



LOS ANGELES UNIFIED SCHOOL DISTRICT

SERRANIA AVENUE CHARTER FOR ENRICHED STUDIES

A DISTRICT AFFILIATED CHARTER SCHOOL

5014 Serrania Avenue

Woodland Hills CA 91364

Renewal Petition

Submitted

March 15, 2017

TERM OF PROPOSED CHARTER

JULY 1, 2017 TO JUNE 30, 2022

TABLE OF CONTENTS

<u>Assurances, Affirmations, and declarations</u>	<u>4</u>
<u>Element 1 – The Educational Program.....</u>	<u>6</u>
<u>Element 2 – Measurable Pupil Outcomes, and</u>	
<u>Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured..</u>	<u>71</u>
<u>Element 4 – Governance.....</u>	<u>84</u>
<u>Element 5 – Employee Qualifications.....</u>	<u>90</u>
<u>Element 6 – Health and Safety Procedures.....</u>	<u>92</u>
<u>Element 7 – Means to Achieve Racial and Ethnic Balance.....</u>	<u>94</u>
<u>Element 8 – Admission Requirements.....</u>	<u>95</u>
<u>Element 9 – Annual Financial Audits.....</u>	<u>99</u>
<u>Element 10 – Suspension and Expulsion Procedures.....</u>	<u>100</u>
<u>Element 11 – Employee Retirement Systems.....</u>	<u>102</u>
<u>Element 12 – Public School Attendance Alternatives.....</u>	<u>103</u>
<u>Element 13 – Rights of District Employees.....</u>	<u>104</u>
<u>Element 14 – Mandatory Dispute Resolution.....</u>	<u>105</u>
<u>Element 15 – Charter School Closure Procedures.....</u>	<u>107</u>
<u>Additional Provisions.....</u>	<u>109</u>

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(c)(2).)

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

• The contact person for Charter School is:	<i>Luis Alvarado</i>
• The address of Charter School is:	<i>5014 Serrania Avenue, Woodland Hills, CA 91364</i>
• The phone number for Charter School is:	<i>(818)364-6700</i>
• Charter School is located in LAUSD Board District:	<i>3</i>
• Charter School is located in LAUSD Local District:	<i>Northwest</i>
• The grade configuration of Charter School is:	<i>T.K.-5th</i>
• The number of students in the first year of this Charter will be:	<i>664</i>
• The grade levels of the students in the first year will be:	<i>T.K.-5th</i>
• Charter School’s scheduled first day of instruction in 2017-2018 is:	<i>August 15, 2017</i>
• The current operational capacity of Charter School is: NOTE: For all District affiliated charter schools, the District determines each school's operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.)	<i>715</i>
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Traditional</i>
• The bell schedule for Charter School will be:	<i>8:00 a.m. - 2:28 p.m.</i>
• The term of this Charter shall be from:	<i>July 1, 2017 to June 30, 2022</i>

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

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

Based on our strong philosophy to educate the child as a whole, Serrania Avenue Charter for Enriched Studies has maintained high academic performance scores compared to other resident school's SBAC data. Comparative resident school scores for met/exceeds standard in ELA are as follow: Hart Street Elementary 18%, Calvert Charter for Enriched Studies 48%, Hamlin Charter Academy 44%, Woodlake Elementary Community Charter 56%, and Serrania 66%. Comparative resident school scores in math are as follow: Hart Street Elementary 16%, Calvert Charter for Enriched Studies 37%, Hamlin Charter Academy 41%, Woodlake Elementary Community Charter 45%, and Serrania 60%. Our SBAC scores in ELA and Math are comparable and slightly higher than those scores of similar resident scores. With implementation of the Common Core State Standards and the new summative assessment SBAC, our students continue to score above the LAUSD average and other resident schools, making our students better prepared for college and career readiness. As students engage in new concepts for the grade level, teachers also concentrate in driving good instruction through best teaching methodologies of collaborative grouping, differentiated instruction, targeting higher-level thinking skills, and integration of the arts.

Serrania Avenue Charter for Enriched Studies provides support to all subgroups in an effort to meet proficiency requirements by the state and local district. At Serrania our staff provides differentiated instruction, where teachers provide lessons and assignments within the core curriculum that allow students to perform at their appropriate academic levels. Students therefore maintain or exceed state standards, and are also given the opportunity to produce work in unique, talented-based ways. Teachers also create instructional small groups to target students who need extra instructional time, including preview and review to master grade level standards. In addition, to assist all subgroups in meeting proficiency, students may work in small groups using reading/math software, work in small groups using LEXIA or IXL Math, reinforcement of skills are retaught during independent work time, and small group intervention provided at grade level by teachers and grade level aides.

SCES has been able to decrease the number of English Learners and reclassify students at an early stage of EL identification. Over the past three years, Serrania has continually been able to decrease the number of English Learners. Over the period of our first charter term, Serrania constantly reclassified over 20% of its EL population. During the 2013-2014 we reclassified 27% of our EL population, and during 2014-2015 we reclassified 21% of our EL population. At Serrania our focus is to also provide a rich language based curriculum for our English Learner population. Our goal for English Learners who are identified in TK/Kindergarten is for reclassification by the end of second grade and/or beginning of third grade.

An area of challenge that the school has experienced in the past, but have recently seen significant growth and successes in our SBAC scores, are the results in our English Learners. Based on our school’s CAASPP data comparison between 2014-2015 to 2015-2016 school year, retrieved from LAUSD’s MyData, our English Learners have a 7% increase in meet/exceeds ELA scores and a 31% meets/exceeds increase in math scores. Knowing that this subgroup may be challenging in gaining overall growth, our school has invested in providing multiple intervention opportunities and supports to assist students in attaining the academic language and meeting proficiency during formative assessments. Finally, with consistent data analysis sessions between teachers, administration and specialized personnel, our English Learners have been able to gain academic success in major content areas for the school year.

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

**Surrounding Schools Demographic and Performance Data
(Surrounding School Data as per GreatSchools.org)**

LAUSD SCHOOLS	#of Students 2014	% Students Eligible for Free / Reduced Lunch	% of Special Ed. Students	% of EL Students	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	2013 Growth API	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?	2011-2013 API Year Average	2014-2015 ELA SBAC Scores	2014-2015 Math SBAC Scores	2015-2016 ELA SBAC Scores	2015-2016 Math SBAC Scores
Serrania Charter	626	29%	8%	10%	White 55%	Latino 19%	Asian 11%	879	Yes	Yes	879	52	47	66	59
Woodland Hills Charter	713	11%	6%	2%	White 72%	Latino 9%	Asian 11%	968	Yes	Yes	961	83	77	85	86
Bomelo	649	13%	14%	4%	White 63%	Asian 16%	Latino 15%	876	Yes	Yes	888	56	49	62	63
Woodlake	509	18%	11%	13%	White 54%	Latino 20%	Asian 16%	878	Yes	Yes	872	46	38	56	45
Galvert Charter	345	60%	15%	14%	Latino 54%	White 25%	Af. Am. 10%	804	Yes	Yes	700	41	41	48	37
Calabash	430	19%	9%	5%	White 67%	Latino 13%	Af. Am. 11%	888	Yes	Yes	882	60	53	63	62
Emelita Academy Charter	413	62%	15%	28%	Latino 46%	White 35%	Af. Am. 8%	825	Yes	Yes	833	39	26	47	38
Justice Academy	389	29%	13%	3%	White 43%	Latino 33%	Asian 14%	901	Yes	Yes	888	44	42	53	53
Lockbust Charter	326	19%	18%	14%	White 53%	Latino 25%	Asian 16%	868	Yes	Yes	863	72	60	66	64
Nevada	472	91%	12%	42%	Latino 78%	Asian 9%	White 6%	811	Yes	Yes	801	28	15	24	13
Capistrano	417	70%	17%	31%	Latino 57%	Asian 20%	White 16%	861	N/A	N/A	N/A	46	42	58	52
Enadia Way Tech Charter	245	66%	14%	12%	Latino 61%	White 18%	Asian 11%	855	Yes	Yes	852	42	48	38	35
Hamlin	466	41%	9%	26%	Latino 32%	White 30%	Asian 27%	865	Yes	Yes	876	40	42	43	40

STUDENT POPULATION TO BE SERVED

Serrania Avenue Charter for Enriched Studies is a neighborhood school that enrolls children who live within our local school boundaries and non-resident students selected from our wait-list lottery. In 2015-2016 the student body of 672 students was approximately 56% White, 10% Asian, 17% Latino, 10% African American, and 3% Filipino. English Learners comprise 14% of our total student population. Approximately 5% of students were identified Gifted, 31% Socio-Economically Disadvantaged, and 9 % as Students with Disabilities.

Serrania Charter is a school with a large number of high achieving and high ability students. Our GATE population of 6% in 2015-2016 and 9 % in 2014-2015 exceeds the LAUSD average of 6%.

At Serrania Charter, more than half of our students come from middle class families that believe in educating the whole child. Our school has a full day transitional kindergarten program that prepares students with a strong foundation for their future educational experiences. One of the biggest challenges Serrania Charter student population faces is to rapidly increase attendance in our school. This challenge is being addressed this school year by hiring a PSA counselor starting February 2017.

GOALS AND PHILOSOPHY

Mission Statement

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

Our Motto

Serrania Charter for Enriched Studies: “We imagine, We innovate, We inspire.”

Vision Statement

We are a community of students, staff, and parents, committed to working together to develop life-long learners who value themselves, contribute to their community and succeed in a 21st century world. Serrania Avenue Charter for Enriched Studies provides an integrated core curriculum focused on independent thinking, decision making, problem solving, and creativity, with an emphasis on community and global responsibility.

Our Goals

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

- Purposefully involving all stakeholders – parents, students, faculty, administration, and local community partners—in the continuous improvement and success of the school.

- Emphasizing social and community values that nurture self-esteem and respect for each other. Placing an emphasis on multi-disciplinary, project-based learning that encourages our students to make connections to real-world experiences and become lifelong learners.
- Focusing on the social/emotional health and well being of all students to foster self esteem and respect.
- Developing and advancing best practices for engaging students and parents, training teachers, promoting educational excellence, collaboration, and innovation.
- Integrating the arts, movement, music, and technology into a standards-based curriculum to create a balanced child capable of reaching his/her full potential with a whole-child developmental approach.
- Including hands-on investigative learning with indoor and outdoor science and math labs, library media center, computer lab, and special off-site fieldwork.

Our Vision for Student Outcomes

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

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

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

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

An educated person in the 21st century must possess a wide range of skills; flexibility, creativity, and perseverance to use their own problem solving strategies. This requires knowledge and experience that is gained through struggle, communication and collaboration, resulting in self-awareness. These individuals are self-confident and self-motivated, lifelong learners that are

active participants in their community. These traits help make our students not only college and career ready, but also college and career successful.

An educated person must at first have the initiative to be curious and then possess the imagination, innovation, and inspiration to synthesize information, collaborate with others, change and adapt when necessary, and use technology and media in a variety of forms to communicate ideas.

An educated person is prepared for a multicultural world that is globally interconnected, ever-changing, and fast-paced. An educated person of the 21st century has the ability to collaborate and make individual contributions on a global scale to work and contribute as a citizen of the world.

At Serrania Charter for Enriched Studies, 21st Century Skills are taught through a set of abilities that students need to develop in order to succeed in this age; learning skills, literacy skills, and life skills. To prepare students for information age-jobs, students will need to think deeply about issues, solve problems creatively, work in teams, communicate clearly in many media, learn ever-changing technologies, and deal with a flood of information. The rapid changes in our world require students to be flexible, to take initiative and lead when necessary, and to be able to create something new and useful to the work environment.

How Learning Best Occurs

Serrania Avenue Charter for Enriched Studies understands that learning best occurs when a community embraces a culture of education that challenges and nurtures the development of the whole child.

Our teachers, parents, and community members provide our diverse school population with varied learning opportunities to become successful students.

- Learning best occurs using a project-based curriculum that engages students. Inquiry based learning creates an atmosphere that inspires students to be creative and persevere when problem solving.
- Stakeholders fulfill their joint responsibility providing this culture of education for every child. Working together creates an atmosphere focused on education for everyone, which in turn inspires shared learning.
- Serrania Charter serves as an academic arena that models and inspires lifelong learning. Our school provides a safe, supportive, and challenging learning environment to encourage students to maximize their potential.
- Highly qualified teachers, support personnel, and diverse classrooms, while optimizing every child's educational development.

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

Serrania Charter Gains in Student Achievement Over Time

Serrania Avenue Charter for Enriched Studies maintained high Academic Performance Index of over 800 and has maintained high academic performance scores compared to other resident school’s SBAC scores for the past charter term. Our current CAASPP scores show significant gains in our students’ scores for meets/exceeds standard. For ELA, we had a 15% increase in our students’ test scores from 51% to 66% in ELA and a 13% increase from 47% to 60% in math for 2015 to 2016. With implementation of the Common Core State Standards and the new summative assessment SBAC, our students continue to score above the LAUSD average and are better prepared for college and career readiness. As students engage in new concepts for the grade level, teachers also concentrate in driving good instruction through best teaching methodologies of collaborative grouping, differentiated instruction, targeting higher-level thinking skills, and integration of the arts.

Serrania API Scores:

Year	API SCORE	CHANGE
2012-2013	879	-22
2011-2012	901	+41

SCES ranked well above the state benchmark of 800 in API Subgroup Scores and the SBAC Subgroup Scores for the term of the charter. This is because we strategically put in place numerous supports for our subgroups in an effort to assist them in meeting proficiency. To meet the needs of students in all subgroups, supplemental curriculum is implemented such as, intervention support after school, weekly small group instruction with classroom aides, and close monitoring through formative assessments conducted by the teachers to assure students are meeting proficiency or advanced placement. SCES has made steady gains in students testing proficient and advanced in subgroups from 2013-2014 to 2015-2016. The most significant change in Language Arts was our Latino population with 13% increase from 39% to 52%, Students with Disabilities with 11% increase from 14% to 25%, and Socio-Economically Disadvantaged with 23% increase from 33% to 56% for SBAC.

ASSESSMENT DATA TRENDS: English Language Arts

Subgroups	2011-12 CST	2012-13 CST	2013-2014	2014-2015 SBAC Meets/Exceeds Standards	2015-2016 SBAC Meets/Exceeds Standards
All Students	78%	72%	N/A	51%	66%
African American	66%	50%	N/A	24%	59%
Asian	94%	83%	N/A	56%	81%
Latino	71%	63%	N/A	39%	52%
White	82%	78%	N/A	61%	68%
English Learner	56%	58%	N/A	5%	12%
SWD	49%	50%	N/A	14%	25%
Socio-Eco Disadv.	63%	60%	N/A	33%	56%

ASSESSMENT DATA TRENDS: Mathematics

Subgroup	2011-12 CST	2012-13 CST	2013-2014	2014-2015 SBAC Meets/Exceeds Standards	2015-2016 SBAC Meets/Exceeds Standards
All Students	79%	75%	N/A	47%	60%
African American	61%	37%	N/A	21%	31%
Asian	94%	87%	N/A	56%	83%
Latino	77%	68%	N/A	39%	44%
White	82%	82%	N/A	58%	67%
English Learner	67%	64%	N/A	5%	36%
SWD	40%	45%	N/A	23%	19%
Socio-Eco Disadv.	69%	60%	N/A	33%	48%

Our most current CAASPP results indicate that 66% of students in ELA and 60% of students in math are meeting or exceeding the standards, demonstrating a 14% increase in ELA and a 13% increase in math from 2015-2016. Our CAASPP subgroups have also demonstrated significant gains, i.e., our students with disabilities achieved an 15% increase in ELA. Our socio-economically disadvantaged students achieved a 23% increase in ELA from 33% meeting or exceeding the standards in 2015 to 56% meeting or exceeding the standards in 2016. In math, our socio-economically disadvantaged students achieved a 15% increase from 33% in 2015 to 49% in 2016 of students meeting or exceeding the standards.

Serrania Avenue Charter for Enriched Studies provides support to all subgroups in an effort to meet proficiency requirements by the state and local district. At SCES our staff provides differentiated instruction, where teachers provide lessons and assignments within the core curriculum that allow students to perform at their appropriate academic level. To meet the needs of our subgroups, teachers plan effective instructional opportunities to target students who need extra instructional time. Through extensive data analysis, teachers also design instructional small groups to target foundational skills, including preview and review, to master grade level standards.

Over the past three years, SCES has continually been able to decrease the number of English Learners. Our school has been able to decrease the number of English Learners and has been able to continually reclassify students at an early stage of EL identification. At Serrania Charter for Enriched Studies, our focus is to also provide a rich language based curriculum for our English Learner population. Our goal for English Learners who are identified in TK/Kindergarten is for reclassification by the end of second grade and/or beginning of third grade. The graph below shows the reclassification rates trend and the percentage of English Learner students scoring proficient on CELDT.

English Learner Progress

	2013-14	2014-15	2015-16
Reclassification Rates Trend	19.4%	27%	21.5%
Percent of Long-term ELs	0%	0%	8.5%

The graph below shows English Learner Accountabilities as measured by the Annual Measurable Achievement Objectives. In addition to how our English Learners have continued to show growth by scoring proficient on the California English Language Development Test (CELDT).

English Learner Accountabilities

	MET	2011-12	2012-13	2013-14
AMAO 1 – CELDT Annual Growth	Yes	39.5%	64.4%	78.6%
AMAO 2 Attaining Eng. Progress < 5 Yrs.	Yes	10.9%	36.1%	41.1%
AMAO 2 Attaining Eng. Progress > 5 Yrs.	Yes	N/A	N/A	N/A

ELs Scoring Proficient on CELDT

	2011-12	2012-13	2013-14
English Learners	42%	40%	40%

Our last API score recording in 2013 for all subgroups at Serrania Avenue Charter for Enriched Studies has exceeded those of the District and the State (see table below).

API Subgroup Scores

Subgroups	2013 Growth API Score		
	Serrania Charter	LAUSD	State Grades 2-6
All Students	879	750	811
African American	777	697	739
Asian	946	908	920
Latino	833	729	766
White	901	871	874
Socio-Eco Disadvantaged	817	734	763
English Learners	821	667	758
SWD	703	572	669

STAR Results for All Students -Three Year Comparison

This table displays the percent of student achieving at the Proficient or Advanced Level (meeting or exceeding the state standards) in comparison to the District and State.

STAR Results for ALL Students - Three-Year Comparison

Subject	Serrania Charter			LAUSD			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
ELA	69%	78.25%	70.5%	44%	48%	47%	54%	56%	55%
MATH	77.25%	79%	75%	43%	44%	45%	49%	50%	50%

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results in Science - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced Level (meeting or exceeding the state standards) in comparison to the District and State.

Results in Science: Three-Year Comparison

Subject	Serrania Charter			LAUSD			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (Grades 5, 8, & 10)	85%	74%	79%	51%	52%	52%	60%	59%	60%

Based on our science results, it is evident that since becoming an Affiliated Charter the students in 5th grade taking the Science CST, have maintained high percentages of students scoring advanced or proficiency with 85% in 2012, 74% in 2013, and 79% in 2014. (see chart below)

Results in Science – Student Proficiency, Serrania Charter for Enriched Studies

Result Type	2011-12	2012-13	2013-14
Students Tested	101	97	111
% Advanced	46%	39%	43%
% Proficient	40%	35%	36%
% Basic	10%	19%	14%
% Below Basic	1%	6%	6%
% Far Below Basic	1%	1%	1%

Since one of the biggest challenges we face at Serrania Avenue Charter for Enriched Studies is to increase our attendance rate, we plan on improving our student attendance rate through the use of a District PSA counselor, as well as implement attendance incentives, track weekly attendance reports, and analyze attendance reports during grade level meetings. We also plan to send frequent letters to parents informing them of our attendance policy of maintaining fewer than seven absences per school year. With these strategies set in place, we plan on seeing tremendous improvement in our students’ attendance rate and chronic absence rate this year and in future years. (see chart below)

Attendance Data Yearly

Year-End Attendance Data	2012-13	2013-14	2014-15	Change
Student Enrollment	605	670	649	-21
96% or higher Student Attendance Rate	71.1%	72%	69.1%	-2.9%
91% or lower Chronic Absence Rate	11.7%	9.4%	11.9%	2.5%

Local Control Funding Formula (LCFF) Requirements

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

SERRANIA CHARTER LCFF GOALS AND PRIORITIES

LCFF STATE PRIORITIES-BASIC SERVICES

GOAL #1

To provide and maintain Basic Services for students the school will assign teachers in accordance with their credentials, including subject matter and EL authorizations. The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter. The school will achieve and maintain an overall “good” rating or equivalent on annual review(s) of school facilities.

Related State Priorities:

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

Local Priorities:

-

Specific Annual Actions to Achieve Goal

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

Expected Annual Measurable Outcomes

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

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

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

Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

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

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

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

White Students	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating
Outcome #3: The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter.						
Metric/Method for Measuring: Quarterly audits on Destiny. Annual Williams Instructional Materials Review and Certification Process.						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

SERRANIA CHARTER LCFF GOALS AND PRIORITIES	
LCFF STATE PRIORITIES-IMPLEMENTATION OF STATE STANDARDS	
GOAL #2	
<p>100% of teachers will provide high quality instruction within their classroom to ensure the effective implementation of the Common Core State Standards and the California Content State Standards. In order to provide high quality instruction, the school will build teacher capacity through research based professional development.</p>	<p style="text-align: center;">Related State Priorities:</p> <p> <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 </p> <p style="text-align: center;">Local Priorities:</p> <p> <input type="checkbox"/> <input type="checkbox"/> </p>

Specific Annual Actions to Achieve Goal

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

Expected Annual Measurable Outcomes

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

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

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (School-wide)	66%	68%	70%	72%	74%	76%
English Learners	8%	10%	12	14%	16%	18%
Socioeconomically Disadvantaged Students	56%	58%	60%	62%	64%	66%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	25%	27%	29%	31%	33%	35%
African American Students	59%	61%	63%	65%	67%	69%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	81%	83%	85%	87%	89%	91%
Filipino Students	88%	90%	92%	94%	96%	98%
Latino Students	52%	54%	56%	58%	60%	62%
Native Hawaiian/Pacific Islander Students	33%	35%	37%	39%	41%	43%
Students of Two or More Races	60%	62%	64%	66%	68%	70%
White Students	68%	70%	72%	74%	76%	78%

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

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

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	60%	62%	64%	66%	68%	70%
English Learners	32%	52%	36%	38%	40%	42%
Socioeconomically Disadvantaged Students	48%	36%	38%	40%	42%	44%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	19%	21%	23%	25%	27%	29%
African American Students	31%	33%	35%	37%	39%	41%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	83%	85%	87%	89%	91%	93%
Filipino Students	50%	52%	54%	56%	58%	60%
Latino Students	44%	46%	48%	50%	52%	54%
Native Hawaiian/Pacific Islander Students	67%	69%	71%	73%	75%	77%
Students of Two or More Races	80%	82%	84%	86%	88%	90%
White Students	67%	69%	71%	73%	75%	77%

Outcome #3: English Learners will meet annual AMAO 1 Targets and EL measures as determined by the CDE.

Metric/Method for Measuring: Constant monitoring of English Learner Monitoring Rosters, RFEP Monitoring rosters, and Potential Reclassification Rosters. Monthly SSPT meetings to track students meeting and not meeting AMAO 1 Targets. Designated and integrated instruction in ELA at students' ELD level. During and before/after school intervention for English Learners by ELD Levels. Follow English Learner Master Plan Recommendations and Policies as provided by State and LAUSD Accountabilities. Continue to implement and plan Start Smart Lesson 2.0 Design for academic support in reading, writing, listening and speaking, as well as the ELD supplemental materials in our adopted ELA program and curriculum. Train teacher assistants on best ELD practices in order for them to effectively assist our students during designated ELD blocks.

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	75%	77%	79%	81%	83%	85%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A

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

** Not a significant subgroup at this time.

SERRANIA CHARTER LCFF GOALS AND PRIORITIES						
LCFF STATE PRIORITIES-PARENTAL INVOLVEMENT						
GOAL #3						
The school will increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives and ways in which to support their child's learning.				Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6		
				Local Priorities: <input type="checkbox"/> <input type="checkbox"/>		
Specific Annual Actions to Achieve Goal						
Maintain an effective program for parent and family involvement that includes: <ul style="list-style-type: none"> • meaningful opportunities for providing and gathering parental input • involving parent stakeholders in sharing and receiving information • teaching and learning how to support the educational program 						
Expected Annual Measurable Outcomes						
Outcome #1: Percentage of parents completing the School Experience Survey annually						
Metric/Method for Measuring: School Experience Survey						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	55% (<i>all parents</i>)	57%	59%	61%	63%	65%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Metric/Method for Measuring: School Experience Survey and Local Data (sign-ins and school surveys)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (School-wide)	86% (<i>all parents</i>)	87%	88%	89%	90%	91%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #3: percentage of parents trained on academic initiatives by providing a minimum of four workshops annually.

Metric/Method for Measuring: School Experience Survey (sign-ins and school surveys)

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

SERRANIA AVENUE CHARTER FOR ENRICHED STUDIES	
LCFF STATE PRIORITIES-STUDENT ACHIEVEMENT	
GOAL #4	
<p>The school will annually increase the number of students achieving proficiency level and above as measured by the CAASPP SBAC English Language Arts and Mathematics assessments annually and increase the number of English Learners who reclassify as Reclassified Fluent English Proficient.</p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <p>Local Priorities:</p> <p><input type="checkbox"/> <input type="checkbox"/></p>
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> The school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to (1) yield improved academic performance outcomes for all students, including English Learners, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development 	

- Provide or obtain training for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.
- Monitor Long Term English Learners (LTEL's) progress through grade level meetings and SSPT monitoring.
- Utilize class-size reduction teacher to target needs of EL students.
- Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas.
- Ensure that all EL teachers have a solid understanding of their grade level ELD standards and objectives, along with the updated reclassification criteria; to meet the goals of reclassification by 3rd grade
- Incorporate the ELLP Academy for EL learners to reinforce phonemic awareness in foundational reading skills
- Use multiple mediums to present information, develop opportunities to demonstrate language comprehension through physical expression, provide constructive conversations during communicating and reasoning, incorporate SDAIE skills, and interaction opportunities at various levels of language development daily
- Purchase ELD Common Core aligned supplemental reading materials, Lexia, Accelerated Reader, audio visual support, bilingual dictionaries, invest in language acquisition online programs, and purchase Core Lit. Libraries for each grade level.
- Purchase additional progress monitoring assessment kits such as TRC, Lexia, and Core Literacy Library Teacher Edition Materials for ELD screening
- The ELD Coordinator will work closely with teachers in order to develop resources and strategies to implement during designated and integrated ELD time to support Potential Reclassification students
- The ELD Coordinator will also keep ELD teacher informed of up to date criteria needs in order for students to reclassify
- Allocate Money for teacher training on current English Language Development best practices
- Allocate funds for teachers to observe best practices in other school from same grade colleagues

Expected Annual Measurable Outcomes

Outcome #1: The percentage of students that met standard/exceeded standard in Language Arts on the CAASP/SBAC

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

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	66%	68%	69%	70%	71%	72%
English Learners	12%	14%	15%	16%	17%	18%
Socioeconomically Disadvantaged Students	56%	58%	59%	60%	61%	62%
Foster Youth (*)	*	*	*	*	*	*
Students with Disabilities	25%	27%	28%	29%	30%	31%
African American Students	59%	61%	62%	63%	64%	65%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	81%	83%	84%	85%	86%	87%

Filipino Students	88%	90%	91%	92%	93%	94%
Latino Students	52%	54%	55%	56%	57%	58%
Native Hawaiian/Pacific Islander Students	33%	35%	36%	37%	38%	39%
Students of Two or More Races	60%	62%	63%	64%	65%	66%
White Students	68%	70%	71%	72%	73%	74%

Outcome #2: The percentage of students that met standard/exceeded standard in Mathematics on the CAASP/SBAC

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

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	60%	62%	63%	64%	65%	66%
English Learners	36%	38%	39%	40%	41%	42%
Socioeconomically Disadvantaged Students	48%	50%	51%	52%	53%	54%
Foster Youth *	*	*	*	*	*	*
Students with Disabilities	19%	21%	22%	23%	24%	25%
African American Students	31%	33%	34%	35%	36%	37%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	83%	85%	86%	87%	88%	89%
Filipino Students	50%	52%	53%	54%	55%	56%
Latino Students	44%	46%	47%	48%	49%	50%
Native Hawaiian/Pacific Islander Students	67%	69%	70%	71%	72%	73%
Students of Two or More Races	80%	82%	83%	84%	85%	86%
White Students	67%	69%	70%	71%	72%	73%

Outcome #3: Increase the number of English Learners who reclassify as Reclassified Fluent English Proficient

Metric/Method for Measuring: Reclassification Data

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	20%	22%	24%	26%	28%	30%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A

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

* Not a significant subgroup at this time.

LCFF STATE PRIORITIES-STUDENT ENGAGEMENT

GOAL #5

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

Related State Priorities:

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

Local Priorities:

-

Specific Annual Actions to Achieve Goal

- Increase annually the percent of students attending 173-180 days
- Maintain attendance incentive programs to students and classes that maintain high attendance rate by giving attendance award certificates to students, classrooms, and teachers by providing the following incentives: have popsicle parties for classrooms who fill out all the words for “We Are All Here” and award trophies to highest attendance classrooms during monthly attendance assemblies
- Students who are recognized for perfect attendance receive different “dog tags” monthly for their perfect attendance to add to their collection
- Twice a year, a K-2 and 3-5 classrooms with the highest attendance for the first half and second half of the school year receives a free field trip with all expenses paid.
- Utilize PSA counselor twice a week to contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership with regard to attaining a higher attendance rate
- Decrease the number of students missing 16 or more school days each year
- Conduct monthly recognition attendance awards assemblies for individual students on excellent and good attendance attainment
- Conduct SSPT for students with chronic absenteeism to provide intervention services and referrals

Expected Annual Measurable Outcomes

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

Metric/Method for Measuring: Student Attendance Rates

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	58%	60%	62%	64%	66%	68%
English Learners	60%	62%	64%	66%	68%	70%
Socioeconomically Disadvantaged Students	55%	57%	59%	61%	63%	65%
Foster Youth	14%	16%	18%	20%	22%	24%
Students with Disabilities	45%	47%	49%	51%	53%	55%
African American Students	45%	47%	49%	51%	53%	55%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	67%	69%	71%	73%	75%	77%
Filipino Students	52%	54%	56%	58%	60%	62%
Latino Students	56%	58%	60%	62%	64%	66%
Native Hawaiian/Pacific Islander Students	50%	52%	54%	56%	58%	60%
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	85%	87%	89%	91%	93%	95%

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

Metric/Method for Measuring: Student Attendance Rate

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	16%	15%	14%	13%	12%	11%
English Learners	20%	19%	18%	17%	16%	15%
Socioeconomically Disadvantaged Students	19%	18%	17%	16%	15%	14%
Foster Youth	42%	41%	40%	39%	38%	37%
Students with Disabilities	21%	20%	19%	18%	17%	16%
African American Students	27%	26%	25%	24%	23%	22%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	11%	9%	8%	7%	6%	5%
Filipino Students	10%	9%	8%	7%	6%	5%
Latino Students	15%	12%	11%	10%	9%	8%
Native Hawaiian/Pacific Islander Students	25%	24%	23%	22%	21%	20%

Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	14%	13%	12%	11%	10%	9%

SERRANIA CHARTER FOR ENRICHED STUDIES						
LCFF STATE PRIORITIES-SCHOOL CLIMATE						
GOAL #6						
To school will annually increase the percentage of parents, students, and staff participation in the school experience survey. The school will also maintain a 0% suspension and expulsion rate.				Related State Priorities:		
				<input type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7
				<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8
				<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 6	
				Local Priorities:		
				<input type="checkbox"/>		
				<input type="checkbox"/>		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> ● Increase annually the percent of parents filling out the school experience survey by having multiple workshops before and during the school survey window. ● Increase annually the amount of students participating in the school experience survey by providing classrooms with the time and technology needed to do this. ● Increase annually the amount of school staff participating in the school experience survey by providing them with the time and technology needed to do this. ● Conduct workshops for parents to understand the importance of the school experience survey. ● Maintain a 0% suspension and expulsion rate by implementing a restorative justice strategies across the school 						
Expected Annual Measurable Outcomes						
Outcome #1: The school will annually increase the number of parents and students participating in the school experience survey.						
Metric/Method for Measuring: School Report Card						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

All Students (Schoolwide)	97%	98%	99%	100%	100%	100%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #2: The school will maintain annually the 0% rate of students being suspended or expelled from school.

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

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	0%	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"
English Learners	0%	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"
Socioeconomically Disadvantaged Students	0%	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"
Foster Youth	0%	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"
Students with Disabilities	0%	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"
African American Students	0%	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"
American Indian/Alaska Native Students	0%	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"
Asian Students	0%	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"
Filipino Students	0%	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"

Latino Students	0%	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"
Native Hawaiian/Pacific Islander Students	0%	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"
Students of Two or More Races	0%	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"
White Students	0%	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"	"Maintain 0% rate"

LCFF STATE PRIORITIES-COURSE ACTION						
LCFF STATE PRIORITIES-COURSE ACCESS						
GOAL #7						
<p>The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program (Science Lab, Media Lab, Dance, Music, Physical Education) to 100% of its students every year.</p>				<p>Related State Priorities:</p> <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
				<p>Local Priorities:</p> <input type="checkbox"/> <input type="checkbox"/>		
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. • Classroom daily schedules will be posted for all core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program (Science Lab, Media Lab, Dance, Music) 						
Expected Annual Measurable Outcomes						
<p>Outcome #1: The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science to 100% of its students every year.</p> <p>Metric/Method for Measuring: Method for Measuring: Annual Review of Master Schedule and Student Schedules</p>						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

White Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
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Outcome #2: The school will offer a comprehensive enrichment program (Science Lab, Media Lab, Dance, Music) to 100% of its students every year.

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

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
English Learners	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Socioeconomically Disadvantaged Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Foster Youth	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Students with Disabilities	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
African American Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
American Indian/Alaska Native Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Asian Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program

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

SERRANIA CHARTER FOR ENRICHED STUDIES	
LCFF STATE PRIORITIES-OTHER STUDENT OUTCOMES	
GOAL # 8	
<p>The school will continue to advance in the areas of study by offering a comprehensive schoolwide enrichment program in Engineering, Robotics, Technology, Art, Dance, Music, and Physical Education. 100% of students will have use of the school wide enrichment programs every year.</p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p>
	<p>Local Priorities:</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
	Specific Annual Actions to Achieve Goal

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

Expected Annual Measurable Outcomes

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

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

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

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

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

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	66%	68%	69%	70%	71%	72%
English Learners	12%	14%	15%	16%	17%	18%
Socioeconomically Disadvantaged	56%	58%	59%	60%	61%	62%

Students						
Foster Youth *	*	*	*	*	*	*
Students with Disabilities	25%	27%	28%	29%	30%	31%
African American Students	59%	61%	62%	63%	64%	65%
American Indian/Alaska Native Students*	*	*	*	*	*	*
Asian Students	81%	83%	84%	85%	86%	87%
Filipino Students	88%	90%	91%	92%	93%	94%
Latino Students	52%	54%	55%	56%	57%	58%
Native Hawaiian/Pacific Islander Students	33%	35%	36%	37%	38%	39%
Students of Two or More Races	60%	62%	63%	64%	65%	66%
White Students	68%	70%	71%	72%	73%	74%

* Not a significant group at this time.

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

Serrania Charter for Enriched Studies’ goals are focused on educational inquiry and enriched programs to develop the whole child. This learning method provides students the opportunity to become:

- Self-motivated learners, capable of creating a vision for themselves and their future, set priorities and achievable goals, monitor and evaluate their personal progress, and assume responsibility for their learning.
- Collaborative learners who use leadership skills to develop and maintain relationships within diverse groups.
- Complex thinkers who are able to problem solve, think critically, critique reasoning of themselves and others, and persevere.
- Scholars who are able to create intelligent, artistic products that reflect originality and technologically advanced designs that allow them to competently compete in the 21st Century.
- Leaders within their school community by contributing their talents to care for their environment through school beautification and the emotional well being of all Serrania students through a peer-mediator program.
- Leaders within their greater community by recognizing the emotional needs of others by participating in activities such as American Cancer Society’s Relay for life and in organized drives that meet the needs of others, such as donating food, clothing and toys to underprivileged students, families, and the military locally and abroad.

Our students perform well on standardized tests, such as, Standards Based Assessment Consortium. We recognize that the SBAC is one snapshot in the development of a child. Through the demonstration of our educational goals we take into account the expertise of our staff, our enrichment programs, and our community involvement, which leads us to develop self-motivated, lifelong learners. Serrania students have positive role models at home, in their

community and at school, who show them what it means to be productive and caring citizens in the world they will inherit.

INSTRUCTIONAL DESIGN

Framework and Teaching Methodology

Serrania Avenue Charter for Enriched Studies teaching methodologies are framed around differentiated and experiential or inquiry-based instruction and project-based research units in cooperative group settings.

Serrania teachers facilitate Professional Development with grade-level experts and instructional leaders who have expertise in a variety of subject areas. All our methodologies are supported by authentic assessments based on Common Core State Standards (CCSS), California State Standards (CSS), Next Generation Science Standards (NGSS), utilizing District, teacher-created performance and publisher assessments. The data collected from these assessments are used to help guide instruction, decide upon teaching methodologies and selected curriculum materials in order to enhance student learning.

Instructional Framework

SCES curriculum is based on CCSS, CSS, NGSS and associated frameworks in Language Arts, ELD, Mathematics, Science, Social Studies, Visual and Performing Arts, Technology and Physical Education. We know that learning occurs by addressing the needs of our targeted population. Our students are best served through a balanced program combining curriculum-centered and student-centered instruction. Direct instruction, guided practice, and skills learned through multidisciplinary selection ensure that our students are exposed to all Common Core, LAUSD, and state standards. SCES utilizes brain-based research (Westwater & Wolfe, 2000) through metacognition to teach students how to think and learn by linking learning to real-life experiences. Through this approach, we address multiple intelligences through the use of experimental and open-ended inquiry as well as project-based learning which leads to self-motivated, well-balanced, college and career ready lifelong learners. Integrating these modalities has proven to engage our students, allowing them to become analytical, creative thinkers. This will ensure that our students will be well prepared in furthering their 21st century learning goals and being college and career ready.

Teaching Methodologies

Teachers at Serrania Charter continually engage in professional development. As lifelong learners, we use current research and share new and innovative teaching methodologies and best practices. We use student data to drive our instruction for all Serrania learners, while implementing differentiated learning opportunities to meet the diversity of our students. Our standard methodologies include:

- *Academic Rigor* - Teachers design lessons that are engaging and meaningful. Students are challenged to make higher-level connections to real world situations and conceptual knowledge. Students engage in inquiry based lessons to develop a deeper understanding of academic concepts.
- *Technology* - We emphasize STEM practices to provide experiences for children where they are developing and using models, constructing explanations, designing solutions and engaging in argument from evidence.
- *Clear Expectations* - Teachers explicitly define and articulate standards in student friendly language. Descriptive criteria and models of work that elaborate these standards are displayed in every classroom.
- *Collaborative Groupings* - Teachers create flexible and fluid small groups for students to interact with their peers on various levels. Students share their thinking processes to maximize learning. Cooperative groups promote diverse perspectives, student-centered learning, and teamwork.
- *Criteria Charts / Rubrics* - Teachers implement tools that help focus students to effectively meet and exceed teacher expectations and objectives of the assignment. Charts and rubrics are designed around curricular standards and objectives, enabling students to understand and self-evaluate their own work and learning as they progress toward rigorous standards. This allows teachers to give effective feedback to the students.
- *Direct Instruction* - Teachers provide strategically planned direct instruction using technology and multiple modality techniques appropriate to the developmental needs of their students to teach standards based lessons.
- *Guided and Independent Practice* - Teachers provide students with adequate time to demonstrate their understanding of the concepts or skills being taught with a variety of learning modalities and manipulatives in order for each student to achieve success.
- *Small Group Instruction* -- Teachers create small fluid groups to target students who need additional instructional time as well as preview and review of the lessons.
- *Differentiated Instruction* -- Teachers provide lessons and assignments within the core curriculum that allow students to perform beyond their academic levels while maintaining and exceeding academic standards. Teachers differentiate instruction using varying techniques of compacting and scaffolding based on student demonstration of mastery. Teachers use

depth, complexity, and novelty for all students to allow them to delve deeper into areas of interest and become independent learners.

- *Higher Level Thinking* -- In preparing students for the future, teachers help students develop the critical reasoning skills that will enable them to think flexibly, solve complex problems, and make sense of their place in the world around them. We encourage our students to move beyond the rudimentary knowledge of Bloom's Taxonomy to the more sophisticated levels of analyzing, evaluating and creating, by providing opportunities for students to become independent learners. Students will learn to evaluate and analyze concepts by viewing them from multiple perspectives, ethical dilemmas, central ideas, and themes. Teachers use Norman Webb's Depth of Knowledge and Sandra Kaplan's strategies to differentiate lessons for varied groups of learners.
- *Integration of the Arts* -- The Arts are a key component of our school. Teachers and curriculum specialists use drama, dance, music (vocal and instrumental), and visual arts to enhance and deepen the learning experience across the curriculum.
- *Experiential Learning* - Teachers create opportunities for exploration of the major concepts through direct experiences. Students relate to the curriculum through plays, field trips, labs, simulations, and experiments. It is through these involvements that students process, analyze, and conceptualize the curriculum and provide the ability to create new ideas.

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

Curriculum and Instruction

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

Goals of Content Areas

The teachers at Serrania Charter have embraced the implementation of the Common Core State Standards through multiple and varied professional development opportunities. We constantly

strive to improve instruction by remaining up to date with instructional strategies to meet the standards as stated in our vision.

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

Language Arts

Student related goals are to:

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

Teacher related goals are:

- A rigorous curriculum that exceeds CCSS for K-5 language arts.
- Develop students’ reading, writing, listening and speaking skills to support academics across disciplines.
- Enhance reading using Literature Circles, Classics, Core Literature, Accelerated Reader, Lexia, and Newsela.
- Implement a school-wide writing program “Learning Headquarters,” which will allow students an opportunity to theorize and justify their thinking across all genres of writing, while also writing across the curriculum.
- Develop students’ grammar, spelling, speaking and active listening skills through direct instruction and vocabulary development as well as integration of language arts embedded across the curriculum.
- Apply vocabulary development in written and oral formats.
- Devote minimum two hours daily to language arts instruction in grades K-5.

English Language Development (ELD)

Student goals:

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

Teacher goals:

- A rigorous curriculum to ensure meeting and exceeding the State and Common Core Standards.

- Implementation of the English Learner Master Plan through designated and integrated ELD instruction.
- Develop and support students' mastery of English using SDAIE techniques.
- Use SDAIE techniques across all curriculum areas to promote understanding.

Mathematics

Student goals:

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

Teacher goals:

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

History and Social Studies

Student Goals:

- Students will understand their own place in the world through studying communities, cities, states, and countries in terms of geographical settings and periods.
- Through critical thinking skills, students will relate to historical events and be able to find parallels and patterns over time.
- Students will draw conclusions through interpreting geographical and historical data.
- Students will understand cause and effect of historical events.

- Students will learn to research their own histories through their heritage, culture, and family trees and traditions supported through field trips, research projects and school-wide events.
- Students will research historical figures and present their learning by portraying their historical figure.

Teacher Goals:

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

Science

Students Goals:

- Students will define a problem or a need.
- Students will research, design, and test a prototype.
- Students will record their designs and data gathered from testing in a science notebook.
- Students will analyze data to improve their design.
- Students will hypothesize and develop experiments utilizing the scientific method.
- Students will theorize and view other subjects such as music, art, and theory as a scientist.
- Students will understand the need for eco-friendly products and life changes to improve our local and global community.
- Students will design and engineer models, use arguments supported with evidence, present and defend their conclusions.

Teacher Goals:

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

Visual and Performing Arts

Student goals:

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

Teacher goals:

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

Physical Education / Health and Wellness

Student goals:

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

Teacher Goals:

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

Technology

Student Goals:

- Through word processing, students will demonstrate written expression.
- Explore artistic applications appropriate to grade level.

- Students use Google Docs, Microsoft Word, PowerPoint, Excel, iMovie to compile and present information.
- Students will identify and use search engines to research relevant information.
- Students will use IXL, Lexia, and Accelerated Reader to supplement and enhance Common Core curriculum.
- Use of classroom technology, including ChromeBooks and iPads on a daily basis to enhance curriculum and 21st century skills.
- Use of Kahn Academy for intervention and enrichment.

Teacher Goals:

- Present a rigorous curriculum that exceeds the State Content Standard for technology.
- Utilize multimedia to present information.
- Incorporate ELMO and document readers, MacBook Pros, and iPads.
- Integrated instruction with Computer Lab Specialist.
- Utilize curricular websites such as: Noaa.com, Smithsonian.com, teachertube.com, etc.
- Design writing performance tasks and communicate with students through Chromebooks in order to have students analyze multiple sources of media and write a well-researched, data based, essay using Google docs or Padlet.

Intervention and Enrichment Programs

Intervention student goals:

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

Intervention teacher goals:

- Analyze DIBELS and TRC assessments to identify students' reading ability and provide targeted interventions.
- Review specific assessments results to help formulate small intervention groups with like needs as students receive targeted interventions.
- Incorporate kindergarten through 2nd grade ELLP Academy to provide students with early literacy intervention.
- Opportunities of after-school interventions for EL and at-risk students are provided for additional support, such as: After School Homework Club, Lexia and IXL taught by trained computer specialist, and English Language Arts and Math taught by credentialed teachers and trained paraprofessionals.
- Scheduled additional support programs are taught in 6-week cycles to ensure equal access to all students in need.

Enrichment student goals:

- During the school day students engage in activities that enrich content and individual interest areas through the use of drama, art, technology, novelty, and acceleration.
- Participate in opportunities to advance technology based skills, new language acquisition, hands-on experiences, such as: Spanish, Farsi, Hebrew classes, iMovie, and literature clubs.
- Participate in individual areas of interest, such as: Lego design and engineering, robotics, generalized STEAM activities and graphic design.
- Participate in physical activities, such as: cheerleading, dance, gymnastics, karate, and a variety of athletic interests.
- Participate in weekly enrichment opportunities including: computer lab, science lab, music (instrumental and vocal), art, drama, and dance.

Enrichment teacher goals:

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

Curricular and Instructional Materials

- K-5, California Treasures, English Language Arts
- K-5, California Treasures, English Language Development component
- K-5, California Treasures, Intervention Component
- 95% Group Intervention
- Grades 3-5, varied, grade-level appropriate literature
- Time for Kids
- Newsela
- K-5, My Math
- Marilyn Burns math
- Marcy Cook math
- Engage New York
- Curriculum Associates
- K-5, FOSS Science kits and California Adoption Textbook
- K-5 FOSS supplemental materials for NGSS
- Scott Foresman California Social Science
- Health and Wellness

- Second Step
- Various and grade level appropriate field trips and assemblies
- Start Smart 1.0 Revised and 2.0

How the Curriculum Addresses California Content Standards

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

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

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

Serrania Avenue Charter for Enriched Studies maintained high Academic Performance Index of over 800 and has maintained high academic performance scores compared to other resident school’s SBAC scores for the past charter term. Our current CAASPP scores for meets/exceeds band show significant gains in our students’ scores. For ELA, we had a 15% increase in our students’ test scores from 51% to 66% and a 13% increase in math from 47% to 60% in 2015 to 2016. With a focus on best practices in regards to the instructional program, Serrania Charter for Enriched Studies’ summative assessment scores have exceeded LAUSD district goals for the term of the charter.

With a focus on best practices in regards to the instructional program, Serrania Charter for Enriched Studies’ API has exceeded LAUSD district goals. The API for 2010-2011 was 860.

All components of the Serrania Charter frameworks and standards including, the specific scope and sequence skills are taught. Students will be tested and graded upon these standards. Serrania will use the California Content Standards for English Language Arts, Math, Science, Social

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

Over the past three years, SCES has continually been able to decrease the number of English Learners and has been able to continually reclassify students at an early stage of EL identification. At Serrania Charter for Enriched Studies, our focus is to also provide a rich language based curriculum for our English Learner population. Our goal for English Learners who are identified in TK/Kindergarten is for reclassification by the end of second grade and/or beginning of third grade.

In our most recent reclassification data, 14 out of 65 students reclassified in 2015-2016, which is 21.5% of our English Learners. To experience gains yearly in our reclassification numbers, our EL Coordinator, teachers, and administrators work closely to monitor students and provide supports that will help them meet all reclassification criteria; pass CELDT with a score of 4 or 5, meet proficiency in DIBELS, and attain a report card grade of 3 or better for listening, speaking, reading, and writing. Teachers utilize ongoing assessments, collaboration, "Start Smart" program, Treasures ELD component, and team-teaching approaches to ensure our ELL students progress in a solid foundation of reading, writing, listening and speaking skills.

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

We are dedicated to identifying and addressing the needs of our gifted and talented and high achieving population by incorporating experiential learning and differentiated planning into daily instruction. As a result, our GATE population is higher in comparison to the District's norm of 6%.

An integral part of Serrania Charter for Enriched Studies' instructional program is a dedication to providing enriching experiences throughout the core curriculum. Serrania's teaching staff, together with professional experts in Science, Language Arts, Math, Social Studies, the Arts, PE, and

Technology infuses excitement, motivation, and high interest into the learning experiences of each and every child at school regardless of a child's learning profile.

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

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

Integration of Technology

All students will be exposed to technology on a daily basis. From teachers using their computers and LCD projectors to having access to iPads in grades TK-2, and Chromebooks in grades 3-5. In order to ensure students are prepared to take any and all computer-based state standardized assessments, our school has bought enough Chromebooks for every student in grades 3-5. We also have a fully functional computer lab for all grades to use. Along with all of the technology available to students and staff members, we have a full time computer expert that works side by side with teachers in the classrooms and in the computer lab. Together, our computer teacher and classroom teachers work on creating technology-based projects for students to conduct online research and create Powerpoint presentations for the rest of the class to see. The online research and writing process is done through the use of Google Docs and/or online collaboration using Padlet. Students are assisted by teachers, assistants, and our computer teacher. To specifically get our students prepared for the Smarter Balanced interim and summative assessments, students are walked through the Smarter Balanced Assessment online practice assessment platform. Our computer teacher, along with the classroom teachers, guide students on how to navigate the online practice assessment and how to utilize the tools available. Every week, all students in grades 3-5 practice 1 to 2 hours with the online practice exam.

Transitional Kindergarten

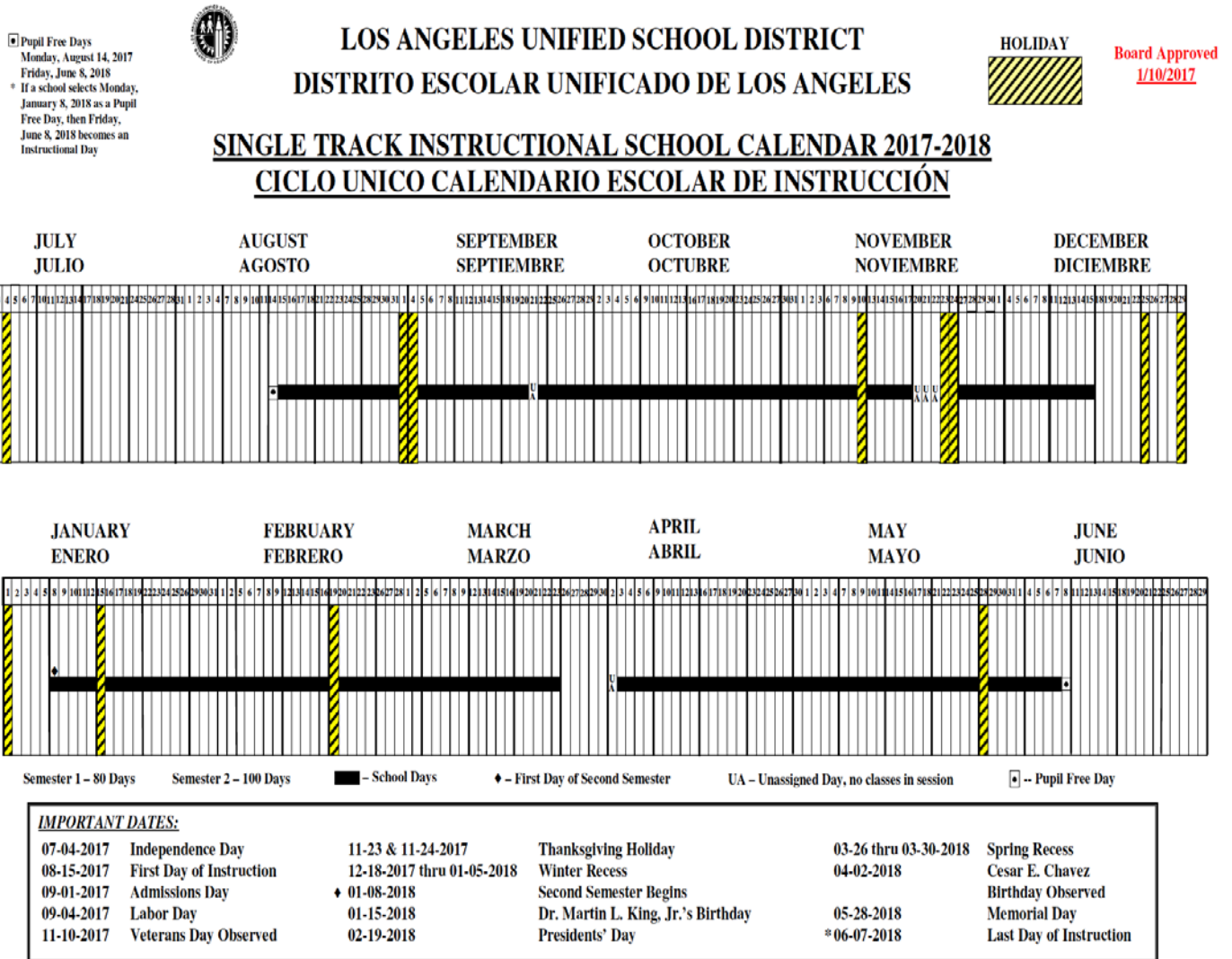
Charter School shall comply with all applicable legal requirements and District policy regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at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

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

Academic Calendar and Schedules

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

2017-2018 LAUSD Instructional Calendar



Serrania Avenue Charter for Enriched Studies Bell Schedule

2016-2017 ELEMENTARY SCHOOL BELL SCHEDULE Single Track

School Information		
School Name: SERRANIA EL	Local District: NW	Location Code: 6606

Regular Days

No. of Days: 132

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Actual Minutes	Required Minutes	Difference
A.M. Kindergarten	:					:		200	
P.M. Kindergarten	:					:		200	
All Day Kindergarten	8:00	10:20	10:40	12:20	1:05	2:28	323	319	4
Grades: 1 3 5	8:00	10:00	10:20	12:00	12:45	2:28	323	319	4
Grades: 2 4	8:00	10:20	10:40	12:20	1:05	2:28	323	319	4
Grades:	:	:	:	:	:	:		319	
Grades:	:	:	:	:	:	:		319	
Grades:	:	:	:	:	:	:		319	
Grades:	:	:	:	:	:	:		319	

Professional Development Banked Days

No. of Days: 38

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Actual Minutes	Required Minutes	Difference
A.M. Kindergarten	:					:		200	
P.M. Kindergarten	:					:		200	
All Day Kindergarten	8:00	10:20	10:40	12:20	1:05	1:28	263	259	4
Grades: 1 3 5	8:00	10:00	10:20	12:00	12:45	1:28	263	259	4
Grades: 2 4	8:00	10:20	10:40	12:20	1:05	1:28	263	259	4
Grades:	:	:	:	:	:	:		259	
Grades:	:	:	:	:	:	:		259	
Grades:	:	:	:	:	:	:		259	
Grades:	:	:	:	:	:	:		259	

Minimum Days

No. of Days: 10

Day1: 08/26/2016 Friday	Day2: 10/31/2016 Monday	Day3: 11/14/2016 Monday	Day4: 11/16/2016 Wednesday
Day5: 11/17/2016 Thursday	Day6: 11/18/2016 Friday	Day7: 05/05/2017 Friday	Day8: 05/19/2017 Friday
Day9: 06/08/2017 Thursday	Day10: 06/09/2017 Friday		

	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Actual Minutes	Required Minutes	Difference
A.M. Kindergarten	:					:		200	
P.M. Kindergarten	:					:		200	
All Day Kindergarten	8:00	10:30	11:00	:	:	12:39	249	249	0
Grades: 1 3 5	8:00	10:00	10:30	:	:	12:39	249	249	0
Grades: 2 4	8:00	10:30	11:00	:	:	12:39	249	249	0
Grades:	:	:	:	:	:	:		249	
Grades:	:	:	:	:	:	:		249	
Grades:	:	:	:	:	:	:		249	
Grades:	:	:	:	:	:	:		249	

Academic Calendar/Sample Daily Schedule

Serrania Avenue Charter for Enriched Studies will follow the Traditional Academic calendar set forth by the Los Angeles Unified School District, utilizing in each classroom a morning block scheduling for language arts and math, with the last portion of the day for social studies, science, and enriching activities. Below are sample daily schedules for each grade, which includes the subjects being taught, minutes, dismissal time, as well for Shortened Day, Minimum Day and Banked Day (Professional Development Day).

Sample Daily Schedules for Grades TK/K thru 5

**Serrania Charter for Enriched Studies
Daily Instructional Schedule
Grade Level: Transitional-Kindergarten**

Allotted time include blocks for ELA, ELD, ELLP, Math, Science, Social Studies, Music, Art, PE, Library, Computer lab, & Science Lab.

Subject	Monday	Tuesday	Wednesday	Thursday	Friday	Minimum Days
Breakfast in the Classroom	15 Minutes	15 Minutes	15 Minutes	15 Minutes	15 Minutes	15 Minutes
Language Arts (Reading)	40 Minutes	30 Minutes	40 Minutes	40 Minutes	40 Minutes	40 Minutes
Language Arts (Writing)	40 Minutes	30 Minutes	40 Minutes	40 Minutes	40 Minutes	40 Minutes
Small Groups (ELLP)	60 Minutes	30 Minutes	60 Minutes	60 Minutes	60 Minutes	60 Minutes
ELD (If Applicable- 60 Mins for Levels 1-3 & 45 Mins for levels 4 & 5)	60 Minutes	60 Minutes	60 Minutes	60 Minutes	60 Minutes	60 Minutes
Mathematics	40 Minutes	30 Minutes	40 Minutes	40 Minutes	40 Minutes	35 Minutes
Science (In the classroom)	30 Minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes	
Social Studies/2 nd Step	20 Minutes	20 Minutes	20 Minutes	20 Minutes	20 Minutes	
Library	45 Minutes	...	Once	<u>a</u>	Week	
Computers (Lab or classroom)	45 Minutes	...	Once	<u>a</u>	Week	
P.E.	20 Minutes	20 Minutes	20 Minutes	20 Minutes	20 Minutes	
Art	45 Minutes	...	Once	Every Other	Week	
Music	45 Minutes	...	Once	Every Other	Week	
2:25-2:28 (1:25-1:28 on Tuesdays) (12:35-12:38 on Min. Days)	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal

Regular Days: 323 Minutes

Banked Tuesdays: 263 Minutes

Minimum Days: 249 Minutes

**Serrania Charter for Enriched Studies
Daily Instructional Schedule
Grade Level: Kindergarten**

Allotted time include blocks for ELA, ELD, ELLP, Math, Science, Social Studies, Music, Art, PE, Library, Computer lab, & Science Lab.

Subject	Monday	Tuesday	Wednesday	Thursday	Friday	Minimum Days
Breakfast in the Classroom	15 Minutes	15 Minutes	15 Minutes	15 Minutes	15 Minutes	15 Minutes
Language Arts (Reading)	40 Minutes	30 Minutes	40 Minutes	40 Minutes	40 Minutes	40 Minutes
Language Arts (Writing)	40 Minutes	30 Minutes	40 Minutes	40 Minutes	40 Minutes	40 Minutes
Small Groups (ELLP)	60 Minutes	30 Minutes	60 Minutes	60 Minutes	60 Minutes	60 Minutes
ELD (If Applicable- 60 Mins for Levels 1-3 & 45 Mins for levels 4 & 5)	60 Minutes	60 Minutes	60 Minutes	60 Minutes	60 Minutes	60 Minutes
Mathematics	40 Minutes	30 Minutes	40 Minutes	40 Minutes	40 Minutes	35 Minutes
Science (In the classroom)	30 Minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes	
Social Studies/2 nd Step	20 Minutes	20 Minutes	20 Minutes	20 Minutes	20 Minutes	
Library	45 Minutes	...	Once	<u>a</u>	Week	
Computers (Lab or classroom)	45 Minutes	...	Once	<u>a</u>	Week	
P.E.	20 Minutes	20 Minutes	20 Minutes	20 Minutes	20 Minutes	
Art	45 Minutes	...	Once	Every Other	Week	
Music	45 Minutes	...	Once	Every Other	Week	
2:25-2:28 (1:25-1:28 on Tuesdays) (12:35-12:38 on Min. Days)	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal

Regular Days: 323 Minutes
Banked Tuesdays: 263 Minutes
Minimum Days: 249 Minutes

**Serrania Charter for Enriched Studies
Daily Instructional Schedule
Grade Level: 1st Grade**

Allotted time include blocks for ELA, ELD, ELLP, Math, Science, Social Studies, Music, Art, PE, Library, Computer lab, & Science Lab.

Subject	Monday	Tuesday	Wednesday	Thursday	Friday	Minimum Days
Breakfast in the Classroom	15 Minutes	15 Minutes	15 Minutes	15 Minutes	15 Minutes	15 Minutes
Language Arts (Reading)	40 Minutes	30 Minutes	40 Minutes	40 Minutes	40 Minutes	40 Minutes
Language Arts (Writing)	40 Minutes	30 Minutes	40 Minutes	40 Minutes	40 Minutes	40 Minutes
Small Groups (ELLP)	60 Minutes	30 Minutes	60 Minutes	60 Minutes	60 Minutes	60 Minutes
ELD (If Applicable- 60 Mins for Levels 1-3 & 45 Mins for levels 4 & 5)	60 Minutes	60 Minutes	60 Minutes	60 Minutes	60 Minutes	60 Minutes
Mathematics	40 Minutes	30 Minutes	40 Minutes	40 Minutes	40 Minutes	35 Minutes
Science (In the classroom)	30 Minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes	
Social Studies/2 nd Step	20 Minutes	20 Minutes	20 Minutes	20 Minutes	20 Minutes	
Library	45 Minutes	...	Once	<u>a</u>	Week	
Computers (Lab or classroom)	45 Minutes	...	Once	<u>a</u>	Week	
P.E.	20 Minutes	20 Minutes	20 Minutes	20 Minutes	20 Minutes	
Art	45 Minutes	...	Once	Every Other	Week	
Music	45 Minutes	...	Once	Every Other	Week	
2:25-2:28 (1:25-1:28 on Tuesdays) (12:35-12:38 on Min. Days)	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal

Regular Days: 323 Minutes
Banked Tuesdays: 263 Minutes
Minimum Days: 249 Minutes

**Serrania Charter for Enriched Studies
Daily Instructional Schedule
Grade Level: 2nd Grade**

Allotted time include blocks for ELA, ELD, ELLP, Math, Science, Social Studies, Music, Art, PE, Library, Computer lab, & Science Lab.

Subject	Monday	Tuesday	Wednesday	Thursday	Friday	Minimum Days
Breakfast in the Classroom	15 Minutes	15 Minutes	15 Minutes	15 Minutes	15 Minutes	15 Minutes
Language Arts (Reading)	40 Minutes	30 Minutes	40 Minutes	40 Minutes	40 Minutes	40 Minutes
Language Arts (Writing)	40 Minutes	30 Minutes	40 Minutes	40 Minutes	40 Minutes	40 Minutes
Small Groups (ELLP)	60 Minutes	30 Minutes	60 Minutes	60 Minutes	60 Minutes	60 Minutes
ELD (If Applicable- 60 Mins for Levels 1-3 & 45 Mins for levels 4 & 5)	60 Minutes	60 Minutes	60 Minutes	60 Minutes	60 Minutes	60 Minutes
Mathematics	40 Minutes	30 Minutes	40 Minutes	40 Minutes	40 Minutes	35 Minutes
Science (In the classroom)	30 Minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes	
Social Studies/2 nd Step	20 Minutes	20 Minutes	20 Minutes	20 Minutes	20 Minutes	
Library	45 Minutes	...	Once	<u>a</u>	Week	
Computers (Lab or classroom)	45 Minutes	...	Once	<u>a</u>	Week	
P.E.	20 Minutes	20 Minutes	20 Minutes	20 Minutes	20 Minutes	
Art	45 Minutes	...	Once	Every Other	Week	
Music	45 Minutes	...	Once	Every Other	Week	
2:25-2:28 (1:25-1:28 on Tuesdays) (12:35-12:38 on Min. Days)	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal

Regular Days: 323 Minutes
Banked Tuesdays: 263 Minutes
Minimum Days: 249 Minutes

**Serrania Charter for Enriched Studies
Daily Instructional Schedule
Grade Level: 3rd Grade**

Allotted time include blocks for ELA, ELD, ELLP, Math, Science, Social Studies, Music, Art, PE, Library, Computer lab, & Science Lab.

Subject	Monday	Tuesday	Wednesday	Thursday	Friday	Minimum Days
Breakfast in the Classroom	15 Minutes	15 Minutes	15 Minutes	15 Minutes	15 Minutes	15 Minutes
Language Arts (Reading)	45 Minutes	30 Minutes	45 Minutes	45 Minutes	45 Minutes	45 Minutes
Language Arts (Writing)	45 Minutes	30 Minutes	45 Minutes	45 Minutes	45 Minutes	45 Minutes
Small Groups (UA)	30 Minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
ELD (If Applicable- 60 Mins for Levels 1-3 & 45 Mins for levels 4 & 5)	45 Minutes	45 Minutes	45 Minutes	45 Minutes	45 Minutes	45 Minutes
Mathematics	60 Minutes	40 Minutes	60 Minutes	60 Minutes	60 Minutes	60 Minutes
Science (In the classroom)	50 Minutes	30 Minutes	50 Minutes	50 Minutes	50 Minutes	
Social Studies/2 nd Step	20 Minutes	20 Minutes	20 Minutes	20 Minutes	20 Minutes	
Library	45 Minutes	...	Once	<u>a</u>	Week	
Computers (Lab or classroom)	45 Minutes	...	Once	<u>a</u>	Week	
P.E.	20 Minutes	20 Minutes	20 Minutes	20 Minutes	20 Minutes	
Art	45 Minutes	...	Once	Every Other	Week	
Music	45 Minutes	...	Once	Every Other	Week	
2:25-2:28 (1:25-1:28 on Tuesdays) (12:35-12:38 on Min. Days)	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal

Regular Days: 323 Minutes
Banked Tuesdays: 263 Minutes
Minimum Days: 249 Minutes

**Serrania Charter for Enriched Studies
Daily Instructional Schedule
Grade Level: 4th Grade**

Allotted time include blocks for ELA, ELD, ELLP, Math, Science, Social Studies, Music, Art, PE, Library, Computer lab, & Science Lab.

Subject	Monday	Tuesday	Wednesday	Thursday	Friday	Minimum Days
Breakfast in the Classroom	15 Minutes	15 Minutes	15 Minutes	15 Minutes	15 Minutes	15 Minutes
Language Arts (Reading)	45 Minutes	30 Minutes	45 Minutes	45 Minutes	45 Minutes	45 Minutes
Language Arts (Writing)	45 Minutes	30 Minutes	45 Minutes	45 Minutes	45 Minutes	45 Minutes
Small Groups (UA)	30 Minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
ELD (If Applicable- 60 Mins for Levels 1-3 & 45 Mins for levels 4 & 5)	45 Minutes	45 Minutes	45 Minutes	45 Minutes	45 Minutes	45 Minutes
Mathematics	60 Minutes	40 Minutes	60 Minutes	60 Minutes	60 Minutes	60 Minutes
Science (In the classroom)	50 Minutes	30 Minutes	50 Minutes	50 Minutes	50 Minutes	
Social Studies/2 nd Step	20 Minutes	20 Minutes	20 Minutes	20 Minutes	20 Minutes	
Library	45 Minutes	...	Once	a	Week	
Computers (Lab or classroom)	45 Minutes	...	Once	a	Week	
P.E.	20 Minutes	20 Minutes	20 Minutes	20 Minutes	20 Minutes	
Art	45 Minutes	...	Once	Every Other	Week	
Music	45 Minutes	...	Once	Every Other	Week	
2:25-2:28 (1:25-1:28 on Tuesdays) (12:35-12:38 on Min. Days)	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal

Regular Days: 323 Minutes
Banked Tuesdays: 263 Minutes
Minimum Days: 249 Minutes

**Serrania Charter for Enriched Studies
Daily Instructional Schedule
Grade Level: 5th Grade**

Allotted time include blocks for ELA, ELD, ELLP, Math, Science, Social Studies, Music, Art, PE, Library, Computer lab, & Science Lab.

Subject	Monday	Tuesday	Wednesday	Thursday	Friday	Minimum Days
Breakfast in the Classroom	15 Minutes	15 Minutes	15 Minutes	15 Minutes	15 Minutes	15 Minutes
Language Arts (Reading)	45 Minutes	30 Minutes	45 Minutes	45 Minutes	45 Minutes	45 Minutes
Language Arts (Writing)	45 Minutes	30 Minutes	45 Minutes	45 Minutes	45 Minutes	45 Minutes
Small Groups (UA)	30 Minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes	30 Minutes
ELD (If Applicable- 60 Mins for Levels 1-3 & 45 Mins for levels 4 & 5)	45 Minutes	45 Minutes	45 Minutes	45 Minutes	45 Minutes	45 Minutes
Mathematics	60 Minutes	40 Minutes	60 Minutes	60 Minutes	60 Minutes	60 Minutes
Science (In the classroom)	50 Minutes	30 Minutes	50 Minutes	50 Minutes	50 Minutes	
Social Studies/2 nd Step	20 Minutes	20 Minutes	20 Minutes	20 Minutes	20 Minutes	
Library	45 Minutes	...	Once	a	Week	
Computers (Lab or classroom)	45 Minutes	...	Once	a	Week	
P.E.	20 Minutes	20 Minutes	20 Minutes	20 Minutes	20 Minutes	
Art	45 Minutes	...	Once	Every Other	Week	
Music	45 Minutes	...	Once	Every Other	Week	
2:25-2:28 (1:25-1:28 on Tuesdays) (12:35-12:38 on Min. Days)	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal

Regular Days: 323 Minutes
Banked Tuesdays: 263 Minutes

Mathematics Placement Act

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

High School Exit Examination

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

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

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

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

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

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

prioritized in the schedule, documents, and submits completion of mandated state Professional Development.

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

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

MEETING THE NEEDS OF ALL STUDENTS

English Learners

As a District affiliated charter school, the 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*.

Serrania Charter continues to work with English Learners to ensure that they meet or exceed English language proficiency and grade level standards comparable to their fluent English proficient peers. The principal, assistant principal and EL coordinator work closely with teachers and families to ensure the District’s English Learner Master Plan is being followed and accountabilities are met. They also ensure teachers receive support in meeting the goals of each student. Every teacher carrying a cluster of EL learners is expected to follow the master plan guidelines on the amount of minutes they need to teach everyday. For CELDT Levels 1-3 is 60 minutes a day, and for levels 4-5 is 45 minutes a day. Teachers with EL clusters also get additional teacher assistant time to support them with the integrated and designated ELD lessons. Every EL teacher has a designated block of time in the day to teach English Language Development. At Serrania we have two teachers per grade level providing a daily-designated block of time of English Language Development instruction to students who either score an overall score of 1-3 or 4-5 in the CELDT. Throughout the year, teachers of English learners monitor their progress through the use of Dibels progress monitoring assessments done every 6 weeks, in addition to formative writing assessments.

There is open communication with parents through our monthly ELAC meetings. Topics include CELDT testing, SBAC testing, Common Core State Standards, California State ELD standards, attendance, academic program elements, websites to access for support, and reclassification. The

four areas in which ELAC is required to advise the SSC are the importance of regular school attendance, comprehensive needs assessment, single plan student achievement, and the annual language census.

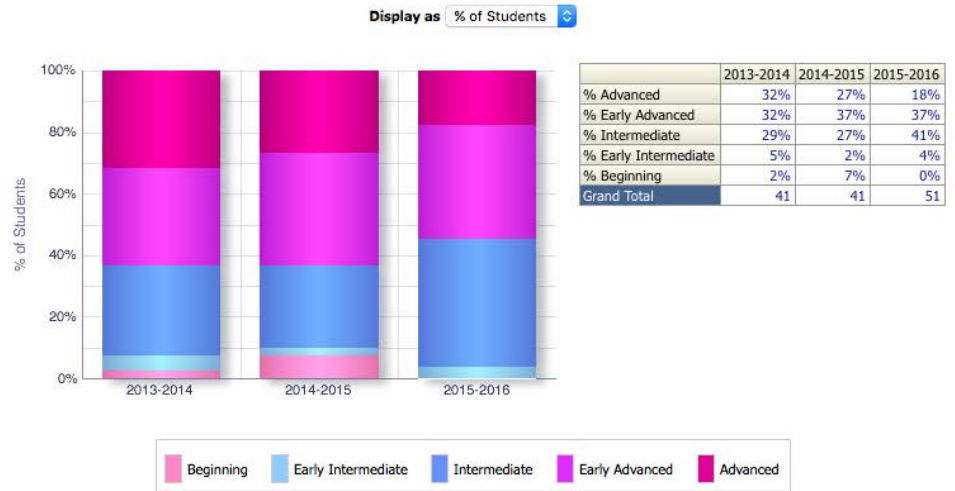
Serrania Charter provides English Learners with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners are based on the District's English Learner Master Plan utilizing Start Smart 1.0 revised, 2.0, Treasures and ELLP strategies. The teachers continue to include SDAIE techniques, realia, novelty, think-pair-share, scaffolding, thinking maps, Constructive Conversation Skills. We hold SSPT meetings for our English Learners and Reclassified English Learners who are struggling to identify and target their specific language needs. We also take into consideration the needs of our Gifted English Learners to ensure they are accessing the curriculum to the fullest of their abilities.

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

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

Over the past three years, SCES has continually been able to decrease the number of English Learners . The decrease of English Learners has been successful due to close progress monitoring, which allows us to continually reclassify students at an early stage of EL identification. At Serrania Charter for Enriched Studies, our focus is to provide a rich language based curriculum for our English Learner population for success in reading, writing, listening, and speaking. The graph below shows CELDT Performance Trend, CELDT Annual Change, and Reclassification Rates over Three Years.

California English Language Development Test (CELDT) Performance Trend



CELDT Annual Change

School Year: 2014-2015 vs. 2015-2016

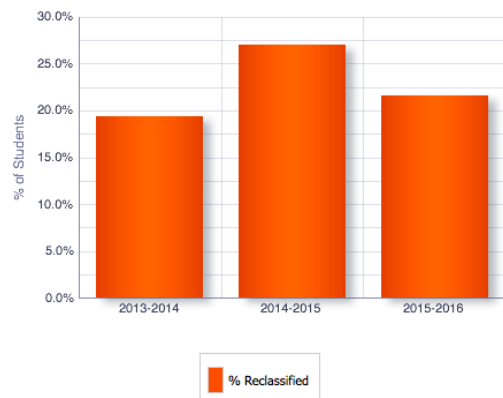
Display As : % of Students

Grade Level	MET GROWTH	DID NOT MEET GROWTH
KINDERGARTEN	87.5%	12.5%
FIRST GRADE	69.2%	30.8%
SECOND GRADE	50.0%	50.0%
THIRD GRADE	57.1%	42.9%
FOURTH GRADE	57.1%	42.9%
FIFTH GRADE	100.0%	
Grand Total	75.0%	25.0%

Reclassification Rates Over Three-Years

* Results are not available by SLC

School Year	# EL	# Reclassified	% Reclassified
2013-2014	62	12	19.4%
2014-2015	63	17	27.0%
2015-2016	65	14	21.5%



Serrania’s goal for our English Learners to move students up by at least one English development level each year. This goal is met frequently when teachers are given monthly time to analyze the results of the CELDT, DIBELS and classroom performance to differentiate the instruction for each student in order to meet their ELD goals. We also strive in making sure English Learners that are

identified in kindergarten continue to be reclassified by the end of second grade or the beginning of third grade. Once students reclassify, teachers follow Master Plan guidelines, and along with the EL Coordinator, and the Principal, monthly data analysis meetings take place. During these monthly data analysis meetings, the teaches of English learners, EL Coordinator, and the principal review current dibbles progress monitoring reports, RFEP monitoring rosters, and student samples. This is done for a period of two years for every student who reclassifies. Our goal is to also foster in the students a positive self-image toward their own cultural background and to function effectively and harmoniously in a multicultural society.

Serrania CES works towards not only providing appropriate supports to our EL's, but we also ensure high quality implementation of research-based programs for LTEL's. This requires addressing common challenges evident in our school data by scaffolding and supporting LTEL's academic language deficits in listening, speaking, reading, and writing skills. Serrania addresses the needs of LTEL's by holding a formal SSPT meeting to identify the needs of the student, ensure the availability of appropriate and effective English Language and academic content materials for EL teachers, progress monitor students every other week, support professional development for teachers and administrators so they are prepared and skilled to work with LTEL's, provide after school intervention focused around language acquisition to meet reclassification criteria, and provide parents with materials to support at home while allowing them to play an active role in helping their child's education.

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing in accordance with the "General Fund School Program Manual" or equivalent as it may change from time to time.

Gifted/Talented Students

We are committed to engage in comprehensive strategies for all students enrolled at SCES. Students will be identified as gifted and/or talented using a variety of measuring tools. Second grade students will continue to participate in the OLSAT/8 assessment. Intellectual testing will be requested based on teacher/parent recommendation, followed by the recommendation of the GATE Screening Committee. SBAC scores will be used to identify students in the High Achieving and Specific Abilities gifted categories, as appropriate. Under represented students will be referred by teachers as they recognize critical thinking and problem solving achievements. Talented students will be recognized through artistic, creative, and/or leadership abilities and referred by teacher or parent for identification in the appropriate categories. A GATE Coordinator will continue to oversee the processes described above, plan informative parent meetings, share research with parents and teachers, and offer staff professional development.

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

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

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

Serrania will provide differentiated instruction in first through fifth grades with Pre-SAS/SAS classes. High achieving and identified GATE students will be clustered and taught by credentialed teachers who have completed their district mandated gifted training.

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

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

Students Achieving Below Grade Level

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

Students achieving below grade level are identified throughout the year using standardized test results such as Common Core State Standards Assessment/ SBAC for grades 3-5 annually in both ELA and Math, LAUSD Interim assessments for both ELA and Math, benchmark assessments such as DIBELS administered every 6-8 weeks, TRC, and a variety of formative and summative assessments for both ELA and Math. CELDT is administered yearly for all English Learners. Historically, data has been evaluated, based on the results of these combined assessments to target students who require interventions to assist them in performing at a level of proficiency.

Students achieving below grade level are identified by using multiple measures including: classroom assessments, anecdotal records, teacher observations, benchmark rubrics and checklists.

Multiple interventions for students in need are provided including:

Consistent, cohesive first teaching rooted in research-based strategies

Small group intervention in the class with the teacher and the assistant teacher

Student Success Team Referral

Learning Center

After-school tutoring, targeting specific areas of need in the math and ELA

After-school LEXIA and LEXIA program

Data from these different assessments is collected and analyzed by the teacher, grade-level, and the ILT. Once identified, students not achieving grade-level standards are given differentiated, targeted instruction in the classroom tailored to their needs. Teachers, aides, and core trained volunteers provide small-group and individualized pre-teaching and re-teaching. Multiple modalities of instruction are utilized to tap into the student's learning style. Teacher instructed, after-school tutoring is budgeted for and provided when needed.

Students receive specific, concentrated instruction in their identified areas of need. Teachers address the needs of students not yet proficient with the use of quality first teaching and the three-tiered approach to intervention. This approach includes Tier 1: Core Curriculum and Instruction, Tier 2: Strategic or Supplemental Instruction and Intervention, and Tier 3: Intensive Instruction and Intervention. Strategies may include individual, pair, and small group instruction, pre-teaching and re-teaching of curricular content, repetition, additional time and practice to grasp concepts, different modalities to teach the material and have the students express their knowledge, and additional resource materials. These instructional strategies, while using the cycle of inquiry, are implemented with high intensity, duration and frequency as needed. An instructional coach works directly with classroom teachers to provide in-class support and intervention outside of the classroom. Additionally, an after-school Homework Club is available for students in grades 2-5 needing additional support with homework.

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

- At Serrania we put together a Student Support and Progress Team (SSPT) to analyze any all data pertaining to students performing below grade level. The Student Success Team (SST) meetings are held with the classroom teacher, parents, peer teacher(s) and an administrator or designee. Together the team gathers information, identifies needs, and creates a plan to help the student access the curriculum successfully in the classroom. The plan is then shared with all parties involved in assisting the student. The steps outlined in the SST action plan are monitored closely and reevaluated in 2-3 months to gauge effectiveness towards student success.
- Serrania employs a Limited Contract Teacher to provide direct instruction to students who are not scoring at the benchmark levels on the assessments mentioned above.
- Resource Specialist provides direct instruction to students with IEP's in accordance with the Modified Consent Decree.
- Afterschool Intervention - Trained Paraprofessionals work with students in small groups to reinforce basic skills. Intervention curriculum is planned by the school's Principal and Assistant Principal. Students are referred based on assessments mentioned above.
- Math and ELA interventions are held on Mondays, Wednesdays and Fridays led by a professional expert.

- After school intervention classes are taught twice per week by credentialed teachers.
- After-school homework club is available to students in grades 2-5 needing additional homework support.

In addition, Serrania Avenue Charter for Enriched Studies strives to provide intervention not only for the academic needs, but for the social-emotional needs of the children. Students who are dealing with a variety of emotional issues including loss, depression, anxiety, loneliness, or feelings of anger are referred for private one-on-one or group counseling lead by either the Phillips Graduate Institute interns or our school-based district psychologist. As a result of our intensive intervention programs, Serrania Avenue Charter for Enriched Studies has steadily decreased the number of students not meeting proficiency in District Interim Assessments or SBAC scores.

Utilizing multiple means of assessment data, students are provided with opportunities to participate in intervention activities that are focused and targeted, based on their unique academic needs.

Socioeconomically Disadvantaged Students

Students are identified as being socioeconomically disadvantaged are identified when they enroll at Serrania Charter using two elements: Those requiring Free and Reduced Lunch applications, and parent education levels. Applications are monitored regularly by the cafeteria manager and administration.

After school enrichment provides limited scholarships for this group of students. Inability to donate does not mean exclusion from an activity. Throughout the day, the school provides free meals for these students, as well as in-house counseling services through the Phillips Institute for students identified as socioeconomically disadvantaged students. Through this company, we also offer outside referrals for the entire family. As part of our academic interventions in place during the year, these students are always added to the list of students receiving extra academic support. Our goal is the demonstrated success of all students, regardless of economic status or advantage.

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

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

1. District Affiliated Charter School's Special Education Responsibilities

a. General Requirements

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

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

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

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs ("IEPs") in the format required by the District and will enter accurate assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review. The District Affiliated Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

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

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

The District Affiliated Charter School is responsible for the management of its, personnel, programs and services. The District Affiliated Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations. The District Affiliated Charter

School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

b. Transferring Students

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

c. Assessments

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

Upon a parent's request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

Under limited circumstances when a District Affiliated Charter School student's needs may not be provided at the District Affiliated Charter School, the District Affiliated Charter

School will consult with the District to discuss placement and service alternatives. The IEP team convened at the District Affiliated Charter School shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services at the District Affiliated Charter School pursuant to an IEP.

e. Least Restrictive Environment

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

f. Staffing Requirements

The District Affiliated Charter School shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

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

g. Student Discipline/Inclusion

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

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The District Affiliated Charter School's outreach efforts should be geared toward aligning with the District-wide average. The District

Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will make available to the District Affiliated Charter School MCD reports indicating range of services and number of students served at individual District affiliated charter schools.

2. Procedural Safeguards/Due Process Hearings

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

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, both the District Affiliated Charter School and the District will be named as respondents. Whenever possible, the District and the District Affiliated Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

3. Complaints

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

4. Funding of Special Education

The District Affiliated Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for District Affiliated Charter School students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

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

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

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

***Modified Consent Decree Requirements**

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

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

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

The MCD requires all District authorized schools, including District affiliated charter schools, to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

Students in Other Subgroups

Serrania Avenue Charter for Enriched Studies will address the needs of the entire student population by meeting and exceeding state standards. Teachers will, through differentiated instruction, utilize a variety of instructional programs appropriate to the specific needs of the charter’s population. Students are identified at the time of enrollment, as well as throughout the school year via parent/teacher assessment requests. As part of the initial enrollment packet, a “Student Residency Questionnaire” is included which allows the school to identify Foster students. LAUSD also provides us with a Foster Youth Program Coordinator that checks in monthly with the administration and teachers regarding any new identified Foster families currently attending our school. Last, but not least, MiSiS Foster Youth Rosters are utilized to monitor and identify Foster students.

To meet the needs of students requiring counseling services, “The Phillips Counseling Center” will provide weekly services on an individual or group basis. This service is funded by “Friends of Serrania,” (FOS). The Department of Social Services along with LAUSD provide a Foster Youth Counselor to support students for their academic and emotional needs. In addition, our APEIS, school nurse, EL Coordinator, and homeless coordinator, monitor these students. Students, their family members, teachers, and school administrators collaborate throughout this process.

Progress is monitored through diagnostic assessments and data including, attendance, DIBELS, SBAC, report cards, IEP progress reports, etc.

“A TYPICAL DAY”

Activity Time Block	Description Structure & Strategies	Integrated Opportunities for Program Enrichment	Outcomes
<i>Morning Routine</i> Breakfast in the Classroom Announcements 8:00-8:15 a.m. Friday Routine	Principal announcements Character Education Friday morning assembly held weekly	Flag Salute Project Wisdom Community Awareness Recognition of attendance Student of the month Enrichment assemblies	Engage all community members in one setting Avenue to encourage student success and student code of conduct Promote community awareness (multi-cultural holidays, charity projects,

			community outreach) Global awareness
<i>Language Arts Block</i> 8:15-10:00 a.m.	Flexible groups Common Core State Standards District Adopted Reading Programs Lecture/discussion/team teaching Thematic extensions using Universal Themes ELD Instruction	Cooperative grouping Differentiated curriculum Accelerated Reader Hands-on inquiry based instruction Literature circles Sally Reiss' Silent Instructional Reading Student portfolios Fluid grouping Shakespeare plays Poetry Play production	Provides stimulating, engaging environment for all students Cross-curricular projects Independent study with use of technology to create final product Effective oral presentation
<i>Recess 1 and 2</i> 10:00-10:20 a.m. 10:20 – 10:40 a.m.	Character Development	Peer Mediators Kindergarten Yard Student Play leaders	Provide leadership opportunities for 4-5 grade students Positive role models Cooperative play
<i>Writing Block</i> 10:20-11:00 a.m.	Cross-curricular journal writing Poetry Biographical and autobiographical Script development Thinking maps Differentiation Critical thinking skills Decision making Research based inquiry ELD instruction	Learning Headquarters Library Media Center Community sharing of literature and poetry Reader's Theatre Cooperative Learning Groups Letter writing	Upper to primary grade peer share of final product Peer editing, revising, and sharing Writing portfolios Reflective writing promoting introspection Citizenship

<p><i>Mathematics Block</i> 11:00-12:30 p.m.</p>	<p>Flexible groups Common Core State Standards District Adopted Math Programs Hands-on computation Cooperative grouping Manipulatives Outdoor student generated pictorial math Use of environment for geometric conceptual understanding counting, and predicting/probability Preteach, reteach, review Spiraling curriculum</p>	<p>My Math Engage New York Singapore Math IXL Marilyn Burns Marcy Cook Hundred's Day Math Fair Zero the Hero Integrated math projects Artistic math analysis Sandra Kaplan math icons</p>	<p>Using math to promote kinesthetic awareness Student achievement towards proficiency and advanced levels Apply math problem solving skills to real world scenarios</p>
<p><i>Lunch 1 and 2</i> 12:00-12:45 p.m. 12:20-1:05 p.m.</p>	<p>Recycle Student Council Literacy Garden School Beautification Interactive games Character Development</p>	<p>Green Team Recycling/environmental care Community Garden Peer Mediators Kindergarten Yard Student Play leaders</p>	<p>Character education Cooperative play Global awareness Pro-active decision-making Provide leadership opportunities for 4-5 grade students Positive role models</p>
<p><i>Afternoon Routine</i> 12:45-2:28 p.m. Health, Social Studies, Science, Physical Education,</p>	<p>Common Core State Standards based curriculum Next Generation Science Standards Interactive/hands-on modalities to illuminate abstract concepts</p>	<p>District Arts Program District Instrumental Program Sparks physical education program Second Step History simulations Character Counts</p>	<p>Enriching assemblies Jump for Heart Community Outreach Toy Drive Foc</p>

<p>Enrichment, Social Skills</p>	<p>Orchestra, band, music, theater, dance, and visual art instruction Mainstreaming of special education students Physical education instruction Health Agricultural Education</p>	<p>Dairy Program On and off campus field trips and presentations to support student learning The Kitchen Community Learning Garden FOSS kits</p>	<p>Na Drive Coat Drive 5th grade growth and development Recycling Program Science Fair Colonial Fair Wax Museum Guest speakers /readers Outreach from local law enforcement</p>
<p><i>Dismissal</i> 2:28 p.m.</p>	<p><i>Dismissal</i></p>	<p><i>Dismissal</i></p>	<p><i>Dismissal</i></p>
<p><i>After School Programs</i> 2:30-6:00 p.m. ***<i>afterschool meal</i></p>	<p>Homework Club Cheer/fitness Literacy Sports Foreign language program Intervention After school care Enrichment Program</p>	<p>Beyond the Bell Homework Club Cheer/fitness Music/Theater Workshop Hebrew, Farsi and Spanish classes Enrichment Educational Experiences (E3) afterschool daycare and enrichment programs: Film-Making Movies that Matter Robotics Lego Engineering Sports: Tennis, Soccer Computer Lab-IXL Math & Lexia Reading Program Math and Language Arts Intervention</p>	<p>Provides children opportunities to participate in enrichment activities Gives children the opportunity for physical and artistic expression Beyond the Bell provides a nurturing after school experience open to all children</p>

<i>Parent Education/ Outreach</i> Times vary	Gifted/Talented information for differentiation and identification Parent educational symposiums Principal Coffee Talks Math Family Fair Kindergarten orientation and Play days Student/parent conferences School tours Intervention	Friends of Serrania (FOS) Governance Board English Learner Advisory Council (ELAC) Room Parents Shine on Serrania Community Representative Parent Learning Center Classroom Parent Volunteers	Parent and community involvement and outreach Fundraising
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Additional Enrichment Instruction

Throughout the week all of Serrania’s students attend various enrichment programs. Many of these enriching programs are funded through our parent organization, Friends of Serrania (FOS) and District Charter allocations.

The Arts Programs

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

Music

The district provides an Instrumental Music instructor. She teaches keyboarding and orchestra for our 3-5 grade students, culminating in public performances. As well, she prepares them for Middle School orchestra and LAUSD music competitions. Our FOS program funds a Vocal Music teacher. She teaches the PreK-4th grade students vocal performing skills, music history, social studies and music theory culminating in Winter and Spring concerts.

Visual Art

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

Dance

Our 5th grade students participate in Ballroom Dance that is funded by FOS. Students learn not only the basic movements of ballroom dance, but also teaches social etiquette, culture and music. Our Ballroom Dance team competes in the district annual Ballroom Dance Competition, in which they have received the Ultimate Grandmasters of Ballroom Dance award, for four consecutive years. In addition, our 4th grade classes are learning Square Dancing. The students learn social etiquette and cooperation in a group dance setting.

Theater

The district provides a Theater teacher who provides instruction for varying grade levels. The 5th grade students also participate in the Will Geer Shakespeare Theatrical Consortium, which often culminates in a 5th grade performance of *A Mid Summer Nights Dream*. In addition many of our teachers produce musicals and puppet shows, enjoyed by other students and parents. Theater arts not only teach the elements of drama, it teaches language, voice projection, enunciation, script writing and appropriate audience behavior. In addition, participating in theater requires listening, following directions and group cooperation, which leads to self-confidence to all students.

Technology

Our school has a fully functional state of the art technology/computer lab. Our computer lab has state of the art of Apple computers and a full time computer teacher. All of the classrooms have access to the lab. Our computer teacher teaches formal classes to the students based on California State technology standards. In addition, upper grade classrooms have Chrome Books, primary grades have iPads to enhance instruction. Our Computer teacher also facilitates Accelerated Reader, Lexia, IXL, after school intervention and maintains all of the school's technology. Each teacher has a laptop, iPad mini or Chrome book as well as desktop computers in the classroom.

Science Program

Our science lab is fully equipped and supports NGSS and STEM based learning. In addition to teachers using FOSS kits in the classroom, our science teacher designs a curriculum which meets NGSS standards focused on engineering skills. We have a designated science lab which all students have access to. During open house all students participate in a Science Fair.

Physical Education

We have a PE coach who uses the SPARKS curriculum. Teachers provide additional PE minutes following district standards. To support the educational goals of our children we participate in the Presidential Physical Fitness Program, Jump Rope for Heart and our annual

Walk-a-thon. Serrania believes that a healthy body and a healthy mind go hand in hand to complete a successful child.

Intervention

Students at the strategic level are provided with intervention to address their specific weaknesses which includes: a limited contract teacher to work with small groups, use ELLP strategies in grades TK-2, IXL, trained school assistants to work individually and with small groups. We have before and after-school intervention sessions throughout the school year, lead by our classroom teachers, classroom assistants, and computer teacher. Intervention sessions provide additional support in language arts skills, English language development, and mathematics.

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

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

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

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

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

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

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

1. Basic Services

To provide and maintain Basic Services for students the school will assign teachers in accordance with their credentials, including subject matter and EL authorizations. The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter.

2. Implementation of Common Core State Standards

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

3. Parental Involvement

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

4. Student Achievement

The school will annually increase the number of students achieving proficiency level and above as measured by the CAASPP SBAC English Language Arts and Mathematics assessments annually and increase the number of English Learners who reclassify as Reclassified Fluent English Proficient.

5. Student Engagement

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

6. School Climate

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

7. Course Access

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

8. Other Student Outcomes

The School will continue to advance in the areas of study by offering a comprehensive school-wide enrichment program in STEM, Technology, Art, Dance, Music, and Physical Education. 100% of students will have use of the school wide enrichment programs every year.

Our Vision for Student Outcomes

Serrania Charter's curriculum includes an integrated, inquiry-based K-5 curriculum aligned with Common Core State Standards (CCSS) for ELA and Math, California ELD Standards, Next Generation Science Standards, and California State Standards for Social Studies. Cross-curricular, hands-on project-based enrichment activities meet or exceed State Standards for Music, Art, Physical Education, and Technology. The Serrania Charter program embraces the following key elements:

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

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

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

DESIRED OUTCOMES OF THE SCHOOL'S INSTRUCTIONAL PROGRAM

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

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

Science: Students will acquire proficiency in the fundamental concepts and terms of the branches of science: Physical, Life, and Earth. In addition, NGSS will be implemented and supported in the classroom. Students will formulate their hypothesis and conduct investigations as they engage in hands-on critical thinking projects.

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

Technology: Students will access projects using the Serrania Charter computer lab and in classroom computers. They will use word processing, video recording, photography and other applications to enhance their learning. Students will be familiar with various applications to accomplish goals in all other disciplines such as spreadsheets, Photoshop, and Keynote/PowerPoint. Students will understand the use of current technology and its real world applications. Students in 3rd grade will have formal keyboarding instruction at the beginning of the school year, and these skills will be reinforced in 4th and 5th grades. All students at Serrania have daily access to iMac's, iPad's and Chrome Books.

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

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

Cultivating Life-Long Learners

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

Cooperation, Collaboration, and Leadership:

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

Goal Setting

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

Critical Thinking and Problem Solving

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

Self-Discipline

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

Citizenship

Students will learn and practice to be safe, responsible, and respectful of their peers, teachers, administration and staff, as well as their school. Students “Caught being Good” and classes acknowledged for working together as a team will earn “Serrania Bucks.”

Students in upper grades are able to take the role of peer mediators at Serrania allowing them an opportunity to use their problem solving skills to help playground issues amongst students. This is the process Serrania uses to build good citizens in our campus. Our peer mediators use this process by which two or more students involved in a dispute meet in a private, safe and confidential setting to work out problems with the assistance of a trained student mediator.

MEASURING PUPIL OUTCOMES:

SUMMATIVE ASSESSMENTS PERFORMANCE TARGETS:

Summative Assessments

Serrania Charter will utilize standardized summative assessments which include, but are not limited to: K-2 District ELA Interim Assessments in writing, K-2 District Math Interim Assessments, K-2 DIBELS, Common Core State Standards Assessment/SBAC for Grades 3rd-5th (yearly), TRC, and K-5 CELDT/ELPAC (yearly). These assessments give teachers a common measure of student performance as well as an indication of what may need to be reviewed. Teachers and administrators can make decisions regarding instructional programming based on how a student performs in relation to other grade-level students who take the same test(s). Teachers in grades K-5 administer end of unit assessments in Math and English Language Arts to check for mastery of skills taught in each unit. Results of these assessments are used to determine which students are in need of intervention. All students in grades K-5 participate in the required District Writing Assessment to demonstrate mastery of skills in the writing genres- narrative, informative, opinion. In May of each year, students in grades 3-5 are administered the Smarter Balanced Assessment Consortium in both English Language Arts and Mathematics.

Students in grade 5 are given the CST Science Assessment in the spring each year. Additionally, they participate in the 5th Grade California FitnessGram.

Over the course of our Charter we have gleaned much from the summative assessments/CST data and have set goals for our future Charter term:

Measurable Goals for the Charter Term

Smarter Balanced Assessment Consortium & Science CST:

The school's overall score will exceed LAUSD's annual overall SBAC and CST scores for all subgroups. (be in the top 10% or higher and Subgroups will exceed the "Met" band.)

- 80% (or greater) of students school-wide will "Meet" or "Exceed" Standard in English Language Arts (ELA).
- Fewer than 4% of students school-wide will score in the "Nearly Met" or "Did not Meet" band in ELA.
- 80% (or greater) of students in 3rd grade will "Meet" or "Exceed" Standard band in ELA.
- 75% or more of all students will "Meet" or "Exceed" Standard band in Math.
- Fewer than 5% of students will score in the "Nearly Met" or "Did not Meet" band in Math.
- 85% of fourth and fifth grade students will score proficient on the CST science test.
- 80% or more of English Learners will acquire English Proficiency (AMAO1- CELDT Annual Growth or ELPAC).
- 80% of students will have 96% or higher attendance.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

Serrania Avenue Charter for Enriched Studies will utilize standardized formative which include but are not limited to:

- DIBELS Progress Monitoring Reading Assessments (TK-2)
- Text Reading Comprehension (3-5)
- Visualize (Be the Illustrator)
- Weekly Quizzes
- Mini-Whiteboards
- Extension Projects
- Chalkboard Splash
- Text Rendering
- Running Records
- Google Forms

In addition, Serrania Charter will utilize authentic formative assessments. Authentic formative assessments are ongoing and can better evaluate the student over time and in a variety of settings. Authentic assessments may include but are not limited to, portfolios of significant

work, journals in and out of class work samples, homework, teacher-created tests, referenced tests, and projects. Also known as performance tasks, these types of assessments allow for meaningful application of essential knowledge and skills and provide a wealth of data for teachers to evaluate student improvement, performance, and achievement.

Serrania Charter believes that formative assessments ongoing and afford teachers an opportunity to develop daily lessons that meet the needs of all students based on their strengths and weaknesses. We are committed to ensuring that each student reaches his or her proficiency level in the areas of language arts and mathematics. We use a variety of assessment tools in order to get a comprehensive representation of student achievement. Data from these different assessments is collected and studied by teachers independently and at weekly grade-level collaboration meetings. Additionally, the administration examines and discusses data and plans how to utilize it on an ongoing basis throughout the year with teachers.

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

Serrania Charter for Enriched Studies
Formative Assessments

English Language Arts- Writing	<ul style="list-style-type: none"> -Critique, justify, and theorize in writing across disciplines with evidence Grades K-5 -read non-fiction text, orally discuss details, have students draw a picture and state their opinion, and back it up with facts from text. -Defend, critique and illustrate in oral and written formats -Describe and illuminate in oral and written format using figurative language -Apply vocabulary development and knowledge in written and oral format -Demonstrate critical thinking skills specific to Depth of 	<ul style="list-style-type: none"> -Teacher developed assignments, tests and activities -Learning Headquarters Writing Program, writing prompts -Writing journals -Create own writing pieces such as; narrative, informative, opinion
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	<p>Knowledge degrees</p> <ul style="list-style-type: none"> -Creative Writing-stories & poetry 	
English Language Arts-Reading	<ul style="list-style-type: none"> -Discern relevant information after careful examination and exploration of text - -Distinguish between fact vs. fiction and important supporting details - -Understand cause & effect and connections in rising action -Select and evaluate books and other “reads for pleasure” while also participating in a leveled individualized reading program 	<ul style="list-style-type: none"> -Teacher-developed assignments, tests, and activities -CA Treasures Reading series -Close Reading -Project-based learning inquiry projects -Accelerated Reader
Math	<ul style="list-style-type: none"> -Apply and practice acquired skills in daily math problem solving -Discern operations necessary to solve word problems - -Persevere in solving problems, including multi-step/multiple strategy problems -Explain / show math strategies and justify solutions -Math Talks 	<ul style="list-style-type: none"> Teacher-developed assignments, tests, and activities -Publishers’ classwork, homework, activities, and tests -Manipulative-based math activities
Science	<ul style="list-style-type: none"> -Develop theories and test them utilizing scientific inquiry process -Report on findings in oral or written presentation; conduct further inquiry -Implement NGSS using hands-on inquiry 	<ul style="list-style-type: none"> -Teacher-developed assignments, tests, and activities -Field studies -Interactive units and simulations -Lab-based investigations and STEM activities -Science note-taking and reflective journals
History and Social Studies	<ul style="list-style-type: none"> - Understand cause and effect connections of the making of 	<ul style="list-style-type: none"> -Teacher-developed assignments, tests, and

	civilizations -Relate and connect over time patterns in events -Finding parallels in historical events -Read content area information to critique events and policies of the past - Interpret, information to draw conclusions and make predictions -Use role play and interactive -Famous figures of history - Multi-cultural understanding	activities -Field studies -Interactive units and simulations -Integration of the Arts -Debate -Reenactments -Current events
Technology (Media Lab/iPads)	-Use Internet for research and learn to evaluate relevant -Use word processing applications to create documents -Create spreadsheets to analyze data -Use artistic applications to create original and novel products	-Teacher-developed activities

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

At Serrania Charter for Enriched Studies, grades TK - 5 conduct three DIBELS benchmark assessments (beginning, middle, and end of year) throughout the school year. The beginning of the year assessment is conducted on all students acquiring a baseline for reading and comprehension levels, as well as which students are in need of intervention. The middle and end of year assessments are to reassess these students to ensure that intervention programs are working effectively.

Grades TK - 2 teachers administer the required District Writing Assessment in the fall, winter, and spring every school year to analyze data and plan for instructional opportunities by grade level and student needs. Additionally, students will be given District Interim Assessments for Mathematics. These assessments are collaboratively chosen by grade level from the District Interim Assessment Bank. TK and Kinder will utilize the District Kindergarten Checklist Formative Assessment. Results are analyzed during grade level meetings where lessons, strategies, and techniques are discussed for future instructional implications that will promote academic growth for students not meeting benchmark.

Smarter Balanced Assessment Consortium (SBAC), grades 3 through 5 will be given Interim Assessment Blocks each year to assess the student's' performance in English Language Art (reading/comprehension and writing) and Mathematics skills and concepts. These blocks will be used to assess the student's' knowledge in these areas. Data scores will be analyzed for intervention planning during school and after school programs.

Grade 5 students are required to take the CST Science Assessment in the spring each year.

Serrania Charter for Enriched Studies
Summative Assessments

English Language Arts-Writing	<ul style="list-style-type: none"> -District mandated tests -Interim Assessments -Young Author end of Quarter -Oral presentations and project exhibits -End of unit projects -Produce inquiry-based research projects aligned to thematic subjects in various disciplines
English Language Arts-Reading	<ul style="list-style-type: none"> -District mandated tests -Interim Assessment Blocks -DIBELS -Oral Presentations -Project exhibits -Identify, analyze and evaluate thematic cross-curricular literature
Math	<ul style="list-style-type: none"> -District mandated tests -Interim Assessments -SBAC Interim and Summative Assessments
Science	<ul style="list-style-type: none"> -District-based tests -Exhibits and Presentations -CST (Science-California Standardized Test)
History and Social Studies	<ul style="list-style-type: none"> - Exhibits and oral presentations
Technology (Media Lab/iPads)	<ul style="list-style-type: none"> -Presentations and inquiry based projects

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.

DATA ANALYSIS AND REPORTING

Serrania Charter utilizes 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 professional development priorities
- School self created K-5 Data-Rosters to collect data on Interim Assessments in the content areas of writing, reading, fluency, reading comprehension, and math for the fall and spring semester
- Teachers progress monitor students' academic progress in ELA through district assessments for DIBELS, TRC, and SBAC interim assessment reports to measure mastery of domain skills
- Teachers progress monitor students' academic progress in mathematics through district interim assessment reports to measure mastery of domain skills in math.
- CELDT scores are analyzed to provide proper intervention and classroom placement for English Learners.
- RFEP monitoring rosters are analyzed to progress monitor new reclassified students for two years and provide the proper interventions to meet grade level expectations
- Analyze EL Monitoring Rosters to provide proper interventions for EL students in order to meet reclassification criteria

District and Standardized 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

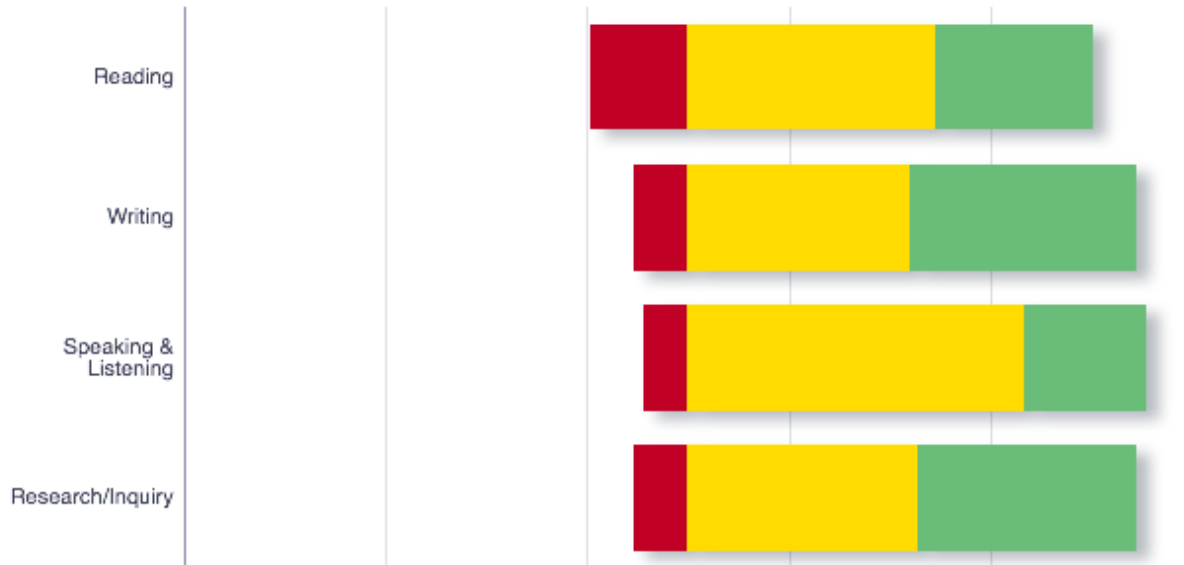
MiSIS parent portal (PASSPORT) may soon be available to all parents, teachers, and students for immediate access to grades, scores and attendance. Instant access to this information provides all

stakeholders the ability to monitor student performance and academic growth. In addition, intervention can more likely take place in a timely manner. This information will be utilized to assist administration and teachers in critiquing and examining data and to develop an effective Professional Development.

Serrania Smarter Balanced Assessment Claim Scores: ELA

The following SBAC data chart is for Grades 3-5

English Language Arts 2015-2016



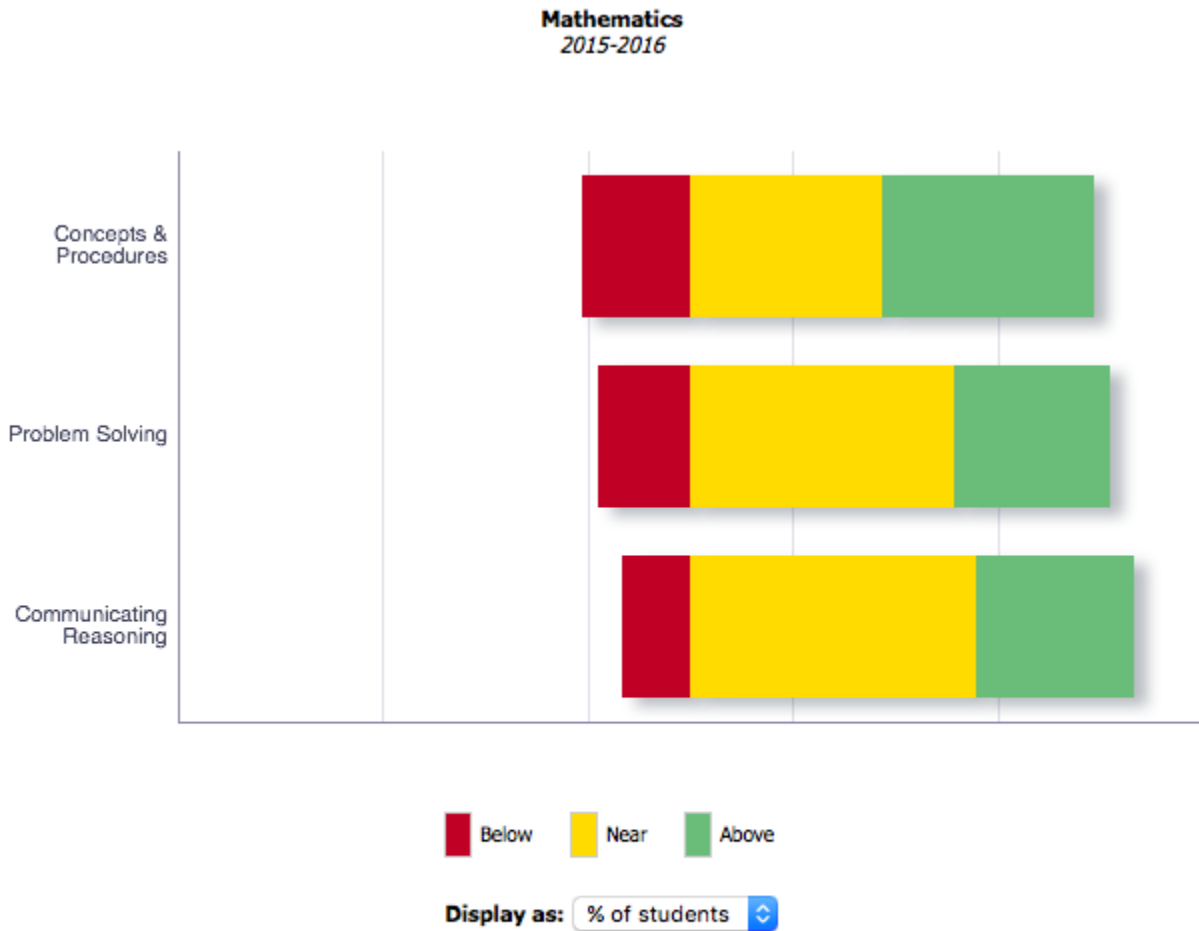
■ Below
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CLAIM	Below Standard	Near Standard	Above Standard	# Tested
Reading	20%	49%	32%	292
Writing	11%	44%	45%	292
Speaking & Listening	9%	67%	24%	292
Research/Inquiry	11%	46%	43%	292

Serrania Smarter Balanced Assessment Claim Scores: Math

The following SBAC data chart is for Grades 3-5



CLAIM	Below Standard	Near Standard	Above Standard	# Tested
Concepts & Procedures	21%	38%	41%	292
Problem Solving	18%	52%	30%	292
Communicating Reasoning	13%	56%	31%	292

How Students’ Progress is Reported to Families

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

Student progress toward achieving the school’s desired grade-level standards will be

communicated to students' parents by providing timely feedback on class assignments, homework assignments, and by means of the 6-week Below Proficient Parent Reports, Progress Report and regular conferences with students' teachers.

Progress is reported to the parents three times annually using the LAUSD Progress Report and the Report of Progress Toward the Achievement of IEP Goals, as applicable. Additionally, parent conferences are conducted at the end of the first reporting period and report cards are mailed home for reporting periods 2 & 3.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

The District reserves the right to appoint a non-voting single representative to Charter School’s local governing council.

LEGAL AND POLICY COMPLIANCE

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

In coordination and consultation with the District, Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the

requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

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

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

Petition for Affiliated Charter Status

As an Affiliated Charter, Serrania Avenue Charter for Enriched Studies shall follow all established LAUSD policies and guidelines. Serrania Avenue Charter for Enriched Studies is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over Serrania Charter for Enriched Studies. Governance at the school site level shall be in accordance with the provisions of this petition and will be consistent with all applicable state, federal laws and regulations and the provisions of collective bargaining agreements. Any governance model in conflict with the above shall be null and void unless the appropriated parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD-UTLA CBA must be adhered to, particularly in regard to Local school Leadership Council composition and responsibilities.

Serrania Avenue Charter for Enriched Studies Governance Council:

Serrania Avenue Charter for Enriched Studies shall maintain Governance Council that will be the chief site-based decision-making body for the school under the authority of the Local District Superintendent and under the ultimate authority of the Los Angeles Unified School District Board of Education. The Governance Council shall be governed in its operations and its actions by the charter petition and the Bylaws of the Governance Council of Serrania Charter for Enriched Studies, which can be revised as approved by LAUSD.

The Governance Council shall meet at least once a month during the traditional school year to discuss policy and make decisions on the direction for the school. All teachers, parents, and community members are encouraged to attend council meetings. Subject to LAUSD policies and procedures, the Council shall have authority for aspects of its operation including, but not limited to the development and implementation of policies related to curriculum, personnel consistent with District policies and procedures and collective bargaining agreements, professional development, categorical block grant budget and finance, implementation of admissions, site-level scheduling, community relations, classroom usage (within District policy), use of the school site (within District policy), safety, discipline, charter revision subject to District approval, dispute resolution (within district policy), appointment of school representatives to external organizations, and interactions with LAUSD. It will be the Governance Council's responsibility to perform a school evaluation based upon the measurable goals and terms outlined in this charter.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

Charter School shall notify the appropriate Local District and the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints or notices, within

one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Local District in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Local District immediately of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

STAKEHOLDER INVOLVEMENT

Process which Ensures Staff, Student and Other Stakeholder Involvement

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

Parents attend monthly parent meetings where they elect their own officers and representatives and set goals for their participation. By participating in the process, parents will enhance their skills related to teaching their children, planning, budgeting, management, analysis and problem solving.

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

School Governance

Involvement in the school's councils and committees provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. This will enable us to continue meeting the unique and changing needs of each Serrania student. All stakeholders and interested parties will be encouraged to contribute agenda items for discussion in order to develop our Local Control Accountability Plan (LCAP) and annual update. All stakeholders will be encourage to attend any an all meetings regarding the development of our LCAP and annual update. Discussions about our LCAP and Annual Updates will take place during our monthly Coffee with the Principal, Grade Level Talks for Parents, Charter Committees Tuesday every month, and Governance Council meetings. Reminders of our LCAP meetings will be done through school flyers sent home in students backpacks, school's website, mass calls, emails, weekly assemblies.

Additional Parent Involvement Opportunities

Parent involvement is the key to the success of the school, with opportunities for both parents who stay at home and those who work outside the home. These opportunities include events such as: Back-to- School Night, Open House, Parent/Teacher Surveys, Parent/Teacher Conferences, monthly Coffee Talks with the Principal, parent participation in the classrooms, campus beautification, Parent Seminars, weekly written correspondence, and the monthly PTO meetings. Serrania announces opportunities using email, website, and by ConnectEd. Teachers communicate during weekly collaboration meetings, professional development meetings, and regular faculty meetings. Without the parents' support, Serrania would not be able to achieve the excellence that is its legacy. Parents are essential to making the school a vital part of the community and in fostering the diversity and excellence of Serrania's enriched educational program.

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements (subject to any applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing, credentialing, and assignments.

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

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

CERTIFICATED PERSONNEL

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and class assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other

alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

CLASSIFIED PERSONNEL

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Safe School Plan), and keep it readily available for use and review upon District request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, contractors (vendors), and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

SAFE PLACE TO LEARN ACT

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

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

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 8 – ADMISSION REQUIREMENTS

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

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(2)(A).) As an existing District school that has converted to become a District affiliated charter school, Charter School’s first priority is to admit students who reside in the former attendance boundary of the school. (See Ed. Code § 47605(d)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(d)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(d).) Charter School shall provide a second priority admission preference for prospective students residing within LAUSD boundaries, but not residing within the former attendance area of Charter School. (Ed. Code § 47605(d)(2)(B).)

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

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

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

Serrania Avenue Charter for Enriched Studies will conduct a minimum of five prospective parent tours per school year starting in December, January, February, March, and April. During each of these tours, all academic areas and expectations will be shared with prospective parents. Clear disclaimers about how our lottery works will be made in order to be transparent and equitable toward all subgroups. Annual enrollment for Serrania residents, for the upcoming school year, will begin the week after Spring Break. Interested families may receive an application and enrollment information at the tour, on the Serrania website, or by visiting or calling the Serrania school office. The information from these forms shall be kept confidential and will be maintained in the Principal's file cabinet locked in his office, only accessible to Serrania office staff, administration, SAA, Assistant Principal, and PSA Counselor.

Enrollment/Lottery Assurances and Procedures

If the number of pupils who wish to attend our charter school exceeds the school's capacity, SCES shall conduct a lottery. Potential students are recruited via website, marquee, flyer at local businesses, banners around the school, and word of mouth from neighborhood families, and all students are encouraged to apply.

In conducting the lottery, Serrania Avenue Charter for Enriched Studies shall provide the following admission preferences, in this order of priority:

1. Prospective students, who live within the attendance boundaries of the school shall have **FIRST** admission preference and thus are deemed exempt from the lottery.
2. Prospective students who (a) are siblings of students enrolled in grades TK-4 at Serrania Avenue Charter for Enriched Studies at the time of the lottery and (b) resident within LAUSD boundaries, but not within the former attendance boundaries of Serrania CES, shall have **SECOND** admission preference.
3. All other prospective students who reside within LAUSD boundaries, but not within the former attendance boundaries of Serrania SCES shall have **THIRD** admission preference.

Student enrollment for the upcoming school year will begin the week after Spring Break in April. Interested families may receive an application and enrollment information at the tour, or by visiting or calling the school office. Families wishing to apply to Serrania may fill out the Lottery Form during the "Lottery Enrollment Period" starting in December and running through the end of April. Any applications submitted after April will be placed in a waiting list, and those submitting after the April deadline will be immediately informed of their placement in the waiting list. All applications placed in a waiting list will not be part of the lottery drawing taking place in May.

Lottery Procedures

SCES will conduct a lottery. At the end of the Lottery Application Period, from December through April, a lottery shall be conducted on Thursday of the second week of May, as stated on the application. Lottery applications must be hand-delivered to the front office during normal business hours (7:40-4:30p.m. Monday-Friday). Fully completed lottery applications must be received by the last week of April. The lottery shall be conducted in the following manner:

The lottery process for admission to Serrania Avenue Charter for Enriched Studies will be fairly executed with the designated random public drawing of applications. The date, time, location and method of this drawing will be printed on the application. The lottery drawing will be held on the campus of SCES. All stakeholders, Family members of lottery applicants, and any other members of the public are encouraged to attend, but attendance is not required in order to participate in the drawing. Various announcements of our Lottery will be placed around the school two weeks in advance. Our Lottery date and place will be announced in our Friday assemblies, school website, posters around the school, Coffee Talks with the Principal, and mass calls to the entire call. The school administrator and a staff member will hold a lottery drawing for all parents who submitted a lottery application by the end of April. The lottery is held in the school's auditorium for every stakeholder present to witness. As numbers get drawn out, the name of the student pertaining to the number called out gets written on a large chart paper for everybody to see. Parents of lottery applicants will be notified by phone, email, and if possible in person by the office staff of their standing as either admitted or placed on a waiting list. Parents of students who are offered admission will have three (3) school days to accept or decline after being notified. To secure their admission, parents need to call, email, or show up to school in person within three days of receiving a call or an email, or both, and accept the offer to enroll at our school. If preferred, after the lottery, families of applicants may call or email the school or come to the office in person to inquire about their child's priority placement for admission. The waitlist shall be held in Serrania's office, accessible only to office staff and administration. Once the lottery has taken place, the list created from this lottery will then be posted in the Principal's office, and our announcement monitor in the office. All stakeholders will have access to viewing the list upon entering our office or requesting to see the list posted in the Principal's office.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

If Charter School offers a District-approved Magnet Program, admission to the Magnet Program shall be determined in accordance with the rules and procedures established by the District's Court-ordered Integration Program per the Crawford court order. Students duly enrolled in a

Magnet Program offered by Charter School shall be considered “resident students” of Charter School for purposes of admission and enrollment.

HOMELESS AND FOSTER YOUTH

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

NON-DISCRIMINATION

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

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

GENERAL PROVISIONS

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

Charter School shall implement proper disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. In the case of a student who has an IEP, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual.

Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator shall convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School shall notify the Superintendent of the school district of the student's last known address within 30 days of the expulsion, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

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

READMISSION

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

GUN-FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School: Serrania Avenue Charter for Enriched Studies
Luis Alvarado, Principal
5014 Serrania Avenue
Woodland Hills, CA. 91364

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

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile,

upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute cannot be resolved by mutual agreement at or under the auspices of the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

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

REVOCAION OF THE CHARTER

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

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

Pursuant to AB 97, Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3. Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the

health or safety of the pupils, or otherwise takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request approval to revert voluntarily to a non-charter District school, Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status.

CLOSURE PROCEDURES

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

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

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

This Element 15 shall survive the revocation, expiration, termination, or cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation.

ADDITIONAL PROVISIONS

FACILITIES

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Charter School shall adhere to all applicable district, state, and federal laws, regulations, and policies regarding facilities.

FISCAL MATTERS

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

ADDENDUM

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

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)

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

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

Local Control Funding Formula (LCFF) Requirements

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

Curriculum and Instruction

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

Transitional Kindergarten

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

Academic Calendar and Schedules

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

Mathematics Placement Act

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

High School Exit Examination

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

WASC Accreditation

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

PROFESSIONAL DEVELOPMENT

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

MEETING THE NEEDS OF ALL STUDENTS

English Learners

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

Gifted and Talented Students and Students Achieving Above Grade Level

Charter School shall use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and

reimburse the District for GATE testing and processing in accordance with the “General Fund School Program Manual” or equivalent as it may change from time to time.

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

1. District Affiliated Charter School’s Special Education Responsibilities

a. General Requirements

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

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

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

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEPs”) in the format required by the District and will enter accurate assessment and IEP data into the District’s designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review. The District Affiliated Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

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

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

The District Affiliated Charter School is responsible for the management of its, personnel, programs and services. The District Affiliated Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

b. Transferring Students

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

c. Assessments

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

Upon a parent’s request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given

to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

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

e. Least Restrictive Environment

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

f. Staffing Requirements

The District Affiliated Charter School shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

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

g. Student Discipline/Inclusion

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

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

2. Procedural Safeguards/Due Process Hearings

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

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, both the District Affiliated Charter School and the District will be named as respondents. Whenever possible, the District and the District Affiliated Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

3. Complaints

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

4. Funding of Special Education

The District Affiliated Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for District Affiliated Charter School students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

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

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

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

***Modified Consent Decree Requirements**

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

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

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

The MCD requires all District authorized schools, including District affiliated charter schools, to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

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

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

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

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere

to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861. Charter School shall submit and maintain up-to-date and accurate school and student data in MiSiS and other data systems used or required by the District.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

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

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

The District reserves the right to appoint a non-voting single representative to Charter School’s local governing council.

LEGAL AND POLICY COMPLIANCE

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements (subject to any applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing, credentialing, and assignments.

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

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

CERTIFICATED PERSONNEL

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and

class assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

CLASSIFIED PERSONNEL

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Safe School Plan), and keep it readily available for use and review upon District request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

As a District affiliated charter school, in order to protect and promote the health and safety of students and staff, Charter School, including its staff, contractors (vendors), and

volunteers, shall adhere to the policies and procedures of the District related to fingerprinting and criminal background clearances.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

As a District affiliated charter school, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, contractors (vendors), and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

SAFE PLACE TO LEARN ACT

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

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

ELEMENT 8 – ADMISSION REQUIREMENTS

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

GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(2)(A).) As an existing District school that has converted to become a District affiliated charter school, Charter School’s first priority is to admit students who reside in the former attendance boundary of the school. (See Ed. Code § 47605(d)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(d)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(d).) Charter School shall provide a second priority admission preference for prospective students residing within LAUSD boundaries, but not residing within the former attendance area of Charter School. (Ed. Code § 47605(d)(2)(B).)

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

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

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School’s lottery and enrollment process, the student may be withdrawn and referred back to his/her school of residence in accordance with District policy and applicable law. If, at that time or any time subsequent, the student

seeks re-enrollment in Charter School, Charter School shall make its admissions determination in compliance with applicable law and the terms of this Charter.

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

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

HOMELESS AND FOSTER YOUTH

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

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or

enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

Charter School shall implement proper disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. In the case of a student who has an IEP, an IEP team, including a District representative, will meet to conduct a manifestation

determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator shall convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School shall notify the Superintendent of the school district of the student's last known address within 30 days of the expulsion, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

OUTCOME DATA

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

READMISSION

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

GUN-FREE SCHOOLS ACT

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

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

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

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

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

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

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

To Charter School: Serrania Avenue Charter for Enriched Studies
Luis Alvarado, Principal
5014 Serrania Avenue
Woodland Hills, CA. 91364

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

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon

electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute cannot be resolved by mutual agreement at or under the auspices of the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

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

REVOCATION OF THE CHARTER

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

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

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

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

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request approval to revert voluntarily to a non-charter District school, Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status.

CLOSURE PROCEDURES

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

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

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

This Element 15 shall survive the revocation, expiration, termination, or cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation.

ADDITIONAL PROVISIONS

FACILITIES

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Charter School shall adhere to all applicable district, state, and federal laws, regulations, and policies regarding facilities.

FISCAL MATTERS

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