureka Math
3/8/21	Parent Conferences	Parent Conferences
3/15/21	<i>CREATING TRAUMA INFORMED RESILIENT COMMUNITIES (90 MIN)</i>	
3/22/21	Mid year ELA Intervention	Data Chat MOY - Edulastic
4/5/21	OPEN HOUSE	OPEN HOUSE
4/12/21	<i>PREP FOR REORGANIZATION</i>	
4/19/21	Reorganization (2nd & 3rd)	Restorative Justice - Making Connections
4/26/21	Reorganization (K-1st)	Differentiating Math w/depth and complexity
5/3/21	<i>TEACHER APPRECIATION LUNCHEON</i>	
5/10/21	Reorganization (4th)	Write From the Beginning
5/17/21	GLM-Analyze Work Samples	Culturally & Linguistically Responsive Pedagogy
5/24/21	GLM - End of Year Procedures	Write From the Beginning
6/7/21	Cum Folders	Cum Folders

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*.

Sherman Oaks Elementary Charter (SOEC) continues to work with English Learners to ensure that they meet or exceed English Language proficiency and grade level standards comparable to their fluent English proficient peers. The Principal and Assistant Principal or English Learner Coordinator, work closely with teachers and families to ensure the District's English Learner Master Plan is being followed and accountabilities are being met.

Teachers of English Learners utilize the ELD components of the Benchmark Language Arts curriculum to include picture cards, letter cards, sound/spelling cards, interactive games, elkonin boxes, and connected texts. Additionally, teachers use research-based English Learner Instructional Approaches such as Active Listening, Extended Communication, and Oral Summarizing. Specifically Designed Academic Instruction in English or SDAIE techniques including the use of realia, total physical response, think pair share, scaffolding, reciprocal teaching, and thinking maps are also strategic approaches used to gain fluency.

At SOEC there are two web-based programs in place to help support our English learners, their families, and teachers. Beginning in 2014, our English Language Advisory Committee (ELAC) recommended the purchase of a high-quality reading program to enhance our ELD curriculum. This program, Lexia Reading Core 5, is designed to meet the common core state standards and utilizes individualized instruction and reinforcement based on continuous assessment. The program is research-based and is supported by auditory and visual cues spanning grade levels from kindergarten through fifth grade. The ability to access more than one grade level of standards allows our students to review, practice and preview the necessary skills. Lexia Reading Core 5 can be accessed both at school and at home. Teachers and parents can closely monitor the program to determine our EL students' area(s) of need and strength. In 2018, our school's Governance Council approved an additional school-wide Language Arts web-based program called Reading Plus. Reading Plus is generally used in grades three through five to improve comprehension, vocabulary, motivation, and reading efficiency. Embedded in Reading Plus is the SeeReader program which can support our English Learners with the four language domains of reading, writing, listening, and speaking.

Teachers of ELD students teach Designated ELD forty five to sixty minutes each day depending upon the student's ELPAC level. Teachers also teach Integrated ELD daily. Teachers set an ELD schedule and submit it to the school's administration each year. The Assistant Principal or English Language Coordinator along with the school's Student Support and Progress Team (SSPT) work to ensure teachers receive support in meeting the goals for each student. The team officially meets with ELD teachers twice yearly to examine ELPAC scores, the EL monitoring roster, student growth/progress, reclassification criteria, and to answer any questions teachers may have about the status of their EL students. The team is also available to teachers throughout the school year as needed to monitor consistency with instruction and documentation.

Data shows that our work with EL students has been effective. SOEC's goal for English Learners that are identified in kindergarten continues to be reclassification by the end of fourth grade. We also work to have English Learners maintain a positive self-image toward their own cultural background by celebrating and infusing diversity within the curriculum and schoolwide activities.

The chart below shows the number of students who reclassify each school year. Sherman Oaks Elementary Charter has shown that it continuously strives towards meeting or exceeding the District's reclassification goal.

SCHOOL YEAR	# ENGLISH LEARNERS	# RECLASSIFIED	% RECLASSIFIED	LAUSD RECLASSIFICATION GOAL
2019-2020	35	9	20%	22%
2018-2019	45	18	30.0%	22%
2017-2018	60	19	30.2%	22%
2016-2017	63	23	28.8%	22%
2015-2016	80	16	25.4 %	20%
2014-2015	63	21	27.3%	20%

2013-2014	77	6	6.9%	20%
2012-2013	84	17	18.3%	20%

The process for monitoring progress of ELS and Reclassified to Fluent English Proficient Students (RFEP) is SSPT (Student Support and Progress Team). SSPT meetings are held twice yearly to review the EL Monitoring Roster and the RFEP Monitoring Roster. Both groups of students' grades, DIBELS scores, CAASPP scores if applicable, and ELPAC scores are examined. If there is an area of weakness, interventions are determined and put into effect to target the areas of need. An SSPT is held three times a year for each individual P-LTEL student to avoid them becoming LTELs. The SSPT, teachers, and parents collaborate to create a plan for each P-LTEL, EL, and RFEP student with a need for intervention.

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.

SOEC identifies Gifted and Talented students using District-wide policies and procedures. Potential GATE students are identified through administrator, teacher or parent referral, OLSAT and SBAC results, and by student portfolios. All second grade students take the Otis-Lennon School Ability Test (OLSAT) to determine if they meet eligibility as GATE students. Students can also be identified in high achievement and intellectual ability. Students also have the opportunity to qualify for GATE under the specific abilities, leadership and creative categories. Students who are identified gifted in Visual and/or Performing Arts through the District's GATE Identification process have access to the District's Saturday Conservatory of Fine Arts.

All our teachers have specialized training in GATE and complete sixteen hours of GATE specific professional development per year. These professional developments provide teachers with the tools and strategies along with the latest research to differentiate the curriculum to include higher level instruction. Students identified as GATE are clustered with academic peers within each class.

Sherman Oaks Elementary Charter is committed to engaging GATE and all students with comprehensive learning strategies for different learning modalities and kinds of intelligences. Teachers provide identified and potential GATE students with access to differentiated lessons, tasks, and assignments that will encourage students to develop and utilize cognitive and critical thinking skills.

Students are asked to demonstrate their comprehension and thorough knowledge of subjects by defining, describing, and providing evidence for what they have asserted through analysis and synthesis of this information. Additionally, students present novel, oral, written, digital, or other products at an appropriate academic level. Students are also introduced to Sandra Kaplan's Depth and Complexity icons and strategies outlined in our District GATE plan to meet the needs of high achievers. GATE and high achieving students are also given opportunities for project based learning where they focus on a specific area of interest with depth, complexity, acceleration, and novelty.

The local school GATE coordinator oversees and monitors the identification process and program. The GATE coordinator also provides support to the classroom teacher in meeting the needs of the gifted population, conducts professional development for staff, and holds parent meetings. Classroom teachers monitor progress regularly using data from DIBELS, individual student/teacher conferencing as well as curriculum-based assessments in each subject area.

Students Achieving Below Grade Level

Students achieving below grade level are identified using classroom assessments, anecdotal records/classroom observations, as well as District and State standardized assessments. SOEC utilizes standardized summative and formative assessments which include, but are not limited to:

Common Core State Standards Assessment/California Assessment of Student Performance and Progress CAASPP for grades 3rd-5th (yearly), English Language Proficiency Assessment of California ELPAC Initial (one time) Summative (yearly), DIBELS Reading Assessments (three times per year), Benchmark Assessments (every 4 weeks), Interim Assessment Block for ELA and Math Grades 3-5 (two times per school year). Engenuity Math Assessments (3 times per year) California Science Test (5th grade only – yearly).

Data from these different assessments is collected and studied by teachers independently and at bi-weekly or monthly grade-level collaboration meetings. Additionally, the Administration meets with the Instructional Leadership Team monthly and reviews data to discuss next steps.

An Assistant Principal/School Coordinator is funded to maintain the coordination of intervention programs, review school wide data, and oversee Student Support and

Progress Team (SSPT). Students who are identified as below-benchmark in core subject areas, and not responding to targeted in-classroom interventions, are referred to the SSPT. The team recommends targeted instruction and strategies to be implemented by the classroom teacher. The teacher monitors progress and reviews student data regularly.

SOEC Interventions include:

- Locally Designed Intervention- SOEC teachers conduct small group intervention classes afterschool in the areas of English Language Arts and Math.
- Learning Zone Homework Club- Weekly after-school intervention sessions supervised by an Administrator or credentialed teacher, where instructional aides work with students that need support.
- Instructional Assistants are funded to support classroom teachers in providing small group and targeted instruction.
- Through our Block Grant a Class Size Reduction Teacher is funded which reduces class size allowing for more individual attention and differentiated learning.
- When budget permits, SOEC will purchase 1 day of a Psychiatric Social Worker to provide social skills groups.
- “Pause Place” - an alternative play area for students needing social skills guidance and who are mentored by a staff member during recess/lunch.

Socioeconomically Disadvantaged Students/Low Income Students

At SOEC our goal is to ensure that the educational needs of all students with low socio-economic status is met and that our students are provided with the tools necessary to achieve success. Students are identified through the free or reduced lunch program and are monitored by the cafeteria manager and administration. School administration and classroom teachers work in collaboration with each other and regularly review assessment data and classroom performance. Students not making adequate academic progress are referred to the Student Support and Progress team. Differentiated supports are recommended and targeted supports are put into place.

Our students identified as socio- economically disadvantaged are also exposed to an enriched curriculum of art, music, science, and media lab. Our parent group, Sherman Oaks Parent Association, offers additional support and assistance to identified families. Scholarships/financial aid are available so that students can attend “Kids Center”, a licensed day care program, summer, winter and spring camps and participate in programs like Musical Theatre.

In conjunction with parent volunteers SOEC also provides additional support through our “SOEC Can Help” program. The purpose of the program is to support those in the school community experiencing unforeseen extreme hardship. (ie; coordination of available community resources, holiday baskets, meals, carpooling and homework assistance) No student at SOEC is ever left out of any school event or program because they are unable to pay.

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

Upon a 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 Subgroup

Homeless and Foster Youth

Homeless and Foster Youth are identified through questionnaires in the enrollment packet and through monitored communications between school and Specialized Student Services counselors.

Homeless and Foster Youth are supported at SOEC by the Assistant Principal who serves as the School Site Homeless and Foster Youth Liaison. The liaison works to ensure that homeless and foster youth have equal access to all school curriculum and enrichments, meal programs, as well as other applicable services available at SOEC and in the community. The School Site Homeless and Foster Youth liaison is also responsible for working in conjunction with a Student Support Programs/Specialized Student Services Counselor to assist in 1) offering the District's Homeless Education Program that helps to serve these families in transition by providing advocacy and referral services as needed and 2) to ensure educational outcomes and academic achievement for youth living in foster care by providing counseling, tutoring, and other needed school supports. Additionally the liaison works alongside agencies such as the Department of Children and Family Services and social workers to ensure success of foster youth.

SOEC will monitor the social-emotional well being of homeless and foster youth by maintaining communications with teachers, parents, caregivers, DCFS, and Student Services Counselors offering assistance as needed. Homeless and Foster Youth will continually be acknowledged as an important subgroup with the need to be enrolled, attending, engaged, and on track to graduate.

“A TYPICAL DAY”

Sherman Oaks Elementary Charter is an affiliated charter school nestled among the foothills of the Santa Monica Mountains in the San Fernando Valley of Los Angeles. Our goal is to focus on the "whole child" - academically, socially, and emotionally - so they are prepared for a successful future.

The day starts with the school gates opening at 7:40am. Parents walking with their children, and pets, drop their children off at the gates where they are greeted by a friendly staff member and are given a “tiger ticket” if they are wearing their Spirit Shirt. Students turn in their ticket in order to participate in a drawing at the end of the week.

Transitional Kindergarten and Kindergarten children follow the “tiger” paw prints on the playground and are escorted by a “big buddy” to the Kinder yard. A school valet program is provided for parents that drive their children to school.

The school bell rings at 7:55am, students line up in their designated areas as teachers pick up their students from the yard. Students begin their day, by 8:00am, by reciting the Pledge of Allegiance and having breakfast in the classroom while listening to the Principal's morning announcements and words of wisdom. LAUSD provides breakfast for all students in order to ensure that no one begins the school day hungry.

On a typical day classes begin with English Language Arts and/or Math. Students at all grade levels are engaged and actively learning while receiving a rigorous standards-based program. Teachers are providing direct instruction guided by the California Common Core standards in Math and English Language Arts. Teachers support English Language Learners with hands-on activities and using Specifically Designed Academic Instruction in English. (SDAIE) As a one to one school all students are issued an IPAD and students can be seen utilizing the IPAD as a tool for research and for learning and showing what they have learned. Resource Specialist Teachers and special education assistants can be seen working cooperatively with classroom teachers to ensure that **all** children access the curriculum. Parent volunteers check in every day to lend their special skills in the classroom. Well trained, highly effective classroom aides assist teachers in instruction, on the yard, or wherever they especially might be needed.

On any day of the week one can see students walking across the campus to attend one of the many enrichment programs funded by the Sherman Oaks Parent Association. A fifth grade class is seen walking to Art to work on drawing

human figures in the style of Edgar Degas; a second grade class is seen transitioning to Music class to work with rhythm instruments; a first grade class is seen perfecting their drama skills and dance techniques, while getting ready for their project presentation on trees in the mountains and desert; the science lab is full of third grade scientists hypothesizing and carrying out lab experiments, kindergarten students are participating at the Learning Garden for enriched/specialized instruction, in planting and harvesting; and a second grade class can be seen in the media lab working on project based lessons.

At the end of the day, the school bell rings at 2:23pm (1:23pm on Tuesdays). Students access a host of enrichment programs, funded by the Sherman Oaks Parent Association on campus, such as cooking, Mad Science, drama and chess. Beyond the Bell, an afterschool program, is provided for students in grades 2-5 to play together and complete their homework. Intervention classes and Learning Zone are offered for those students needing a little extra help. Staff and teachers can be seen collaborating with one another to reflect upon the events of their day and to prepare for another challenging and exciting day of learning at SOEC.

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 pupil subgroups 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, by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (2013) (Local Control Funding Formula) and AB484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

(Refer to the LCFF Table Provided in Element One)

Our Vision for Student Outcomes

In addition to the measurable goals and objectives of the school's educational program stated in the above LCFF Table, SOEC's curriculum includes an integrated, inquiry-based K-5 curriculum aligned with Common Core State Standards (CCSS) for ELA and Math, California ELD Standards, Next Generation Science Standards, and California State Standards for Social Studies. Our enrichment curriculum meets or exceeds State Standards for Music, Art, Physical Education, and Technology. The SOEC program embraces the following key elements:

Standards are Essential: CCSS serve as a benchmark for what students should know and be able to do in each subject and grade. Having Common Core Standards help ALL students get a good education even if they change schools or move to a different state. They also serve as a guide for teachers, administrators, parents, and students themselves as to the specific, basic knowledge and skills the students must master.

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

Trained Teachers: If students are going to be held to high standards, they need teachers who know the subjects and who are continually cultivating their professional growth with current best practices.

Desired Outcomes of the School's Instructional Program

Language Arts: To ensure that all students acquire the foundational skills of literacy that enable them to independently read and use written language to learn about the world and themselves; experience extraordinary and diverse works of literary fiction and nonfiction; and share their knowledge, ideas, stories, and perspectives with others.

Mathematics: SOEC's goal is to develop critical thinkers and problem solvers. Students will understand and apply formal logical reasoning, analytic and symbolic processing, arithmetic and pre-algebraic manipulation and construction. Students will make sense of real world math problems and persevere in solving them.

Science: Students will think, read, write and argue like real scientists and engineers. Students will acquire proficiency in the fundamental concepts and terms of various branches of science, such as Physical, Life, and Earth. In addition, students will learn about Ecology. Students will formulate their

hypothesis and conduct experiments utilizing the scientific method as they engage in hands-on critical thinking experiments.

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

Technology: The goal for student's at SOEC is to be computer literate. This includes, students becoming empowered learners, digital citizens and innovative designers who will thrive in a connected, digital creative communicator world. Students will use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

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

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

Nurturing Life-Long Learners

Keeping the focus on the whole child, students at SOEC will also develop lifelong learning skills and interpersonal skills, which include:

Leadership, Collaboration and Cooperation: Students will develop leadership skills and will learn to prepare for and participate effectively in a range of conversations and collaborations with various partners, building on others' ideas and expressing their own clearly and persuasively.

Goal Setting/Growth Mindset: SOEC students will learn the ability to focus intently on a task or a goal with the purpose of achieving it. In keeping with their own abilities students will learn to set their own short term and long-term academic goals to enhance their own learning experience as well as develop a reflective lens for evaluating their own success.

Critical Thinking and Problem Solving: Students will learn to be effective problem solvers and will develop critical-thinking skills in order to think like a 21st century learner. Students will effectively apply these skills when collaborating and demonstrate the ability to clearly and persuasively

express their own ideas.

Self-Discipline: Students will learn to manage their behavior and uphold the values of the community following the schoolwide positive behavior plan - Be Safe, Be Respectful, Be Responsible. Students will learn to utilize effective communication and restorative justice strategies on the playground and in the classroom.

Citizenship: Students will learn and practice their civic rights and responsibilities, and will have an appreciation of their impact on the immediate community and the larger world. Students are rewarded with “Tiger Tickets” for good citizenship. Students will be given the opportunity to run for Student Council and participate in a democratic election process which will provide a stakeholder experience for the students and help them to feel invested in the school community.

MEASURING PUPIL OUTCOMES:

SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Sherman Oaks Elementary Charter’s grades K-5 conduct three DIBELS 8th Edition assessments (beginning, middle, and end) throughout the school year. The beginning of the year assessment is administered to all students to acquire a baseline for foundational reading and comprehension abilities, as well as determine which students are in need of foundational reading intervention. The middle and end of year assessments are to reassess these students to ensure that they are continuing to make adequate progress and determine if the intervention strategies being applied are effective.

Grades K-2 give the curriculum embedded unit assessment from the ELA Benchmark program and utilize the District Interim Assessment bank for math at least once a year. The grade levels collaborate to determine which unit and district assessments would be best to administer and use as their yearly Interim Assessments. The Interim Assessment data is analyzed and used by the grade levels to inform instruction and intervention.

In grades 3-5 Interim Assessment Blocks (IABs) are administered once in the fall and once in the spring each year to assess the students in English Language Arts (reading/comprehension and writing) and Mathematics. The IABs are used to assess the students’ knowledge in these content areas as well as help to prepare them for the Summative SBAC. The scores are evaluated by the teachers and used to inform instruction and guide intervention.

In the spring, students in grades 3-5 are administered the summative SBAC in English Language Arts and Mathematics. Fifth grade students are also administered the California Science Test (CAST) each year.

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

Over the course of the Charter the summative assessments data is used to set goals for our future Charter term.

Measurable Goals for the Charter Term

(Smarter Balanced Assessment Consortium & Science)

- Based on SOEC's 2017-2018 SBAC ELA scores, 67.49% met or exceeded standard in ELA. Our measurable goal is to increase 1% (or greater) the number of students who will score in the met or exceed standard in English Language Arts (ELA)
(Refer to LCFF State Priority Goal #1 Outcome 1)
 - Based on SOEC's 2017-2018 SBAC ELA scores, 17% of English Language Learners met or exceeded standard in ELA. Our measurable goal is to increase 1% (or greater) the number of students who will score in the met or exceed standard in English Language Arts (ELA)
(Refer to LCFF State Priority Goal #1 Outcome 1)
 - Based on SOEC's 2017-2018 SBAC ELA scores, 27.12% of students with disabilities met or exceeded standard in ELA. Our measurable goal is to increase 1% (or greater) the number of students who will score in the met or exceed standard in English Language Arts (ELA)
(Refer to LCFF State Priority Goal #1 Outcome 1)
- Based on SOEC's 2017-2018 SBAC Math scores, 47% met or exceeded standard in ELA. Our measurable goal is to increase 1% (or greater) the number of students who will score in the met or exceed standard in math.
(Refer to LCFF State Priority Goal #1 Outcome 1)
 - Based on SOEC's 2017-2018 SBAC ELA scores, 17% of English Language Learners met or exceeded standard in Math. Our measurable goal is to increase 1% (or greater) the number of students who will score in the met or exceed standard in Math
(Refer to LCFF State Priority Goal #1 Outcome 1)
 - Based on SOEC's 2017-2018 SBAC ELA scores, 28.34% of students with disabilities met or exceeded standard in MATH. Our measurable goal is to increase 1% (or greater) the number of students who will score in the met or exceed standard in MATH.
(Refer to LCFF State Priority Goal #1)

- Based on SOEC's 2017-2018 California Science Test (CAST) scores, 44.44% of all students met or exceeded standard in Science. Our measurable goal is to increase 1% (or greater) the number of students who will score in the met or exceed standard in Science.

(Refer to LCFF State Priority Goal #1 Outcome 1)

- Based on SOEC's 2017-2018 California Science Test (CAST) scores, 15.79% of students met or exceeded standard in Science. Our measurable goal is to increase 1% (or greater) the number of students who will score in the met or exceed standard in Science.

(Refer to LCFF State Priority Goal #1 Outcome 1)

- Based on SOEC's 2017-2018 California Science Test (CAST) scores, 36.85% of socioeconomically disadvantaged students met or exceeded standard in Science. Our measurable goal is to increase 1% (or greater) the number of students who will score in the met or exceed standard in Science.

(Refer to LCFF State Priority Goal #1 Outcome 1)

- Sherman Oaks Elementary Charter 2018-2019 Reclassification rate ws 20%. Our Measurable Goal is to continue to meet or exceed the district's reclassification target of 22%.

(Refer to LCFF State Priority Goal 1 Outcome 2)

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.

SOEC utilizes standardized formative assessments. This includes the DIBELS *8 Reading Assessments, (given three times a year); English Language Arts Benchmark, (weekly and unit assessments), CAASPP Interim Assessments for ELA and Math, for grades 3-5, (2-3 times in a school year), Eureka math assessments, and Edulastic Math, gr. K-5, (beginning, middle and end of year).

Authentic formative assessments are ongoing and are used to evaluate the student over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios of significant work, journals, in and out-of class work samples, homework, teacher-created tests, teacher observations, checklists, rubrics, anecdotal records, publisher-provided criterion referenced tests, and projects.

SOEC's use the data from the formative assessments to inform instruction, to evaluate student improvement, performance, and achievement. Data from these different assessments is collected and studied by teachers independently and at grade-level collaboration meetings.

Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers.

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

Performance Expectations and Assessment Tools

<u>Language Arts /Writing</u>	<ul style="list-style-type: none"> -Critique, justify, and theorize in writing across disciplines with evidence - Inform, persuade, and expose in writing with text-based and personal evidence - Defend, critique and illustrate in oral and written formats - Describe and illuminate in oral and written format using figurative language - Apply vocabulary development and knowledge in written and oral format - Demonstrate critical thinking skills specific to Depth of Knowledge degrees - Produce inquiry-based research projects aligned to thematic subjects in various disciplines - Creative Writing – stories & poetry - “Think Like a Disciplinarian”, (e.g. emulate accomplished professionals) 	<ul style="list-style-type: none"> - District-mandated tests -Teacher developed assignments, tests, and activities - Write From the Beginning program, writing prompts - Writing Journals - Digital Portfolios / Portfolios containing work of significant achievement - Oral Presentations and Project exhibits - Debate and Speech, including but not limited to in-class debates, monologues, poetry recitation, script writing and performing - End of unit projects
<u>Language Arts Reading</u>	<ul style="list-style-type: none"> - Identify, analyze and evaluate thematic cross- curricular literature - Discern relevant information after careful examination and exploration of text - Distinguish between fact vs. fiction and important supporting details - 	<ul style="list-style-type: none"> - District-mandated tests - Teacher developed assignments, tests, and activities - CA Treasures Reading series - DIBELS - LEXIA - Close Reading - Project-based learning inquiry Projects - Accelerated Reader - Leveled Literature Circles - Oral Presentations and

	<p>Understand cause & effect and connections in rising action</p> <p>- Select and evaluate books and other “reads for pleasure” while also participating in a leveled individualized reading program</p>	Project exhibits
<u>Math</u>	<p>-Apply and practice acquired skills in daily math problem solving</p> <p>-Discern operations necessary to solve word problems</p> <p>- Persevere in solving problems, including multi-step/multiple strategy problems - Explain / show math strategies and justify solutions</p> <p>-Explain/show math strategies and justify solutions</p>	<p>- District-mandated tests - Teacher developed assignments, tests, and activities.</p>
<u>Science</u>	<p>- Develop theories and test them in experiments utilizing scientific inquiry process - Report on findings in oral or written presentation; conduct further inquiry - Persevere in solving problems, including multi-step problems - Employ language of the discipline - Use “Think Like a Disciplinarian” ideas to theorize and view other subjects such as music, art, and history as a scientist - Understand the need to integrate eco friendly practices in our everyday lives to better our local and global communities - Incorporate</p>	<p>- District-based tests - Teacher-developed assignments, tests, and activities - Field studies - Interactive units and simulations - Lab-based experiments and STEAM activities (FOSS Kit materials) - Science note-taking and reflective journals - Exhibits and presentations - Student-led gardening and recycling programs – Dedicated Science Lab</p>

	STEAM curriculum	
<u>History and Social Studies</u>	<ul style="list-style-type: none"> - Understand cause and effect connections of the making of civilizations - Relate and connect over time patterns in events - Finding parallels in historical events - Read content area information to critique events and policies of the past - Interpret, information to draw conclusions and make predictions - Use role play and interactive 	<ul style="list-style-type: none"> - Teacher-developed assignments, tests, and activities - Field studies - Interactive units and simulations (Scott-Foresman) - Portfolios of significant achievement - Exhibits and oral presentations -
<u>Technology</u>	<ul style="list-style-type: none"> - Use Internet for research and learn to evaluate relevant versus irrelevant information - Use word processing applications to create documents - Create spreadsheets to analyze data - Learn to be respectful and responsible digital citizens -Use google docs to collaborate with peers and colleagues 	<ul style="list-style-type: none"> -Teacher developed activities -Portfolios or significant achievement -Presentations and inquiry based projects

DATA ANALYSIS AND REPORTING

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

- Data from combined assessments continuously evaluated by teachers and administration, as it becomes available, in order to meet each student's and class's educational needs. Data is also used to identify and prioritize staff professional development ;

- District assessment results and authentic assessment results are communicated to parents (by teaching staff) throughout the school year;
- School-wide data is also shared in a public forum at monthly Governance Council meetings, when it's available, in order to discuss upcoming program development and education intervention priorities; and
- Parents have access to the LAUSD Parent Portal and Schoology. Through the portal parents can access grades, scores, and attendance.
- Data from the Whole Child Integrated platform will be used regularly to critique and examine data to develop Professional development, classroom instruction, and intervention.

How student progress will be reported

Student progress toward achieving the school's desired grade-level standards is communicated to students' parents by providing timely feedback on class assignments, homework assignments, and by means of the 6-week Mid-Reporting Period Progress Reports, Progress Reports, and regular conferences with students' teachers.

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

This report uses a 4-point scoring rubric that aligns with the common core state standards. The grading scale is as follows:

4 – Exceeds Grade Level Standards

3 – Meets Grade Level Standards

2 – Progressing Toward Meeting Grade Level Standards

1 – Minimal Progress Toward Grade Level Standards

In addition students are graded on Characteristics and behaviors of a College - Prepared and Career - Ready Learner. Students are scored using the following scale:

C-Consistently

S-Sometimes

R- Rarely

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 [Our school Governance Council of 14 members consists of: 7 Parent Representatives elected by parents, 4 Teacher Representatives, 1 Non-Teaching Staff member Representative elected by teachers and staff, 1 School Principal. Council members are elected for two year terms; one half of the members will be elected each year. Additionally, a merge council waiver is renewed and filed with the District annually.]

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

STAKEHOLDER INVOLVEMENT

Parents have always played a very active role in our school and the success of Sherman Oaks Elementary Charter depends upon this continuing tradition. The highly productive collaboration between parents and educators enables us to provide the most enriched education possible. While parents are and continue to be involved in many levels of decision making at Sherman Oaks Elementary Charter, their primary role is to help to fulfill the promise of an enriched educational experience for their children.

Involvement in the Governance Council and its various Standing and Ad Hoc Committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. Standing and ad hoc committees include, but are not limited to: Budget/Finance, Communications, Curriculum, ELAC, Elections, Positive Behavior, Safety, Strategic Planning, and Technology. The school Governance Council is composed of stakeholders (parents, teachers, classified and certificated staff). The Governing Council, ELAC and standing committee meetings will be open to the public in accordance with the Brown Act, and all stakeholders and interested parties will be encouraged to contribute agenda items for discussion. Meeting schedules are made available to the public via the school website and via weekly email blasts; the agenda of each meeting will be posted publicly at least 72 hours in advance thereof. All meetings will be held in accordance with the posted agenda and any items raised during any "public comment" period will be added to a later agenda for official discussion. The school's councils and committees will comply with all Brown Act requirements related to Special Meetings. Minutes of meetings will also be posted in a public area and on the website. This

collaboration among teachers and community members enables our school to continue to meet the unique and changing needs of SOEC's students.

SOEC will abide by LAUSD policies and procedures concerning school governance, and currently have and will continue to have all school councils and committees operating effectively in shared decision-making to fulfill our fiduciary responsibility and effectively lead and manage Sherman Oaks Elementary Charter School.

In order to develop the Local Control Accountability Plan (LCAP) for Sherman Oaks Elementary Charter, each fall the school convenes introductory/ informational meetings; one for parents and community members and one for school staff, thus providing an overview of the Local Control Funding formula (LCFF), the eight state priorities and other LCAP requirements, and the process for local development and District approval of the LCAP. All stakeholder groups function in a leadership role and work together to support student achievement. Input from all stakeholders (parents, teachers, staff, administrators, and students) is used to develop our Local Control Accountability Plan (LCAP) and annual updates. Our parents and staff are invited to attend publicly held LCAP meetings offered by the local district, in order to hear the updates of the larger Local Educational Agency (LEA) to help us update our school LCAP. To aid discussion, SOEC also presents data from the School Report Card that presents information relevant to the state priorities, including data regarding attendance, suspension, EL progress and reclassification, academic performance in language arts and math, and parent engagement. After the data is reviewed with all stakeholders, the school leadership team drafts a proposed LCAP, aligned to the charter, for review and comment by school staff and parents. The Governance Council also reviews the proposal and provides feedback. Comments and input from all stakeholders are reviewed and reflected in the LCAP. The Governance/School Site Council approves the submission of the proposed LCAP each spring.

In addition to having a voice on the Governance Council and council committees, all parents/guardians are given the opportunity to participate and be involved in their child's education in a variety of other ways. These opportunities include: Back-to-School Night, Open House, Coffee and Chat with the Principal, Parent/Teacher Surveys, Parent/Teacher Conferences, Parent Education, Parent Volunteers, Room Parents, and campus beautification projects.

Our school's new updated website contains pertinent information for parents and the community about what is happening at school. From enrollment to academics, parent resources and ways to get involved, visiting the website is a way for visitors to learn about SOEC. Additionally, the site has a dedicated page to Governance. The page contains a

description of the council and its purpose. The various standing and ad hoc committees are listed along with a photo of the current 14 members who are serving on the council. In addition, a description of each committee is provided with meeting times listed for each one. Stakeholders who are unable to attend the events can still stay involved by reading the minutes from all committee and council meetings which are regularly posted and updated.

SOEC will continue to announce informational and participation opportunities through automated phone calls (blackboard connect), email blasts, the school marquee and Parentsquare. (Parentsquare is a schoolwide platform that SOEC utilizes for all school to home communication). Facebook, Instagram, and Twitter are also ways in which SOEC connects with our families and community. We understand that without the parents' support and involvement, SOEC would not be able to achieve the excellence that is its legacy. Parents are essential in making the school a vital part of the community, and in fostering the diversity and excellence of Sherman Oaks' enriched educational program.

As a separate entity from Sherman Oaks Elementary Charter, our booster club, Sherman Oaks Parent Association (SOPA) is a non-profit 501c(3) California Corporation. SOPA works collaboratively with SOEC by providing funding for SOEC's enrichment programs and countless campus improvements. SOPA is essential in maintaining the quality of SOEC's enriched educational program.

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 44237*
- (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 to 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

Sherman Oaks Elementary Charter is located and operates within the boundaries of Local District Northeast of Los Angeles Unified School District. As an affiliated charter, the school lottery allows for the admission of all students regardless of socioeconomic status, low academic performance and or students with disabilities. SOEC provides school tours twice a year for prospective students and their families. These tours are announced on the

Sherman Oaks School website, school marquee, Facebook and word of mouth from current families to reach as many interested families as possible. Interested families may receive application and enrollment information at the tour, by visiting our main office or our website. For families residing outside the resident school boundaries, information will be provided on how to sign up for the District controlled wait-list. SOEC also participates in our District's Annual Fest where school representatives, from SOEC's stakeholder groups, share information about our school with the community, as well as provide application and enrollment information.

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 boundaries² of Charter School ("resident students") shall have **first** admission preference and thus are deemed exempt from the lottery.

Non-Resident Boundary Students

The charter school will follow LAUSD's 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. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process.

Lottery Preferences and Procedures

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

- **LAUSD Students**
 - Siblings

² 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.

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

□ Other LAUSD Students

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

● **California Students**

□ Siblings

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

□ Other California Students

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

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

During the month of February, after receiving the list of interested applicants from 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 multi-purpose room and/or via Zoom or an 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, a school administrator, office clerk and/or a representative from the Governance Council shall conduct the random drawing of names from the box to establish grade-level waitlists. In conducting the lottery, SOEC will provide the admission preferences in the stated order of priority listed above. These grade level waitlists shall remain in effect for one (and only one) school year. Non-resident boundary students who apply for admission after the Application window will be added to their respective waitlists in the order of application. After the Lottery, families of applicants may call the school or come to the office in person to inquire about their child's position on the waitlist. If, at the beginning of or during the school year, space becomes available, SOEC administration may offer enrollment to students in the order from the grade-level waitlists. A representative from the administration will contact these prospective students' families by phone and notify them of

the open position and also notify them when application materials will be due. The prospective student's family will have 48 hours to reply.

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 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 School's 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:	Sherman Oaks Elementary Charter c/o Carla Miller Sherman Oaks, CA 91403
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To District:	LAUSD
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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(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils, or otherwise takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

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

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

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

procedures for submitting and processing a request for voluntary reversion to non-charter school status. Students enrolled at the 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).)

ADDENDUM

Assurances, Affirmations, and Declarations

George Ellery Hale Charter Academy (also referred to herein as “Hale Charter”, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of 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(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy

of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(d)(2).)

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, 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 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, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

PROFESSIONAL DEVELOPMENT

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

MEETING THE NEEDS OF ALL STUDENTS

ENGLISH LEARNERS

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

1. District Affiliated Charter School's Special Education Responsibilities

- a. General Requirements

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

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

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

Upon a 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.

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 pupil subgroups 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, by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

STANDARDIZED TESTING

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

(CALPADS) in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (2013) (Local Control Funding Formula) and AB484 (2013), 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.

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LEGAL AND POLICY COMPLIANCE

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

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

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

TITLE IX, 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 44237*
- (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.

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 boundaries³ 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. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process

LOTTERY PREFERENCES AND PROCEDURES

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

- **LAUSD Students**

³ 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.

- 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.

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

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

During the month of February, after receiving the list of interested applicants from 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).)

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

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

REVOCATION OF THE CHARTER

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

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

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

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

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

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

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