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# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

## **WOODLAKE ELEMENTARY COMMUNITY CHARTER**

A DISTRICT AFFILIATED CHARTER SCHOOL

23231 Hatteras Street, Woodland Hills, Ca 91367

## **Renewal Petition**

Submitted  
March 15, 2017

**TERM OF PROPOSED CHARTER**

**JULY 1, 2017 TO JUNE 30, 2022**

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## **ASSURANCES, AFFIRMATIONS, AND DECLARATIONS**

Woodlake Elementary Community Charter, (also referred to herein as “Woodlake Elementary”, 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:	Mario Thompson
• The address of Charter School is:	23231 Hatteras St Woodland Hills, CA 91367
• The phone number for Charter School is:	(818) 347-7097
• Charter School is located in LAUSD Board District:	District 3
• Charter School is located in LAUSD Local District:	Northwest
• The grade configuration of Charter School is:	TK-5
• The number of students in the first year of this Charter will be:	517
• The grade levels of the students in the first year will be:	TK-5
• Charter School's scheduled first day of instruction in 2017-2018 is:	August 15, 2017
• The current operational capacity of Charter School is:  NOTE: For all District affiliated charter schools, the District determines each school's operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.)	552
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional/Single Track
• The bell schedule for Charter School will be:	M, W, TH, F - 8:00 AM-2:23 PM T - 8:00 AM-1:23 PM
• The term of this Charter shall be from:	July 1, 2017 to June 30, 2022

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

The Woodlake Elementary Community Charter site is a conversion of the LAUSD school, Woodlake Avenue Elementary. Woodlake, an affiliated charter for grades TK through fifth grade, is located in the West San Fernando Valley on a spacious campus near the western border of LAUSD boundaries. The school opened in 1953 and currently serves 530 students.

The Woodlake community largely comprises educated, middle/upper middle class families who are invested in providing the best education possible for their children. Such an educational experience is one that emphasizes not only academic rigor, but also the arts, technology and community-based experiences that so highly contribute to educating the whole child. Our charter has promoted and enabled the kind of collaboration and support most needed to realize these ideals, and Woodlake stakeholders are eager to embrace all of the opportunities an affiliated charter will continue to offer.

There are approximately 25 private and public school options available to families who reside within the school boundaries. Woodlake, a high-achieving school like others in our West Valley area, is essentially competing to maintain its status in offering the highest quality of education available to children in our community. Our intent continues to be to preserve our core population while keeping our school's enrollment open to a broader base of students, thereby strengthening socioeconomic backgrounds and fostering a greater appreciation of the inherent diversity present in Los Angeles and in the greater global community. In doing so, we are making the highest standard of education available to a wider demographic of ethnicities.

In the four-plus years of our current charter, Woodlake has seen real growth in its approach to learning and the academic performance of Woodlake students. With our strength and emphasis on educating the whole child, the challenge and excitement of new approaches to learning – Common Core, NGSS, STEM/STEAM, blended learning and more – have resulted in a deeper school experience for our students. The integration of technology and art in particular have allowed our students to approach learning in a more comprehensive and meaningful way.

Woodlake's SBAC data is a testament to the academic growth of our school. The number of students in 3<sup>rd</sup>-5<sup>th</sup> grade who met or exceeded ELA standards increased from 46% to 56% from 2014-2015 to 2015-2016. For math, the percentages increased from 39% to 45%. Increases were seen for Woodlake subgroups in ELA as well:

- English Learners (0% to 10%)
- RFEF (50% to 57%)
- Socioeconomically Disadvantaged (32% to 47%)
- Students with Disabilities (7% to 25%)

Similar improvements were seen in subgroup data for math. :

- English Learners (0% to 14%)
- Socioeconomically Disadvantaged (32% to 36%)
- Students with Disabilities (14% to 15%)

Woodlake has grown and adapted over the years to meet the needs of a diverse student population seeking challenges, enrichment, social opportunities, and a well-balanced education of engaging core and content subjects and experiences. When it was built in 1953, Woodlake began with 15 classrooms, a cafeteria, an auditorium, and office spaces. Today Woodlake has 25 classrooms (including four special education classrooms), a computer lab, library, cafeteria, auditorium, parent center, music room, art studio and administration spaces. Currently, the YMCA serves the community with an after-school program on the Woodlake campus, as it has for many years. Seven bungalow buildings have been added over time to accommodate the growth in population and programs at Woodlake, including a bungalow that serves as an additional restroom facility for upper grade students to accommodate for separate restrooms for each gender that serve multiple students. There is also a separate handicapped restroom for individual students. Upgrades were made several years ago to the plumbing and roofing infrastructure as well.

The school's grounds have three main play structure areas, including basketball, tetherball, handball courts, and an outdoor pergola space. Woodlake has invested in/been the recipient of murals throughout the school grounds to provide color and life to the facility. A vegetable/flower garden (with live chickens) thrives on campus and is the laboratory for the gardening classes taught to every student by a parent/staff member. Decorative gardens, including a reading garden outside the library, line the front of the school property.

Woodlake has taken great measures to continue the advancement of our use of technology. Woodlake's computer lab has 36 brand new iMac Apple computers for student use, thanks largely to a fundraising event last year. We currently employ Computerwise Kids to run programs in the lab. All students in grades 4 and 5 use Chromebooks in class for all subjects, and third grade will do so starting in the 2017-2018 school year. Woodlake also has iPads, iPods and desktops for student use. All teachers have laptops, Apple TVs, classroom iPads, projectors and document cameras to use in class.

Woodlake's library has almost 10,000 books, or 18 books per student, at various grade-appropriate reading levels. Classrooms visit the library on a weekly basis to check out reading material and learn about new authors, books or the library itself. The library has quiet reading spaces, tutoring spaces, a story-time area, and a part-time librarian.

Woodlake actively seeks parent and community involvement. Parents and community volunteers work inside the classrooms and maintain a parent center on campus. Parents serve as members of decision making charter committees (that consist of

Positive Behavior, Safety, Technology, Community, and Curriculum), and serve on the Governance Council, to help promote the collaborative culture of the school. Parents are invited to attend and participate in Woodlake's PTSA, Back to School Night, Parent Conferences, Open House, and all community and fundraising events.

The desire of Woodlake's families to contribute to the educational experiences of our students is continually evident in the involvement our parents bring to the curriculum. It is our parent volunteers who have traditionally created visual arts programs, trained faculty to teach art projects, and co-taught art lessons with classroom teachers. We currently have a parent on staff who conceived many of our Night of the Arts (NOTA) projects and now teaches art to all classes in our art lab. One parent, serving at the time as chairperson of the Technology Committee, created and delivered an iPad program and scheduled the rotation of the devices. Green-thumbed parents have traditionally stepped up to tend our gardens and use them to share their knowledge with students. One such family, with sons now in high school and college, is still an active part of Woodlake's gardening activities; both sons designed and created garden landscapes for their Eagle Scout projects. Currently, a parent/staff member tends our "garden lab," where he breeds chickens, educates all classes in the science of plants, and leads the students in planting, harvesting and consuming a variety of vegetables on site. Our PTSA, recognizing the need in our community for arts and enrichment programs, provides field trip funds for all grade levels. Among many other programs and resources, the PTSA also funds computer instruction, the garden program, art instruction, and a choral music teacher to teach weekly lessons, plan and hold concerts, and direct grades K-4 in musical theater productions. Certificated classroom teachers remain teachers of record and actively participate in all parent guided projects.

Our need for ongoing community involvement can create challenges in establishing and maintaining community engagement and communication between school and families. Woodlake has met – and continues to meet – many of these challenges, not only through the committee activities and Governance Council our charter provides, but with the creation of a comprehensive website that addresses virtually all aspects of communication among stakeholders. Announcements, schedules and calendars, committee information, teacher profiles and assignments, student accomplishments, email communication, and so much more can be found at our website. Families appreciate this communication, which makes them feel informed and connected to the school. As shown in Woodlake's 2015-2016 report card, the percentage of parents who responded to the School Experience Survey jumped from 19% in 2014-2015 to 63% in 2015-2016. We are fortunate to have so many families care so much about our students, and just as fortunate to have the collaborative benefits of an affiliated charter to help make it all work.



## **STUDENT POPULATION TO BE SERVED**

Woodlake Elementary Community Charter is a neighborhood school serving mostly students in the immediate neighborhood, as well as students who are enrolled through our lottery system.

The families of Woodlake students have instilled in their children the importance of a good education now – and higher education in the future – and they typically seek to enhance the school experience with enrichment both during and after school hours. Woodlake students are high achieving, active, and interested in exploring new ideas and activities. Many have ties to other states and countries and bring their multicultural experiences to the school setting. Our students typically share experiences and questions that extend beyond the basic curriculum. Many are involved in music, art, sports and other cultural activities that shape their lives and education. They are exposed to many different challenges and cultures on our campus, and in our community, and are sensitive to the needs of others. Woodlake teachers are trained and dedicated to addressing those needs as well as using differentiation strategies and materials to address the diverse make-up of our student population.

Grades K-3 have a student-teacher ratio of 24:1. Grades 4 and 5 average a 35:1 student to teacher ratio, for which we fund a classroom size reduction teacher as part of our charter. Of the four special education classrooms, two are dedicated to students with moderate to severe autism, and one is a special day class serving students with emotional disturbance. In addition, one classroom is dedicated to our Resource program for pull-out/push-in services to other Special Education students who are mainstreamed in General Education classrooms.

Woodlake has an extremely diverse student body. Our 2015-16 enrollment of 511 students consisted of 50% White, 23% Latino, 9% Asian, 7% African American, and 3% Filipino. We have a significant Israeli population, as well as Indian, Pakistani and Iranian students who are represented under the “white” or “Asian” racial groupings.

Woodlake students classified as LEP in our English Learner program currently total 54 students, or 10% of the student body. Students classified as IFEP or RFEP comprise an additional 28 students, or 5% of the student body. Spanish, Hebrew and Farsi are the predominant first languages for Woodlake’s English Learners; however over 20 languages are represented in our school population. In addition, 31% of our students are Socioeconomically Disadvantaged and 10% are Students with Disabilities.

Because of Woodlake’s diverse language population, we are sensitive to communication hurdles that can occur regarding student assessments and needs. Woodlake has a Spanish-speaking Community representative on staff to aid with parent/student communication. We also have additional Spanish-speaking staff members, as well as those who speak Farsi and Tagalog. For languages not represented by staff members, we have enlisted the help of parent volunteers from the

school community to come in when needed to translate. In addition, Woodlake utilizes district-provided written communication in languages needed at the school.

## **GOALS AND PHILOSOPHY**

### **Mission and Vision**

#### **Mission Statement**

The faculty, staff, parents and volunteers of Woodlake Elementary Community Charter are dedicated to the ongoing pursuit of academic and artistic excellence, personal achievement, and social success for all of our students. We will continue to cultivate an atmosphere of well-being and acceptance in a safe and nurturing multicultural environment. We are committed to the partnership of home, school and community and believe this partnership is essential to helping our students work to their greatest potential. Woodlake's mission is to provide our students with the necessary tools – based on educational research, character development and advanced technology – to become lifelong learners and productive citizens of the 21<sup>st</sup> century. Additionally, we will continue to develop and advance best practices for engaging students and parents, training teachers, and promoting educational excellence, collaboration, and innovation.

#### **School Motto**

Woodlake Elementary Community Charter: *Educating the Whole Child*

#### **Vision Statement**

In accordance with our vision of academic, personal and social excellence, Woodlake students will continue to:

- Reach their maximum potential through academically supported high expectations resulting in high achievement.
- Become creative critical thinkers and problem solvers as a result of an empowering curriculum based on current research and best teaching practices.
- Successfully meet the challenges of a dynamic, technological and global society.
- Develop respect and responsibility for themselves and others.

Additionally, Woodlake Elementary Community Charter will continue to:

- Provide differentiated instruction for all students, including gifted/high achieving students, English Learners, and at-risk students.
- Emphasize strategies to accelerate the reclassification rate of second language learners.

- Implement intervention opportunities for at-risk students.
- Review and enforce safety, discipline, and attendance policies.
- Enhance the use of best teaching practices, professional development, and collaboration within grade levels, across grade levels, and among stakeholders.
- Integrate music, dance, visual art, physical education, and technology into a traditional, standards-based curriculum to provide a rich experience for all of our students.
- Provide hands-on learning opportunities through scientific investigation and experiments, computer lab, special off-site field trips, and culminating grade-level activities.
- Instill character development using the seven pillars of character, second step principles, and positive behavior support.
- Bridge community outreach through current and future partners and programs, and on-campus family-oriented events.
- Increase the use of the Parent Center to provide parenting class offerings.
- Continue enrichment opportunities for students through after school enrichment classes such as chess, theater, cheerleading, etc.
- Continue working toward technological excellence and grant opportunities through parent and teacher committees.

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

At Woodlake Elementary Community Charter, the 21<sup>st</sup> Century student must be able to exhibit a range of functional, critical and healthy thinking skills related to information, media, and technology. This requires knowledge and expertise that is mastered through problem solving, communication, collaboration, and self-awareness. These individuals are self-confident, self-motivated, lifelong learners who are active leader-participants and leaders in our ever-changing social and global society. There are seven skills a well-educated person in the 21<sup>st</sup> Century must possess:

- Critical thinking and problem solving
- Collaboration and leading by influence
- Agility and adaptability
- Initiative and entrepreneurialism
- Effective oral and written communication
- Accessing and analyzing information
- Curiosity and imagination

*(from The Global Achievement Gap, by Tony Wagner)*

The introduction and implementation of Common Core State Standards has raised expectations for critical thinking and problem solving skills across the curriculum, and Woodlake students have risen to the challenge in their path to becoming college and career ready. Increased use of technology, blended learning, project based learning, experiential learning and arts integration have taken student engagement to a new level, as have the new and rigorous curricular elements of NGSS, STEM and STEAM.

This approach to learning is teaching students to take ownership of their ideas, and to communicate them effectively to their peers.

### **How Learning Best Occurs**

Woodlake Elementary Community Charter recognizes learning best occurs with cohesive interactions among students, staff and community members. Our school strives to create an educational culture where students are challenged academically and socially to nurture the development of every child. Students are actively engaged in learning and concentrate on connecting what they have learned to the world around them. Students develop skills and attitudes to become lifelong learners and are presented with challenging problem solving and critical thinking skills.

Woodlake Elementary Community Charter works to create well-rounded individuals who will be successful in a global world by introducing students to enriching opportunities to foster a well-rounded individual. "When looking at what education "could be", we need to look beyond seeing education as a tool to train the mind and prepare for a job. Education can teach us how to use our mind, how to respond peacefully, how to find and follow our passions. This type of education comes not just from learning about these things, but from experiencing them in a classroom." (Krishnamurti, Educating The Whole Child) Students are exposed to activities like ballroom dancing, horticulture, music, technology, physical education, technology, drama and dance, all to help a student become well rounded, lifelong learners who are career ready. Teachers create classroom instruction that serves multiple modalities and provides students with an understanding of how different subjects blend together in the real world.

Learning best occurs when all parties fulfill their obligations in a collaborative and effective way. Students, staff and community members must work together to identify students' strengths and meet the changing needs of children. Teachers and administrators must communicate effectively with students and community members to make a cohesive learning environment, which is safe, supportive and challenging for every student.

## Local Control Funding Formula (LCFF) Requirements

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

LCFF STATE PRIORITIES – BASIC SERVICES										
GOAL #1										
<p>To provide and maintain Basic Services for students the school will assign teachers in accordance with their credentials, including subject matter and EL authorizations.</p> <p>To provide students with sufficient access to standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter and achieve and maintain an overall “good” rating or equivalent on annual review(s) of school facilities.</p>	<p>Related State Priorities:</p> <table> <tr> <td><input checked="" type="checkbox"/> 1</td> <td><input type="checkbox"/> 4</td> <td><input type="checkbox"/> 7</td> </tr> <tr> <td><input type="checkbox"/> 2</td> <td><input type="checkbox"/> 5</td> <td><input type="checkbox"/> 8</td> </tr> <tr> <td><input type="checkbox"/> 3</td> <td><input type="checkbox"/> 6</td> <td></td> </tr> </table> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>	<input 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	
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Specific Annual Actions to Achieve Goal										
<ul style="list-style-type: none"> <li>• Annual review of school compliance with credentialing, assignment requirements, and of teacher hiring procedures by Principal</li> <li>• Annual Williams instructional materials review and certification process</li> <li>• Annual budget review and planning to ensure funds are available for instructional materials</li> <li>• Internal and/or District annual review(s) of the state and condition of its facilities</li> <li>• Ongoing maintenance and repair log, with bi-annual inspection of school facilities by Plant Manager and Principal</li> <li>• Annual review of ELD and special education programs to identify and obtain all instructional materials needed by Principal and School ILT</li> <li>• School participates in annual LD Textbook Roadshow to order all necessary materials for the instructional program</li> </ul>										
Expected Annual Measurable Outcomes										
<p><b>Outcome #1:</b> The school will assign 100% of teachers in accordance with their appropriate credentials, including and EL authorization.</p> <p><b>Metric/Method for Measuring:</b> Annual Review of School Compliance with Credentialing and Assignment Requirements</p>										

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Teachers	100%	100%	100%	100%	100%	100%
<b>Outcome #2:</b> The school will achieve and maintain an overall “good” rating or better on annual review(s) of School Facilities.						
<b>Metric/Method for Measuring:</b> Internal and District Annual Review						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
School Facilities	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
<b>Outcome #3:</b> The school will provide 100% of students with sufficient access to 100% of Standards-Aligned materials necessary to participate fully in the educational program described in the school charter including participation in the science lab, computer lab, school garden, and Johnson Art Studio that incorporates project based learning.						
<b>Metric/Method for Measuring:</b> 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%

## LCFF STATE PRIORITIES-IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS

### GOAL #2

Teachers will design standard based lessons and ensure that students are exposed to grade level standards on a daily basis. They will provide high quality instruction within their classroom that adhere to the Common Core State Standards. In order to provide high quality instruction, the school will build teacher capacity through research based professional development and will annually conduct a needs assessment.

Related State Priorities:

- |                                       |                            |                            |
|---------------------------------------|----------------------------|----------------------------|
| <input 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 |                            |

Local Priorities:

- ☐:  
☐:

### Specific Annual Actions to Achieve Goal

- Teachers will be given collaboration time to create lessons to be delivered within their classrooms.
- Administration will provide support and conduct classroom observations to provide actionable feedback to improve the quality of instruction.
- Set internal benchmark performance targets for all students.

- Design and deliver appropriate professional development opportunities for teachers to attend training on common core implementation strategies for ELA and mathematics with a focus on critical thinking, problem solving, and real world applications.
- Continue professional development for teachers of English Learners on English Language strategies with a focus on reclassification, progress monitoring, Smart Start Lessons, and improved performance on the SBAC and CELDT in order to understand specific areas of need to assist with student reclassification.
- Ongoing review of SBAC, CELDT, and District assessment data to provide teachers with opportunities to backwards plan, create smart goals, and develop targeted professional development that incorporate the CCSS.
- Provide targeted intervention in the area of Language Arts and Math.

#### 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)	56%	58%	60%	62%	64%	66%
English Learners	10%	12%	14%	16%	18%	20%
Socioeconomically Disadvantaged Students	47%	49%	51%	53%	55%	57%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	23%	25%	27%	29%	31%	33%
African American Students	38%	40%	42%	44%	46%	48%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	69%	71%	73%	75%	77%	79%
Filipino Students	67%	69%	71%	73%	75%	77%
Latino Students	41%	43%	45%	47%	49%	51%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	93%	95%	97%	99%	100%	100%
White Students	56%	58%	60%	62%	64%	66%

**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)

#### Expected Annual Measurable Outcomes

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	45%	47%	49%	51%	53%	55%
English Learners	14%	16%	18%	20%	22%	24%
Socioeconomically Disadvantaged Students	36%	38%	40%	42%	44%	46%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	18%	20%	22%	24%	26%	28%
African American Students	54%	56%	58%	60%	62%	64%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	75%	77%	79%	81%	83%	85%
Filipino Students	67%	69%	71%	73%	75%	77%
Latino Students	20%	22%	24%	26%	28%	30%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	79%	81%	83%	85%	87%	89%
White Students	42%	44%	46%	48%	50%	52%
<b>Outcome #3:</b> Increase the number of English Learners who reclassify as Reclassified Fluent English Proficient						
<b>Metric/Method for Measuring:</b> Reclassification Data , <i>ELPAC/CELDT, and AMAO</i>						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Learners	20%	22%	24%	26%	28%	30%

\*Not a significant subgroup at this time

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:	



- meaningful opportunities for providing and gathering parental input at monthly “Coffee with the Principal” meetings
- involve parent stakeholders in sharing and receiving information via ELAC, SSC, and Governance meetings
- teaching and learning how to support the educational programs at home with parent workshops regarding the CCSS, District approved instructional programs, Gifted Instruction, and District initiatives
- Provide parents opportunities to volunteer and support their child’s learning within the classroom on an ongoing basis to provide small group support to those students needing additional assistance.
- Parents will assist and organize the “Green Team” Recycling Program each month.
- PTSA and volunteering parents organize and volunteer for the Back to School Social, fundraising opportunities, movie night, Family Fun Day, Spring Fling, and Book Fairs.
- Parents are encouraged to chaperone on curricular field trips throughout the school year.

#### 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 Parents	63%	65%	67%	69%	71%	73%

**Outcome #2:** Percentage of parents that feel they are a partner with this school in decisions made about their 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 Parents	87%	89%	91%	93%	95%	97%

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

**Metric/Method for Measuring:** School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Parents	100%	100%	100%	100%	100%	100%

## LCFF STATE PRIORITIES – STUDENT ACHIEVEMENT

### GOAL #4

<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Related State Priorities:</p> <div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> 1</span> <span><input checked="" type="checkbox"/> 4</span> <span><input type="checkbox"/> 7</span> </div> <div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> 2</span> <span><input type="checkbox"/> 5</span> <span><input type="checkbox"/> 8</span> </div> <div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> 3</span> <span><input type="checkbox"/> 6</span> </div> <p>Local Priorities:</p> <div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/>:</span> <span><input type="checkbox"/>:</span> </div>																												
Specific Annual Actions to Achieve Goal																													
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Monitor Long Term English Learners (LTEL's) progress (Language Acquisition Team)</li> <li>Utilize intervention teachers and after school enrichment to target needs of EL students using Lexia Reading.</li> <li>Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas</li> <li>Schedule SSPTs meetings for those students needing additional monitoring and support.</li> </ul>																													
Expected Annual Measurable Outcomes																													
<p><b>Outcome #1:</b> The percentage of students that met standard/exceeded standard in Language Arts on the CAASP/SBAC</p> <p><b>Metric/Method for Measuring:</b> California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #f2f2f2;"> <th style="width: 35%;">APPLICABLE STUDENT GROUPS</th> <th style="width: 10%;">Baseline</th> <th style="width: 10%;">2017-2018</th> <th style="width: 10%;">2018-2019</th> <th style="width: 10%;">2019-2020</th> <th style="width: 10%;">2020-2021</th> <th style="width: 10%;">2021-2022</th> </tr> <tr> <td style="text-align: left;">All Students (Schoolwide)</td> <td>56%</td> <td>58%</td> <td>60%</td> <td>62%</td> <td>64%</td> <td>66%</td> </tr> </table> <p><b>Outcome #2:</b> The percentage of students that met standard/exceeded standard in Mathematics on the CAASP/SBAC</p> <p><b>Metric/Method for Measuring:</b> California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #f2f2f2;"> <th style="width: 35%;">APPLICABLE STUDENT GROUPS</th> <th style="width: 10%;">Baseline</th> <th style="width: 10%;">2017-2018</th> <th style="width: 10%;">2018-2019</th> <th style="width: 10%;">2019-2020</th> <th style="width: 10%;">2020-2021</th> <th style="width: 10%;">2021-2022</th> </tr> <tr> <td style="text-align: left;">All Students (Schoolwide)</td> <td>45%</td> <td>47%</td> <td>49%</td> <td>51%</td> <td>53%</td> <td>55%</td> </tr> </table> <p><b>Outcome #3:</b> Increase the number of English Learners who reclassify as Reclassified Fluent English Proficient</p>		APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	All Students (Schoolwide)	56%	58%	60%	62%	64%	66%	APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	All Students (Schoolwide)	45%	47%	49%	51%	53%	55%
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All Students (Schoolwide)	45%	47%	49%	51%	53%	55%																							

<b>Metric/Method for Measuring: Reclassification Data</b>						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
English Learners	20%	22%	24%	26%	28%	30%

## LCFF STATE PRIORITIES – ATTENDANCE

### GOAL #5

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 monthly including monthly grade level trophies to the classes with the highest attendance rate.
- Utilize PSA counselors to contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership with regards to attendance.
- Decrease the number of students missing 16 or more school days each year.
- Conduct monthly recognition attendance awards assemblies where students are acknowledged in front of the entire school with certificates, gift cards, and rewards.
- Conduct SSPTs 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)	56%	58%	60%	62%	64%	66%

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

### Metric/Method for Measuring: Student Attendance Rate

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	18%	16%	14%	12%	10%	8%

## LCFF STATE PRIORITIES – SCHOOL CLIMATE

### GOAL #6

The school will sustain low number of student suspensions while providing for targeted reductions in students subgroups. They will also continue to have a low number of instructional days lost due to suspension. They will also maintain a low percentage of expulsions and maintain a safe and positive environment for learning.

Related State Priorities:

- ☐ 1      ☐ 4      ☐ 7  
☐ 2      ☐ 5      ☐ 8  
☐ 3      ☒ 6

Local Priorities:

- ☐:  
☐:

### Specific Annual Actions to Achieve Goal

- *The school will implement a character development program which includes Monthly Character Assemblies.*
- *The campus aides and school staff provide a safe environment for our students and implement a positive behavior support program by passing out “Caught Being Good” tickets.*
- *Teachers will implement Positive reinforcement for appropriate social behavior in the classroom and on the yard.*
- *The Rubric of Implementation that outlines positive behavior and safe learning environment*
- *Safe-School Committee meets monthly to discuss safety concerns.*

### Expected Annual Measurable Outcomes

**Outcome #1:** The school will maintain 0% suspension rate

**Metric/Method for Measuring:** Suspension Rate

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions	Maintain 0% student suspensions

**Outcome #2:** School will maintain a 0% expulsion rate

**Metric/Method for Measuring:** MyData, school report card, school demographics

APPLICABLE STUDENT GROUPS	Baseline	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
All Students (Schoolwide)	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions	Maintain 0% of student expulsions

## LCFF STATE PRIORITIES – COURSE ACCESS

### GOAL #7

The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science to all students.

Related State Priorities:

- |                            |                            |                                       |
|----------------------------|----------------------------|---------------------------------------|
| <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 |                                       |

Local Priorities:

- ☐ :  
☐ :

### Specific Annual Actions to Achieve Goal

- Conduct an annual review of the school's master schedule, student schedules, and other information.
- Classroom daily schedules will be posted for all core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program (Science Lab, Art Studio, Music)

### Expected Annual Measurable Outcomes

**Outcome #1:** The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science to all students.

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

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects

**Outcome #2:** The school will offer a comprehensive enrichment program to 100% of its students performing below or far below benchmark on state and district assessments 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

## LCFF STATE PRIORITIES – OTHER STUDENT OUTCOMES

### GOAL #8

The school will implement a strategic intervention system school wide in Language Arts and Math that is accessible to 100% of students who need additional academic support.

Related State Priorities:

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

Local Priorities:

- ☐ :  
☐ :

### Specific Annual Actions to Achieve Goal

- Purchase and maintain licenses for on-Line Math and ELA Intervention Systems like Lexia Reading and IXL for all eligible students.
- Provide on-going training for teachers and aides on implementation of the on-line Math and ELA Intervention Systems.
- Provide access to technology (Classroom Computers, Chromebooks, iPads, and Computer Lab) on a weekly and as needed basis.
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment data is used to specially assess students' knowledge in kindergarten through second grade to promote targeted interventions. These assessments are used to formulate small intervention groups of students with like needs to receive targeted intervention services.
- Teachers work daily with at-risk students in small groups throughout the school day.
- After school intervention is provided to all EL and at-risk students during Tuesday Banked Time each week. Trained paraprofessionals and special education assistants are utilized to facilitate the Lexia Reading Program and the program's support materials to all participating students.

### Expected Annual Measurable Outcomes

**Outcome #1:** The school will implement the Eureka Math Program school wide in Mathematics that is accessible to 100% of students to increase competencies in concepts and skills.

**Metric/Method for Measuring:** Progress Monitoring, Eureka Math Unit Assessments, Student Work Samples, District Interim Block Assessments

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math	Maintain 100% of students having access to Eureka Math

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

Woodlake's goals enable students to be self-motivated, competent and lifelong learners because we are educating the whole child, both academically, socially, and emotionally. Our students receive a rigorous curriculum that prepare them for college and careers in the real-world. Woodlake incorporates social and community ethics and values to help foster life skills and a lifelong love of learning. We encourage positive interactions amongst others to cultivate productive and self-motivated learners, who take initiative of their own learning. Our teachers provide instruction that crosses multiple disciplines, concentrating on interactive technology and the arts. Through technology, visual and performing arts, a curriculum based on the core standards, and rigorous instruction, we are cultivating students of the 21st century who can meet the demands of a global society. This ongoing work will connect our learners with the world outside the school gates, bringing personal meaning to their daily school lives. Children will enhance and deepen their understanding of new information, gain different perspectives, and prepare to apply knowledge in meaningful ways.

Teachers create an environment in the classroom where students are encouraged to never give up and always do their best. They strive for students to communicate positively amongst each other, encourage students to verbally share their learning, and model for students the expectations in the classroom. Woodlake teachers hold students to a high standard of learning and strive to build students' confidence in themselves. Each teacher's job at Woodlake is to mold students into competent, respectful and life-long learners.

## **INSTRUCTIONAL DESIGN**

Woodlake Elementary Community Charter develops instruction based on goals of making students self-motivated, competent, and lifelong learners. We are professionals who are dedicated to applying current educational research and best teaching practices that will positively impact student learning. Students actively participate in their learning, engage in experimentation, exploration and discovery, integrate connections between what they learn and the real world, and work individually and cooperatively as members of a group.

Woodlake Elementary Community Charter School's curriculum is based on the Common Core State Standards and Associated Frameworks in all subjects, including language arts, mathematics, science, social studies, visual and performing arts, and physical education. The curriculum meets all LAUSD and CCSS standards. We believe in addressing the needs of our multi-cultural population by promoting a balanced program that combines direct instruction, guided practice, and the application of skills needed to help our students become well rounded and creative thinkers contributing to our ever-changing society. Woodlake provides teaching methodologies based on

differential, experiential, and inquiry instruction. Supporting these methodologies, Woodlake teachers use collaborative and departmentalized instruction within the grade level. All our methodologies are supported by authentic assessments based on Common Core State Standards, using district, teacher-created, performance and publisher assessments. The data collected from these assessments is used to help guide instruction, determine teaching methodologies, and select curriculum materials in order to improve student learning.

Teachers provide instruction that cultivate critical thinking skills, problem solving skills, and work to develop collaboration amongst students. Sandra Kaplan's *Depth and Complexity* is accessed across the curriculum and all grades. Based on her research, her primary area of concern is modifying the core and differentiated curriculum to meet the needs of gifted learners. At Woodlake, teachers provide project-based learning to develop the critical thinking skills and provide instruction for students to practice thinking at a cognitively stronger level. "Project-based learning creates opportunities for groups of students to investigate meaningful questions that require them to gather information and think critically" (David, 2008) Marsha Tate's *Brain Based Strategies*, whose research addresses twenty highly effective methods for delivering instruction suggests through the utilization of music, storytelling, movement, humor, graphics, drama and role playing, a child is more actively engaged in the learning process and will have a greater the retention of information presented. These strategies are implemented into the rigorous curriculum to help cultivate the minds of our students.

To make sure all students are successful, teachers also employ Thinking Maps as a means of constructing networks of knowledge. Thinking Maps were developed as a language for learning in 1998 by Dr. David Hyerle. There are eight maps in this language that are used for reading comprehension, the writing process, problem solving, and thinking skills improvement. Each of the eight Thinking Maps is based on a fundamental cognitive skill such as comparing and contrasting, sequencing, classifying, and cause-effect reasoning. Roberts Marzano, Ph.D. wrote, "Knowledge is stored in two forms: linguistic, and non-linguistic. Research proves that the more we use both systems of representation the better we are able to think and recall knowledge." Using this resource helps our students with a set of tools to help synthesize and connect information. This enables them to conceptualize understanding and communicate abstract concepts across the curriculum.

Additionally, teachers use Lauren Resnick's *Principal of Learning Strategies*, which includes clear expectations *I know and understand what is expected of me*, accountable talk *I should be able to explain what I know to others*, recognition of accomplishment when *I work hard, my teacher praises me and celebrates my efforts*, fair and credible evaluations *I know what I need to study, I will be expected to share what I learned in my classroom*, academic rigor in a thinking curriculum *I challenge myself to be a risk taker and problem solver*.



## Teaching Methodologies

- *Academic Rigor* - Teachers provide instruction that is challenging and provides students with in-depth, problem solving questions to challenge students academically.
- *Clear Expectations* - Teachers provide clear expectations for students and students understand what is expected of them in the classroom. The teachers break down the standards in kid-friendly terms and provide students with the purpose for learning.
- *Collaborative Grouping* - Teachers provide small groups where students are encouraged to interact with their peers and have discussions about the core academic subjects. Collaborative grouping promotes student to student interactions, diverse perspectives, and teamwork amongst students.
- *Criteria Charts/Rubrics* - Criteria charts and rubrics are presented to students to clearly explain how students can meet and exceed the standards in all academic assignments and subjects.
- *Direct Instruction* - Teachers implement, create, and teach lessons based upon the Common Core State Standards.
- *Guided and Independent Practice* - Students are provided group time and independent time to practice new or developed skills in instruction.
- *Small Group Instruction* - Teachers create small groups to provide more in-depth instruction to students who need extra support in all academic subjects.
- *Differentiated Instruction* - Teachers provide lessons that are appropriate to the academic needs of each student and allow students to produce work which fits their academic level.
- *Higher Level Thinking* - Teachers design lessons to meet the needs of high achieving students. Students are presented with complex problems and asked to solve the problems with depth and complexity using their highest level of thinking.
- *Integration of the Arts* - Teachers and curriculum specialists use drama, dance, music, and visual arts to deepen students' understanding of the core subjects through different learning modalities.
- *Experiential Learning* - Students learn about the core subjects through direct experiences. Experiences happen through plays, field trips, labs, simulations, and experiments. Students relate these experiences to the curriculum and develop and conceptualize a deeper understanding of the curriculum.
- *Project Based Learning* - Teachers evaluate the learning of students through the outcome of students work. Students produce a differentiated project that correlates to the standards and teachers evaluate the product the students produces.
- *Blended Learning* - Students learn core academic subjects through technology, hands-on materials, and academic books.

Over the past five years, these teaching modalities have been manipulated to meet the technology and arts needs of our students. Recently, our school has purchased one-to-

one Chromebooks for our upper grades, allowing students to have increased use of technology and incorporating blended learning into the daily academic instruction. Our lower grades have access to a brand new computer lab where they are learning the vital computer skills to be successful 21st century learners.

Woodlake takes pride in following the proposed instructional framework and the teaching modalities to ensure a quality, well-rounded education for its diverse learners. Through the teaching modalities, we are able to access and support all of our learners: GATE, Special Education, English Learners, Underachieving/Non-Proficient, General Education, and the Socio-Economically Disadvantaged.

### **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.

Outlined below, by subject area, are the scope and sequence of the skills planned for instruction at Woodlake. All California Common Core State Standards are addressed with planning across grade levels so that students achieve consistent instruction.

#### **English Language Arts**

All Woodlake students receive instruction in Language Arts that incorporates the following:

- Teachers provide a rigorous curriculum that exceeds CCSS for grades TK-5.
- Teachers support reading using the California Treasures reading program and supporting materials such as core literature, Time for Kids, Scholastic News, Read Works, literature circles, readers' theater, Engage NY ELA, and websites such as Newsela, Raz Kids and LEXIA.
- Students use technology (Chromebooks, Computer Lab, classroom computers, iPads and iPod Touches) as a tool for research, presentations, project exhibits, and digital portfolios.
- Students make connections and inferences, predict, visualize, question, summarize, and evaluate with core or other literary texts, and through a variety of cultural perspectives.
- Students lead/teacher facilitates discussion of ideas and values in core and other literary texts.
- Students develop critical reading skills, multiple reading skills, close reading skills/finding evidence for comprehension and position support, and annotation skills.
- Students critique, justify, and theorize in composition/writing across disciplines.

- Students develop grammar, spelling, oral speaking, and integration of language arts embedded throughout the curriculum.
- Students apply vocabulary development in written and oral formats.
- Students apply research skills to reading and writing across the curriculum.
- Students demonstrate critical thinking skills specific to Bloom's Taxonomy.
- Students demonstrate depth of comprehension using Gould and Kaplan's Depth and Complexity icons.
- Students write creative stories and poetry.
- English Learners receive ELD support with Treasures ELD component and use of LEXIA in Learning Lab.
- English Learners receive ELD instructional strategies that include thinking maps, task based learning, sentence frames, think-pair-share, and reciprocal teaching.

### Mathematics

All Woodlake students receive instruction in Mathematics that incorporates the following:

- Teachers provide a rigorous curriculum that exceeds CCSS for grades TK-5.
- Teachers facilitate student performance of the 8 mathematical practices as outlined in the CCSS.
- Teachers utilize the Eureka Math program as the primary tool for mathematics instruction.
- Teachers support and develop students' mathematical proficiency using Eureka Math (Engage NY) and supporting programs such as My Math, Singapore Math, Math Their Way, Marcy Cook, and websites such as IXL, [zearn.org](http://zearn.org), [LRSSonline.com](http://LRSSonline.com), Kahoot and Kickin' It (for multiplication fluency).
- Teachers support and develop students' mathematical proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes.
- Students develop solutions to problems individually or in groups, and support their methods through demonstration and explanation.
- Students develop understanding of the concepts of computation, patterns, functions, geometry, statistics, and probability.
- Students apply math skills to daily problem solving situations.
- Students recognize relevant information and review applications by checking work.
- Students understand the structure and logic of mathematics.
- Students clarify and demonstrate their understanding of mathematics through the use of manipulatives and mathematical tools such as number lines, tape diagrams, number bonds, fraction circles, place value charts, protractors, computers and rulers.
- Students clarify and demonstrate their understanding of mathematics through reading, writing, listening, and speaking.

- Students solve problems by identifying the facts, pertinent information, variables, and different ways in which to solve problems by drawing pictures, making diagrams, using manipulatives, or working backwards.
- Students are challenged with meaningful, real world and complex problems that require the use of higher level thinking skills.
- Students are encouraged to create and develop their own problems for the class to solve.
- Students connect math across disciplines (music, dance, science, art, technology, and history).
- Teacher guide and facilitate mathematics instruction drawing on concrete experience designed for students to make connections, and build upon that foundation through abstract reasoning and problem solving.
- Teachers provide differentiated instruction in groups to meet student needs from intensive to advanced.

## Science

All Woodlake students receive instruction in Science that incorporates the following:

- Teachers provide a rigorous curriculum that exceeds California Content Standards, CCSS and NGSS for grades TK-5.
- Teachers utilize the Full Option Science Series (FOSS) from Delta Education and its state adopted textbook as the primary tool for science instruction to support students in meeting all standards.
- Students increase their understanding of scientific principles through the interdisciplinary components of STEM and STEAM instruction.
- Teachers use embedded science lessons (California Treasures), commercial publications and teacher created materials to deepen students' understanding of Science standards, as well as websites and Internet research.
- Teachers integrate science and writing by using Gould and Kaplan's Depth and Complexity icons.
- Students hypothesize and develop experiments using the scientific method.
- Students perform hands-on experiments to further research and prove/disprove conjecture.
- Students consider other subjects such as music and art from the viewpoint of a scientist.
- Students understanding the need for eco-friendly products and lifestyle changes to improve our local and global community.
- Teachers teach the sciences as a cumulative process that builds upon prior knowledge and experiences as students progress through the grade levels.
- During their annual outdoor education trip, fifth grade students explore leadership teambuilding activities and the study of Native American culture and life skills, ecosystems, habitats, and flora/fauna.
- Fifth grade students investigate astronomy at the Griffith Park Observatory.

## Social Studies

All Woodlake students receive instruction in History/Social Studies that incorporates the following:

- Teachers provide a rigorous curriculum that exceeds California Content Standards and CCSS for grades TK-5.
- Currently Woodlake utilizes Scott Foresman History-Social Science for California as the primary tool for instruction of history and social science.
- The program is expanded and enriched through activities and lessons that are integrated through technology, language arts and the visual and performing arts.
- Frequent opportunities are provided for students to learn about various ethnic populations in Southern California, the U.S., and the world.
- Students are provided opportunities to share their language, cultural ideas, customs and heritage, thereby providing multicultural dimensions to curriculum.
- Students 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 relate historical events over time and are able to find parallels and patterns in those events.
- Students interpret geographical and historical information to draw conclusions.
- Students understand cause and effect of historical events.
- Using role- play and interactive units, students address and meet standards through experiential understanding.
- Students learn to research their own histories through their heritage, culture, family trees and traditions supported through field trips, research projects, and school wide events.

## Technology

- Teachers regularly use iPads/Apple TV, laptops, projectors and document cameras to engage students and facilitate classroom instruction.
- Classroom and lab-based technology, using Chromebooks, iPads, iPod Touches, and desktop/laptop computers, gives Woodlake students the opportunity to broaden and facilitate lessons in language arts, math, science, and social studies at an easily accessible and enhanced pace and depth.
- Students acquire technology skills at each grade level that support the CCSS standards in ELA and Mathematics, as well as the CCSS reading and writing applications of science and social studies content areas.
- Students acquire technology skills at each grade level that assist them in SBAC performance.
- Students demonstrate written expression using word processing technology.
- Students use learning software such as IXL, zearn.org, Raz Kids, LEXIA and Computerwise Kids to develop academic skills in core subject areas.
- Students explore and use artistic applications appropriate to grade level with programs such as PowerPoint, KidSpiration and iMovie.

- Internet access enables students to broaden their research capabilities.
- Students utilize digital photography and video to enhance classroom presentations.
- Students use the computer lab and have access to additional technology in the classroom, including iPods, document readers, and projector capability.
- Students in grades 4 and 5 use Chromebooks throughout the day for lessons across the curriculum. Woodlake plans to extend this capability to third grade in the school year 2017-2018.
- Students in primary grades currently receive Computerwise Kids instruction in the computer lab, facilitated by an outside instructor, and performed on brand new Apple desktops.
- Students work with data to identify and present information using Excel spreadsheets (upper grades).
- Students utilize up to date sources of information relevant to study.

### **Visual and Performing Arts/Physical Education/Enrichment Instruction**

#### **Visual and Performing Arts**

All instruction in visual and performing arts at Woodlake is aligned with state content standards.

- Woodlake has a rich history in providing quality visual art instruction through parent volunteers and teacher training, including use of the parent/volunteer created Touch of Art and Art Box programs.
- Currently, Woodlake's visual arts program consists of weekly lessons and projects performed in an art lab on campus, led by an art instructor with the guidance of a credentialed teacher.
- Classroom teachers also teach visual art at Woodlake, using Touch of Art/Art Box projects, aligning projects with art lab projects, and/or creating their own projects aligned with visual art standards.
- Choral music is led by a music instructor with the guidance of a credentialed teacher, and all students of Woodlake receive this instruction once per week.
- The choral music teacher also leads a chorus (grades 4 and 5) and junior chorus (grades 2 and 3), who perform in concerts at Woodlake.
- The choral music teacher provides lessons in the elements of music as well as leading concert performances and musical theater productions.
- Music lessons include studies of notes and rhythms, the learning of songs in musical and cultural contexts, and the use of instruments.
- Upper grade students may participate in orchestral music instruction and perform in concerts on the school site.
- Currently, Woodlake students are rehearsing for a JAXX theatrical production of The Wicked World of Oz. After-school drama classes are a staple at Woodlake, and the performances in our auditorium, which occur several times per year, are community events.

- District professionals who are credentialed teachers come to Woodlake every year to provide instruction in dance or drama. Currently, most students of Woodlake are participating in weekly drama instruction provided by a district professional.
- Woodlake students receive classroom instruction in drama from credentialed teachers as well, including readers' theater and classroom performances.
- Each grade level in K-4 works with the choral music teacher to perform a musical theater production tied to literature, social studies or science. (Grade 5 focuses on the musical elements of their culmination in June.) Recent and upcoming productions include Mother Goose's Character Camp (kindergarten); The Three Piggy Opera (first grade); American Symbols (2<sup>nd</sup> grade); Vacation on Mars (3<sup>rd</sup> grade); and Gold Dust or Bust (4<sup>th</sup> grade).
- Students participate and perform in multicultural dances throughout the year, at assemblies and events, and participate in classroom dance instruction.
- This year, students in grades 4 and 5 are participating and performing in Ballroom Dancing.
- At Woodlake's annual Night of the Arts (NOTA), visual and performing arts are on display at an evening community celebration of the arts at Woodlake. Visual art is featured in our library-turned-gallery, and recycled art forms (animals) are displayed in our library garden. Chorus and orchestra perform in a concert for the community. Plays are performed "in the round" at the assembly area. Students sing songs and perform dances, and most students participate in the making of a class iMovie shown to parents in several classrooms.

### Health and Physical Education

- Teachers help students learn and apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness.
- The physical education program provided to all Woodlake students addresses the state standards for Physical Education. Teachers currently use the SPARK PE program to teach PE skills, in addition to our Project Fit America (PFA) apparatus, track work, and instruction/practice in games and sports.
- A district PE coach currently helps teachers with instruction one day per week.
- Students understand that physical activity is an important component to achieving a healthy mind and body.
- Students understand that organized physical activity provides them with a healthy mind and body; enhances the concept of team sports and good sportsmanship; and incorporates fairness in competition.
- Students understand that regular physical activity enhances all aspects of development, including academic performance, movement knowledge, motor skills and self- esteem.

## Additional Enrichment

Most programs and materials listed are available at all grade levels, though some (e.g., Newsela) are geared to upper grades.

**ELA:** core literature; Raz Kids; Engage NY ELA; art and language arts integration; Evan Moore

**Mathematics:** Five Minute Frenzy (multiplication practice); IXL; zearn.org; Kahoot; Prodigy

**Technology:** updated computer lab with 36 new Apple desktops; Computerwise Kids lessons with professional instructor; Chromebooks for every student in grades 4 and 5 (to add third grade next year); iPads and iPod touches available for rotations or group work; use of code.org for STEM studies; Google apps; Google Classroom

**Social Studies:** integration of core literature to bring history alive (e.g., “Johnny Tremain”); historical reenactments

**Science:** horticulture classes led by parent instructor in school garden; FOSS lab with parent volunteers; digital science notebooks

**Arts:** art studio with art teacher; weekly choral music lessons with paid instructor; choral music concerts; chorus and junior chorus; musical theater productions; orchestral music instruction and concerts with paid instructor (upper grades); drama with district instructor; ballroom dancing for grades 4 and 5; dance club on Friday mornings

**PE/Health:** SPARK program for classroom teachers; district PE instructor once per week; tennis instruction (limited but planning to expand); health food labeling unit; 5<sup>th</sup> grade Presidential Fitness Program; walkathon (annual fundraiser for technology, science)

### **In Multiple Content Areas:**

- Grade level rotations for art, PE, science, social studies lessons and more. (First grade, for example, regularly meets for PE rotations and social studies rotations such as Black History Month and Holidays Around the World. Kindergarten rotations include PE, Second Step, iPad classes and constructive play. In addition, grade level rotations are a regular part of the academic curriculum for third grade, with instruction in Social Studies, Science, and Second Step/Health.)
- All teachers use the Second Step character education program weekly.
- Every class has use of our Wonder of Reading library, for regular sessions once every two weeks, and available to students during recess.
- Most grade levels go on one or more field trips during the year, to enhance lessons in social studies, science or art. (One field trip venue is the Getty



Center, where a number of Woodlake teachers completed the Art and Language Arts program they use in the classroom and share with colleagues.)

- The fifth grade also goes on a three-day/two-night science camp trip every year (Camp Brandeis).
- Other tools/areas of enrichment include Depth and Complexity icons, project based learning, PowerPoint, Moby Max, Computerwise Kids; code.org; Newsela, Scholastic News; Time for Kids; blended learning

### **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.

**CURRICULA:** The program provides children with a well-planned classroom program to build necessary social and academic skills for success throughout their school careers. The program is based on the California Kindergarten Common Core State Standards with focused instruction in literacy and numeracy along with strong emphasis on self-regulation and social engagement. The daily schedule includes whole group instruction and activities, small group instruction and independent and “hands-on” learning. The Transitional Kindergartners enjoy lunch and recess with their fellow Kindergarten friends and participate in all Kindergarten activities such as music, art, and motor skills development throughout the year.

Woodlake's TK teacher uses the same core curriculum and materials as the Kindergarten program (e.g., California Treasures for ELA/ELD, My Math for mathematics instruction), with integrated curriculum for social studies and science. She provides modifications and developmentally appropriate materials and practices as needed. During the week, Woodlake's TK students enjoy music, art, computer lab, gardening and library.

## Academic Calendar and Schedules

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

Regular Days					131				
	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Actual Minutes	Required Minutes	Difference
TK, K, 1 & 2	8:00 AM	10:00 AM	10:20 AM	11:55 AM	12:35 PM	2:23 PM	323	319	4
3,4,5	8:00 AM	10:00 AM	10:20 AM	12:35 PM	1:15 PM	2:23 PM	323	319	4
Banked Days (Tuesdays)					37				
	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Actual Minutes	Required Minutes	Difference
TK, K,1,2	8:00 AM	10:00 AM	10:20 AM	11:55 AM	12:35 PM	1:23 PM		319	-319
3,4,5	8:00 AM	10:00 AM	10:20 AM	12:35 PM	1:15 PM	1:23 PM		319	-319
Minimum Days									
	Start of Class	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Actual Minutes	Required Minutes	Difference
TK, K,1,2	8:00 AM	10:00 AM	10:30 AM	NO LUNCH		12:39 PM		319	-319
3,4,5	8:00 AM	10:00 AM	10:30 AM	NO LUNCH		12:39 PM		319	-319

## Sample Daily Schedules for TK-5

Kindergarten Daily Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
8:00 am-8:15 am	BIC/Morning Routine 15 minutes	BIC/Morning Routine 15 minutes	BIC/Morning Routine 15 minutes	BIC/Morning Routine 15 minutes	BIC/Morning Routine 15 minutes	BIC/Morning Routine 15 minutes	BIC/Morning Routine 15 minutes
8:30 am-10:00 am	English Language Arts/ELD  130 minutes including 40 minutes of ELD	English Language Arts/ELD  130 minutes including 40 minutes of ELD	English Language Arts/ELD  130 minutes including 40 minutes of ELD	English Language Arts/ELD  30 minutes Art Class 60 minutes	English Language Arts/ELD  130 minutes including 40 minutes of ELD	English Language Arts/ELD  130 minutes including 40 minutes of ELD	English Language Arts/ELD  130 minutes including 40 minutes of ELD
10:00 am-10:20 am	Recess	Recess	Recess	Recess	Recess	Brunch 30 minutes	Brunch 30 minutes
10:30 am-10:50 am	PE 20 minutes	PE 20 minutes	PE 20 minutes	PE 20 minutes	PE 20 minutes	PE 20 minutes	PE 20 minutes
10:50 am-11:55 am	Math 65 minutes	Math 65 minutes	Math 65 minutes	Math 65 minutes	Math 65 minutes	Math 65 minutes	Math 65 minutes
11:55 am-12:35 pm	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	12:39 Dismissal
12:40 pm-2:23 pm	Science/Social Studies 103 minutes	End of day (1:23pm dismissal)	Music Class (12:40-1:10)  Science/Social Studies 73 minutes	Computer Lab (12:40-1:10)  Social Studies/Science 73 minutes	Social Studies/Science 103 minutes		

First Grade Daily Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
8:00 am-8:15 am	BIC/Morning Routine 15 minutes	BIC/Morning Routine 15 minutes	BIC/Morning Routine 15 minutes	BIC/Morning Routine 15 minutes	BIC/Morning Routine 15 minutes	BIC/Morning Routine 15 minutes	BIC/Morning Routine 15 minutes
8:15 am-8:30 am	Daily Language Review 15 minutes	Common Core Math Review 15 minutes	Daily Language Review 15 minutes	Common Core Math Review 15 minutes	Daily Language Review 15 minutes	Common Core Math Review 15 minutes	Daily Language Review 15 minutes
8:30 am-8:50 am	P.E. 20 minutes	P.E. 20 minutes	P.E. 20 minutes	P.E. 20 minutes	P.E. 20 minutes	P.E. 20 minutes	P.E. 20 minutes
8:50 am-10:00 am	English Language Arts 110 minutes including 40 minutes of ELD	English Language Arts 110 minutes including 40 minutes of ELD	English Language Arts 110 minutes including 40 minutes of ELD	English Language Arts 110 minutes including 40 minutes of ELD	English Language Arts 110 minutes including 40 minutes of ELD	English Language Arts 110 minutes including 40 minutes of ELD	English Language Arts 110 minutes including 40 minutes of ELD
10:00 am-10:20 am	Recess	Recess	Recess	Recess	Recess	Brunch 30 minutes	Brunch 30 minutes
10:30 am-11:00 am	Art Class 10:30-11:30	Writing 30 minutes	Writing 30 minutes	Writing 30 minutes	Writing 30 minutes	Writing 30 minutes	Writing 30 minutes
11:00 am-11:55 am	Math 55 minutes	Math 55 minutes	Math 55 minutes	Math 55 minutes	Math 55 minutes	Math 55 minutes	Math 55 minutes
11:55 am-12:35 pm	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	12:39 Dismissal
12:40 pm-2:23 pm	Science/Social Studies 103 minutes	End of day (1:23pm dismissal)	Computer Lab 12:40-1:40 Music Class 1:40-2:10	Social Studies/Science 103 minutes	Social Studies/Science/Computer Lab 103 minutes		

Second Grade Daily Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
8:00 am-8:15 am	BIC/Morning Routine 15 minutes	BIC/Morning Routine 15 minutes	BIC/Morning Routine 15 minutes	BIC/Morning Routine 15 minutes	BIC/Morning Routine 15 minutes	BIC/Morning Routine 15 minutes	BIC/Morning Routine 15 minutes
8:15 am-8:30 am	Daily Language Review 15 minutes	Common Core Math Review 15 minutes	Daily Language Review 15 minutes	Common Core Math Review 15 minutes	Daily Language Review 15 minutes	Common Core Math Review 15 minutes	Daily Language Review 15 minutes
8:30 am-8:50 am	P.E. 20 minutes	P.E. 20 minutes	P.E. 20 minutes	P.E. 20 minutes	P.E. 20 minutes	P.E. 20 minutes	P.E. 20 minutes
8:50 am-10:00 am	English Language Arts 110 minutes including 40 minutes of ELD	English Language Arts 110 minutes including 40 minutes of ELD	English Language Arts 110 minutes including 40 minutes of ELD	English Language Arts 110 minutes including 40 minutes of ELD	English Language Arts 110 minutes including 40 minutes of ELD	English Language Arts 110 minutes including 40 minutes of ELD	English Language Arts 110 minutes including 40 minutes of ELD
10:00 am-10:20 am	Recess	Recess	Recess	Recess	Recess	Brunch 30 minutes	Brunch 30 minutes
10:30 am-11:00 am	Art Class 10:30-11:30	Writing 30 minutes	Writing 30 minutes	Writing 30 minutes	Writing 30 minutes	Writing 30 minutes	Writing 30 minutes
11:00 am-11:55 am	Math 55 minutes	Math 55 minutes	Math 55 minutes	Math 55 minutes	Math 55 minutes	Math 55 minutes	Math 55 minutes
11:55 am-12:35 pm	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	12:39 Dismissal
12:40 pm-2:23 pm	Science/Social Studies 103 minutes	End of day (1:23pm dismissal)	Computer Lab 12:40-1:40 Music Class 1:40-2:10	Social Studies/Science 103 minutes	Social Studies/Science/Computer Lab 103 minutes		

Third Grade Daily Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
8:00 am-8:15 am	BIC/Morning Routine	BIC/Morning Routine	BIC/Morning Routine	BIC/Morning Routine	BIC/Morning Routine	BIC/Morning Routine	BIC/Morning Routine
8:15 am-9:30 am	Language Arts/ELD 75 minutes including 40 minutes ELD	Language Arts/ELD 75 minutes including 40 minutes ELD	Language Arts/ELD 75 minutes including 40 minutes ELD	Language Arts/ELD 75 minutes including 40 minutes ELD	Language Arts/ELD 75 minutes including 40 minutes ELD	Language Arts/ELD 75 minutes including 40 minutes ELD	Language Arts/ELD 75 minutes including 40 minutes ELD
9:30 am-10:00 am	ELD/Writing 30 minutes	ELD/Writing 30 minutes	ELD/Writing 30 minutes	ELD/Writing 30 minutes	ELD/Writing 30 minutes	ELD/Writing 30 minutes	ELD/Writing 30 minutes
10:00 am-10:20 am	Recess	Recess	Recess	Recess	Recess	Brunch 30 minutes	Brunch 30 minutes
10:30 am-11:00 am	P.E. (10:30-11:00) 30 minutes	Art Class (10:30-11:30)	P.E. (10:30-11:00) 30 minutes	P.E. (10:30-11:00) 30 minutes	P.E. (10:30-11:00) 30 minutes	P.E. (10:30-11:00) 30 minutes	P.E. (10:30-11:00) 30 minutes
11:00 am-12:30 pm	Math 90 minutes	Math 90 minutes	Math 90 minutes	Math 90 minutes	Math 90 minutes	Math 90 minutes	Math 90 minutes
12:35 pm-1:15 pm	Lunch	Lunch	Lunch	Lunch	Lunch		12:39 Dismissal
1:20 pm-2:23 pm	Science 63 minutes	End of day (1:23pm dismissal)	Choral Music 1:20-1:50  Science 33 minutes	Social Studies 63 minutes	Health/Second Step 63 minutes		

Fourth Grade Daily Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
8:00 am-8:15 am	BIC/Morning Business 15 minutes	BIC/Morning Business 15 minutes	BIC/Morning Business 15 minutes	BIC/Morning Business 15 minutes	BIC/Morning Business 15 minutes	BIC/Morning Business 15 minutes	BIC/Morning Business 15 minutes
8:15 am-9:00 am	Spelling Vocabulary 45 minutes	Writing 45 minutes	Reading/Comprehension ELD 45 minutes	Writing 45 minutes	Spelling/Vocabulary 45 minutes	Language Arts 45 minutes	Language Arts 45 minutes
9:00 am-10:00 am	Reading/Comprehension ELD  60 minutes including 40 minutes of ELD	Reading/Comprehension ELD  60 minutes including 40 minutes of ELD	Art Class (9:00-10:00)	Reading/Comprehension ELD  60 minutes including 40 minutes of ELD	Reading/Comprehension ELD  60 minutes including 40 minutes of ELD	Reading/Comprehension ELD  60 minutes including 40 minutes of ELD	Reading/Comprehension ELD  60 minutes including 40 minutes of ELD
10:00 am-10:20 am	Recess	Recess	Recess	Recess	Recess	Brunch 30 minutes	Brunch 30 minutes
10:30 am-11:00 am	P.E. (10:30-11:00)	Writing 30 minutes	P.E. (10:30-11:00)	P.E. (10:30-11:00)	P.E. (10:30-11:00)	P.E. (10:30-11:00) 30 minutes	P.E. (10:30-11:00) 30 minutes
11:00 am-12:00 pm	Math 60 minutes	Math 60 minutes	Math 60 minutes	Math 60 minutes	Math 60 minutes	Math 60 minutes	Math 60 minutes
12:35 pm-1:15 pm	Lunch	Lunch	Lunch	Lunch	Lunch		12:39 Dismissal
1:20 pm-2:23 pm	Science 63 minutes	End of day (1:23pm dismissal)	Ballroom Dancing 1:20-2:20	Social Studies 63 minutes	Health/Second Step 63 minutes		

Fifth Grade Daily Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
8:00 am-8:15 am	BIC/Morning Business 15 minutes	BIC/Morning Business 15 minutes	BIC/Morning Business 15 minutes	BIC/Morning Business 15 minutes	BIC/Morning Business 15 minutes	BIC/Morning Business 15 minutes	BIC/Morning Business 15 minutes
8:15 am-9:30 am	Reading/Comprehension/ Writing/ELD 75 minutes including 40 minutes of ELD	Reading/Comprehension/ Writing/ELD 75 minutes including 40 minutes of ELD	Reading/Comprehension/ Writing/ELD 75 minutes including 40 minutes of ELD	Reading/Comprehension/ Writing/ELD 75 minutes including 40 minutes of ELD	Reading/Comprehension/ Writing/ELD 75 minutes including 40 minutes of ELD	Reading/Comprehension/ Writing/ELD 75 minutes including 40 minutes of ELD	Reading/Comprehension/ Writing/ELD 75 minutes including 40 minutes of ELD
9:30 am-10:00 am	Novel Study 30 minutes	Novel Study 30 minutes	Novel Study 30 minutes	Novel Study 30 minutes	Novel Study 30 minutes	Novel Study 30 minutes	Novel Study 30 minutes
10:00 am-10:20 am	Recess	Recess	Recess	Recess	Recess	Brunch 30 minutes	Brunch 30 minutes
10:30 am-11:30 am	Math 60 minutes	Math 60 minutes	Math 60 minutes	Math 60 minutes	Math 60 minutes	Math 60 minutes	Math 60 minutes
11:30 am-12:00 pm	Art Class (11:30-12:30)	Choral Music (11:30-12:00)	PE 30 minutes	Ballroom Dancing (11:30-12:30)	PE 30 minutes	PE 30 minutes	PE 30 minutes
12:35 pm-1:15 pm	Lunch	Lunch	Lunch	Lunch	Lunch		12:39 Dismissal
1:20 pm-2:23 pm	Science 63 minutes	End of day (1:23pm dismissal)	Science Lab 63 minutes	Social Studies 63 minutes	Health/Second Step/Art 63 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.

Professional development at Woodlake is determined by both LAUSD goals and initiatives as well as by the Woodlake community. At Woodlake, professional development is divided into two sections local and District. Local professional development is determined by the classroom teacher and administration based on the identified needs for instruction and learning. This may utilize different teachers with a variety of expertise such as differentiating, using depth and complexity icons, Thinking Map skills, strategies for behavior support, discipline policies, as well as ensuring success for students with special needs in a general education setting. Experts provide current research—based in—services on varied topics. Professional development may also include articulation across grade levels. Grade level planning occurs once a week, when teachers work as a team to create short and long term goals in teaching. Additionally, teachers look at current student data to help drive their instruction to ensure universal access for all students.

Integrating district professional development at the school site is the responsibility of the school principal. District initiatives are at the core of the district professional development. This includes, but is not limited to, State and Federal mandates, Response to Instruction and Intervention, English Language Learners, Mathematics, and English language arts instruction. The principal is responsible for following through on required professional development at the school site. Often these professional development topics arise out of a principal's meeting. Often they arise out of state or federal mandates. Topics and agenda on these items will change from year to year. It is the principal's job to deliver, document and submit completion of the mandated district and state professional development. Teachers have the opportunity to participate in district workshops, University courses, and professional conferences to enhance their expertise as educators.

## **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*.

By using LAUSD's Master Plan as a guide, Woodlake Elementary Community Charter provides English Language Learners with opportunities for non-English speaking students to become proficient and fluent in the English language. Parents enrolling their

child must complete a Home Language Survey as part of the registration packet. The Woodlake enrollment packet also includes the “Instructional Program for English Language Learners” brochure, published by LAUSD that informs parents and guardians that English proficiency will be determined by the CELDT and/or ELPAC. This initial and annual assessment will determine students’ eligibility, placement, and progress in the English Learner (EL) program. Additionally, the brochure gives a description of proficiency levels and highlights program options available to English Learners.

Teachers at Woodlake are authorized to teach English Language Learners under California and NCLB laws. Students in the EL program will participate in the Master Plan Survey. Teachers use the district-adopted California Treasures program, which blends EL instructional content with regular classroom instruction. All classroom teachers have been trained in practices such as SDAIE, Sheltered English Instruction, Thinking Maps, and vocabulary development. Professional development is ongoing to help teachers stay current with the latest research and strategies.

Specific instructional strategies used to assist English Learners include the use of realia, Total Physical Response, Pair Share, paraphrasing, Thinking Maps, cooperative learning, praise, scaffolding, imagery, reciprocal teaching, and KWL charts, as well as research based Cognitive Academic Language. English Learners are identified through the use of a combination of the home Language Survey, teacher evaluation, and the California English Language Development Test (CELDT). The teacher will also complete an informal assessment of English skills in the classroom. If the determination is made that the child is likely an English Learner, the child is tested using the CELDT and the teacher assigns the child an ELD level based on the overall CELDT score. Parents are notified of the designation and are asked to choose a program they believe would best meet their child’s needs. Woodlake currently uses the English Immersion model, but students can be placed on bilingual waivers at the parents’ request. Parents are kept informed on the progress report as well as receiving official CELDT results on an annual basis.

Students classified with Limited English Proficiency (LEP) will be regularly graded on their progress towards ELL standards as well as their progress in grade level ELA standards. Parents will be informed of each child’s progress throughout the year and at each reporting period. An English Learner will exit the EL program, achieving re-designation status (RFEP) once he or she progresses through the 5 levels of ELD and achieves the following scores: an overall CELDT average of 3 or 4 with no sub-area below 3; core support scores on DIBELS Benchmark assessment; and report card grades of 3 or 4 in all areas of ELA (Reading, Writing, Listening, Speaking).

At Woodlake, EL students daily receive 45-60 minutes of ELA instruction geared specifically to English Learners, who are grouped with one teacher per grade level. In addition, the EL Coordinator provides enhanced services to English Learners to aid in language acquisition and timely reclassification:



- Teacher-created mini-lessons
- After school tutoring/intervention with programs like LEXIA
- DIBELS and DAZE Progress Monitoring given by EL Coordinator
- Lower grade emphasis on phonics
- Upper grade emphasis on fluency and retelling
- Students new to this country (EL 1) focus on basic letters and sounds

In addition, the EL Coordinator monitors RFEP performance and provides interventions for RFEP students experiencing academic difficulties. The principal and the EL Coordinator conduct classroom observations of designated and integrated EL lessons. For students who are deemed ready to reclassify but don't have the necessary report card grades in all areas, the EL Coordinator addresses the need with SSPT review to ensure students are re-designated RFEP when ready.

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

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

At Woodlake Community Charter, all students in the second grade take the OLSAT, Otis-Lennon School Ability Test, to determine their eligibility as a GATE student. The number of students identified as gifted increased from 5% in 2015-2016 to 6% in the 2016-2017 school year. Many of our students are high achieving, therefore it is crucial for all staff to provide instruction that meets the needs of the high achieving and GATE students.

Each teacher at Woodlake strives to meet the differentiated needs of the GATE learners. They are committed to reaching the potential of all students through lessons and projects that allow students to demonstrate their high level thinking skills. Teachers base their curriculum around Sandra Kaplan's Depth and Complexity icons and allow students to take learning into their own hands. They teach students how to synthesize and analyze information so they have a deeper understanding. Teachers provide opportunities for students to be creative and practice logical and problem solving skills.

Our identified gifted and talented students are grouped together in a self-contained environment in grade levels based on guidelines provided by LAUSD. A self-contained environment should "consists of all identified gifted students with an emphasis on acceleration and a continuous progress that is appropriate to individual needs." The designated GATE classrooms have about 5-8 students who are identified as GATE students and Woodlake also groups high-achieving students as well.

Each year, our teachers attend professional development instruction for gifted and talented students. Our teachers often attend the Sandra Kaplan's summer institutes on

gifted education at USC and attend conferences at the Skirball Center in Los Angeles. Our teachers believe it is vital to learn new ways to challenge the GATE and high achieving students and prepare them to be life-long learners.

During the school year, if a teacher recognizes a student is high achieving, they contact the gifted coordinator to start the GATE testing process. The gifted coordinator and administrator review the student's test scores, achievements, teacher observations and records to determine if the student is eligible to be tested. In second through fourth grade, students are submitted based on intellectual ability, high achievement, visual arts, performing arts, creativity and leadership ability. Since Woodlake is an affiliated charter, Woodlake completes a fee for service form to be sent to the Charter Office for approval and then to the LAUSD GATE office for screening. Woodlake can test students at the school site and understands that the psychologist must be LAUSD authorized to complete the GATE testing. When the GATE testing is completed at the school site, the LAUSD GATE office will process the referral at their current rate. Students who meet the high achievement criteria and the single subject criteria will be identified by the gifted coordinator, a fee for service form will be completed and process of these students will be completed by LAUSD GATE office at the current rate per student.

Differentiated instruction, which meets or exceeds state and national guidelines, occurs schoolwide. Students who demonstrate high achievement but who do not qualify for official identification as a Gifted and Talented Student (GATE) will be offered the same opportunities as identified Gifted and Talented Education students. Teachers receive professional development in the use of Depth and Complexity icons, Bloom's Taxonomy, Thinking Maps, and current research based developments in educating the gifted and talented student. Woodlake Elementary Community Charter emphasizes higher level thinking skills by providing students with many opportunities to study the core curriculum with increased depth, complexity, and novelty. Classroom differentiation allows for individualized extensions of the curriculum, creative problem solving activities, and acceleration/compacting of the curriculum when appropriate. Students are encouraged to demonstrate their learning in creative and innovative ways that reflect the 21st century learner. Technology is used to help extend the curriculum with a computer lab and one-to-one computers in upper grades. Additional higher level learning opportunities include independent and small group projects, as well as independent subject groups, wherein students work with challenging and above grade level materials.

Student progress in the GATE program is assessed on an annual basis using LAUSD assessment tools. Woodlake Community Charter monitors the progress of their identified gifted and talented students through report cards, test scores, DIBELS, teacher observation, class work, and classroom participation. All students are assessed on a yearly basis and classroom teachers continue to keep track of students progress in their CUM folders.

## **Students Achieving Below Grade Level**

Woodlake Elementary Community Charter School is committed to maximizing the learning potential for low achieving students. High expectations are held for all of our students, including those who are identified as low achieving. Woodlake Charter firmly believes that all students are capable of succeeding, and provides identified low achieving students all of the additional scaffolding, resources, and strategies available. Providing multiple opportunities and pathways for low achieving students allows students to access the curriculum, make it comprehensible, and improve their potential for achievement. Throughout the school year, low achieving students are identified and closely monitored to improve progress and performance. This information is used by teachers to plan teaching methodologies, collaborate with colleagues to support student learning, and target instruction to provide maximum opportunities for learning and growth.

Throughout the year, low achieving students are monitored to review their progress toward the standards. The principal is actively involved through communication and classroom visits to help monitor and assist the progress of the low achieving students. The Curriculum Committee meets monthly to develop new ways to improve the academic programs to meet the needs of low achieving learners. The goal is to have students transition from low achieving status into the proficient level of the SBAC test.

Students achieving below grade level are measured in multiple different ways including: DIBEL and DAZE scores, District Interim Assessments for reading, writing and math, Engage NY Math and ELA (Eureka Math and ELA), Treasures assessments, classroom assessments, teacher observations, and computer based program data. The Smarter Balance Assessment data and 5th grade California Standards Test in Science are used for summative data and help determine the areas where students are performing below grade level.

Data from the formative and summative assessments are collected and teachers and the Instructional Learning Team review the areas in need of low achieving students. Teachers learn which standards students are not meeting and provide differentiated, specific instruction to meet the needs of the students in the targeted area. Each classroom has a Teacher's Assistant and working together with the students in a small group, provides individualized instruction in the areas of need. After school tutoring is provided in both math and ELA, where students receive specific instruction in basic math skills, SBAC practice, and practice in reading fluency and comprehension. Math tutoring is provided through an online program called IXL and based on the data, the teacher can create mini lessons to improve the specific areas of need.

To improve student academic levels, students receive specific, concentrated instruction in their identified areas of need. Teachers address the needs of low achieving students with the use of quality first teaching and the three-tiered approach. 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/re-teaching of curricular content, repetition, and additional time and practice to grasp concepts. These instructional strategies, along with the reflective model, are implemented with high intensity, duration and frequency as needed. Woodlake Elementary Community Charter is staffed by an intervention teacher who works directly with classroom teachers to provide in-class support and intervention outside of the classroom. The Learning Center provides small group instruction for students in their specific areas of need. They provide broken down instructions, re-teach, note-taking skills, close reading, and small group discussions in the specific areas of need.

Student Success Team (SST) meetings are held with classroom teachers, parents, the resource teacher and an administrator. 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 communicated with all parties involved and reevaluated after 2-3 months to check the progress of the student and determine the plan's effectiveness.

### **Socioeconomically Disadvantaged Students**

A major emphasis of the Woodlake outreach to diverse learners includes those not typically found in our attendance area and, in particular, those students identified as socio-economically disadvantaged (SED). Our goal is for all students to have academic, social and emotional success, regardless of economic status or advantage. Woodlake encourages the need for all students to be equipped with the tools to be successful learners. Our PTSA helps provide the materials we need for our rigorous academics and arts programs, making sure every student has access to their specific learning opportunity. Woodlake supports socioeconomically disadvantaged students through free and reduced lunch, access to technology programs like Newsela, IXL, Lexia, Raz Kids, field trips, after school intervention, scholarships for enrichment, and youth services. Our fifth grade class offers a full or reduced fee to participate in Camp Brandeis outdoor camp, culmination, and culmination party. Making sure every student has the opportunity to be successful, both academically and socially, regardless of their socioeconomic status is the utmost importance at Woodlake.

### **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 parent's 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 12<sup>th</sup> 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**

#### **Homeless Youth:**

Homeless Youth would be supported in the same way as mentioned above based on their educational and social-emotional needs in order to promote academic success and student achievement. Through our School Administrator we will work to ensure equal access to all school curriculum and enrichments, meal programs, as well as other applicable services available at Woodlake (e.g. tutoring, counseling, PTO parent support for school supplies/transportation). Our School Administrator is responsible for implementation of the Homeless Education Program, which helps to serve these families in transition by providing advocacy and referral services as needed.

#### **Foster Youth:**

Foster youth would be supported in the same way mentioned as above based on their educational and social emotional needs in order to promote academic success and student achievement. Our School Coordinator is designated as the Foster Youth Achievement contact at Woodlake Elementary Community Charter. Through Foster Youth Achievement we would enhance educational outcomes and academic achievement for youth living in foster care by providing counseling, tutoring, and other needed school supports. Our School Coordinator will work with community agencies such as the Department of Children and Family Services and social workers to ensure the success of Foster Youth.

### **"A TYPICAL DAY"**

Visitors to Woodlake Elementary Community Charter encounter a feast for the eyes upon arrival. Bordering the property on the south and east sides of campus are three lovely, well-tended gardens created and maintained by staff and community groups. Tiled and painted murals – the most recent of which was painted by a UCLA team on College Day – bring color and life to our walls of learning. An expanded pergola, colorful tables and benches, spacious play areas, and many trees adorn the landscape.

It is the people of Woodlake, however, who bring the most color and life to our campus every day. Woodlake is a busy place, peopled by high achieving students, tireless community volunteers, an extraordinary PTSA, and a dedicated staff and faculty. Woodlake is also a friendly and welcoming place, where students are well known, the classrooms and school office buzz with life, and smiles and professional cooperation abound.

True to our purpose of educating the whole child, a typical day comprises a variety of activities. On Monday morning, the entire student body, most of the staff, and many parents gather at our weekly assembly to honor achievements, provide information about fundraising and special events, reward behavior with “blue ticket” prizes, and of course dance and move to music fit to wake up even the sleepiest Monday morning student!

On Tuesdays, Woodlake holds regular professional development and grade level meetings, and once a month the Charter Committee members convene to plan for the days and year ahead. Monthly meetings of the PTSA Board and PTSA members are held on Wednesdays. Thursday and Friday mornings start early with SST meetings, and Mr. Dickerson comes to teach gardening on site every Thursday. On Fridays there is coffee with the principal, who makes himself available to parents every day, invests himself in the instruction and behavior of our students, and works with the district and faculty to identify and tailor programs and policies to the needs of our children. Woodlake holds tours for prospective families on Fridays as well.

On any day of the week, one sees Woodlake students on the yard honing their PE skills with the district instructor or classroom teacher using the innovative SPARK PE program. (There is even a tennis instructor who comes on Tuesdays, with a program so popular we are trying to make it available to all classes.) Students crisscross the campus on their way to the library, the art studio, the computer lab, the music room, the auditorium (for instrumental music, yoga or ballroom dancing!) or the vegetable garden for enriched/specialized instruction in chickens, planting, harvesting, and eating what we grow on site. Staff from the Learning Lab and Resource room pull those students needing intervention in math, literacy and speech skills, and often visit the classrooms to work with students there.

Many parent and community volunteers check in every day to help in the classroom or lend their special skills to art or PE instruction. Well trained, highly effective classroom aides assist teachers in instruction, and additional aides help students and office staff throughout the day, on the yard, at the cafeteria, or wherever they especially might be needed. The students in our Special Education classes join with other students in classes such as art and music, and sometimes may accompany a grade level on a field trip. Members of the PTSA and student council are on campus regularly to promote programs or fundraising activities, and to prepare for school programs and events (concerts, Night of the Arts, the annual spring carnival, etc.).

After school, students access a host of enrichment programs on campus, such as cheerleading, Mad Science, drama and chess. Intervention classes and homework club are also held after school, for those students who need a little extra help.

Of course the most important part of any typical day is what is happening in the classrooms of Woodlake. Each day is filled with the fun and academic rigor of student exploration, project-based work in cooperative groups, close reading, comprehension and analysis of reading materials and related themes, skill building and applications, content area research, use of technology, integrated learning, and participation in arts activities that cross the curriculum. In all Woodlake classrooms, visitors will find students engaged in collaborative learning, offering ideas, and sharing their solutions to real life problems.

#### A Typical Day in a Kindergarten/TK Classroom

After breakfast, students participate in student-led calendar activities, including calendar math, current events, seasons and weather. Phonemic awareness starts the ELA portion of the day, followed by blending, close/guided reading of theme-related stories, practice of “rainbow words” (sight words), practice of letter writing, the writing and illustration of original sentences, and UAT group work while some students attend intervention. Kindergarten students play on the Kirk Douglas playground apparatus at recess and engage in developmental constructive play and exploration of projects like the kindergarten butterfly habitat. When conflicts arise, children resolve them with the use of our Peace Path behavior modification program. Back in class, math concepts are explored with guided, student-led discussions, small groups and partner work, where students share solutions to problems and real-life applications and work with manipulatives. A typical day might then include Social Studies lessons in current and historical events, holidays, community workers and neighborhoods. It might also include a trip to the garden, where life science study is enhanced with horticulture classes delivered by a staff gardening expert. A visit to the visual arts studio, the computer lab, the library, or the music room might also be on the agenda, as might lessons in performing arts, the Second Step character development program, or extra work with technology (iPads or iPod Touches) in the classroom. Almost every day, physical education lessons are on the schedule, and include lessons from the SPARK program. And every day includes some time for constructive play, which enhances development in very young students.

#### A Typical Day in a First Grade Classroom

First graders also start their day with breakfast in the classroom, while Classical music serenades their journal writing. Calendar activities follow, and ELA instruction begins with California Treasures, enhanced with activities such as team spelling relays and the

opportunity for students to be the “teacher” while guiding the class through blending activities. “Reading Detectives” focus on finding evidence in the text to answer comprehension questions. Students learn the writing process of different formats through theme related topics across the curriculum; take notes for research; and use Thinking Maps to explore and organize their ideas. First graders are now involved in the study of Core Literature as well, so a typical day might involve special projects related to selected titles (e.g., Flat Stanley for fiction, Amelia Earhart for non-fiction). In math, students are engaged by the sprints in the Eureka Math program and enjoy Eureka’s counting/warm-up games like “Sparkle” and “Happy Counting.” Students work on individual or partner whiteboards to solve problems and share math strategies with the class. Social studies lessons center around community, geography, culture, history and holidays, and first graders might be seen traveling from classroom to classroom in a special Social Studies rotation - as was recently done for Black History Month. Science exploration has become very exciting as we explore the principle of STEAM with robots, Lego building, ice villages, and FOSS activities. As part of life science, the students participate in the planting and harvesting of vegetables in our laboratory garden. Visual and performing arts might be on the afternoon agenda, when students might also be found in the art studio, computer lab, or library. Physical Education lessons comprise SPARK lessons, tennis, games with the District coach, or grade level rotations teaching recess games and rules. Students practice stretching, brain breaks and focus with Go Noodle and yoga. A visit to a first grade classroom might also find students participating in Second Step lessons to learn character building and conflict resolution.

### A Typical Day in a Second Grade Classroom

A typical day begins with breakfast served in the classroom, during which students are engaged with Common Core Standards review in English Language Arts and Math skills. Physical Education instruction follows, focusing on full body exercise that utilizes Woodlake’s track, PFA equipment, and play areas where games are learned and practiced. English Language Arts instruction includes all common Core standards for reading, spelling, phonics, listening, speaking and writing. The writing program is project based across the curriculum and includes research skills for expository writing and art instruction, using a variety of media for illustrations. Source material comes from Treasures selections as well as core literature books. After recess, the teachers read aloud. Listening to books read aloud has been proven to increase students’ skills in vocabulary development, reading, listening, and speaking. Next, students work on writing projects. Math is taught before lunch. All Common Core standards are taught through the state adopted curriculum, My Math texts, manipulatives, and Eureka Math for more in-depth practice with number sense. Students use math manipulatives to solve problems in a variety of situations: working in Table Teams, small groups, and peer tutor or with partners. Students also have internet access to IXL Math and ZEARN to differentiate their practice. These programs are useful for all levels of achievement including extra practice or enrichment. Social development is critical for students. All students enjoy being selected as Special Person of the Week, engaging in special activities, and receiving positive letters from classmates which are compiled into a

keepsake book. Afternoons are dedicated to Common Core, project based instruction in Social Science, Science, Second Step, Study Skills, Health and Art. Throughout the week, students enjoy learning experiences outside the regular classroom. These include Library, Art Studio, Computer Lab, Choral Music, Junior Chorus, and Theater.

### A Typical Day in a Third Grade Classroom

Students are working hard as you walk into their classroom in the morning, starting the day with math drills for multiplication, handwriting practice and journal writing while students eat breakfast. Students transition into Language Arts where they use core literature books and California Treasures to engage in CA CCSS reading and writing standards. Students are prompted to use graphic organizers, think-pair-share, literature circles, comprehension questions using Bloom's Taxonomy and Webb's Depth of Knowledge Dimensions to engage in their language arts curriculum. Students may be divided into differentiated groups to work in a small group setting where they partake in writing and reading activities. Students use iPads to access learning digitally as well as incorporate art and music into language arts lessons to engage student interests. Students will also be writing an expository, narrative or persuasive essay, learn about writing strategies and the process of writing, and use technology to conduct research for their writing. They could be researching the planets and writing an expository essay about all the different planets in our solar system. Additionally, students will be outside completing activities from our SPARK PE program. Students could be learning to swing a golf club, playing a strategy team game, or playing hockey. If weather does not permit, the teacher will use Go Noodle, which shows indoor fitness videos that engage students in aerobic indoor exercises. Moving into math, students will be learning about multiplication and division using Eureka Math and My Math. On Wednesdays, you can see 100 problem Wednesdays, where students have six minutes to solve 100 math problems. Throughout the year, the time decreases and students are ranked 1-24 and love the challenge amongst their friends. After lunch, students rotate between the four classes for social studies, science, second step and health. Students use the FOSS kits, interactive notebooks and online websites like School House Rocks and Brain Pop to develop more knowledge in their science topics.

### A Typical Day in a Fourth Grade Classroom

In fourth grade, you will find our students actively engaged in CA CCSS standards. The day starts with Engage NY English Language Arts curriculum where students are using novels to dive deep into the standards. You may see students reading the novel Holes and completing a project where students visualize, draw and describe the setting of the book. Students will also be analyzing Greek and Latin words to develop their vocabulary skills. Next, students will be completing the "Kickin It" part of math where they complete a math fluency activity and try to move up the chart to a black belt. Once students have finished the math fluency, students move into Engage NY Math where they complete happy counting, application problems and use online tools like Zearn to guide instruction. Students work in partners to complete the problem set of their lesson

and the teacher provides small group instruction for students who are low achieving. After math, students might be completing ballroom dancing class where they learn different influential dances with a partner. They might also be completing science experiments where they make a light bulb light up using a circuit or test what is magnetic. They could be examining the properties of rocks or learning about animal environments, taking notes in their journals and conducting research. Students may be learning about the Gold Rush and conducting research on an influential person during this time period. They will be completing a journal entry on their specific person, create an artifact out of recycled goods, complete a tri-fold poster and present an oral presentation. All throughout the day, students will be writing in every subject and concentrate on finding evidence and supporting details to support their answers. Students are having fun while learning and are being challenged.

### A Typical Day in a Fifth Grade Classroom

While walking through fifth grade, you will see students actively engaged in standards based lessons using both Chromebooks and textbooks. Students will be engaged in rigorous Engage NY English Language Arts curriculum where students will have to answer complex questions using evidence from the text. Students will be writing opinion, informative or narrative essays where they present clear topic sentences, details to support their ideas, and strong conclusion sentences in a five paragraph essay. You may see students writing an informative essay about the circulatory system and provide details about the human heart, blood and blood vessels. They will write a rough draft, peer edit and type their final draft on the computer. Students will also be completing math skills using the Engage NY curriculum. Students will complete fluency activities on whiteboards and move into taking notes on the lesson while the teacher is teaching. After direct instruction, students will move into designated math groups, where students work together to complete “must do”, “can do”, and “extension” problems and the teacher works with a small group to provide more detailed instruction. After working in groups, you will see the students debrief as a class and review the problems for the lesson. Continuing into social studies and science, students may be reading a novel called “Johnny Tremain” based on the American Revolution. Students will complete character slides and record the summary of their readings in Google Slides. While completing science reading and labs, students will take notes in their Digital Science Notebooks and complete labs on earth science, life science, and physical science. The digital science notebooks are projects where students answer NGSS questions, place photos of their science labs, and have links to differentiated video instruction.

### A Typical Day in a Special Day Class (Primary/ED)

When students enter their classroom each morning, they see two activities on the board to complete: one in math and one in Language Arts. On their desks they find a riddle to solve or a simple worksheet to complete. After breakfast is over, the students work on these problems at the board and at their desks. PE is next, followed by a writing assignment back in the classroom at 9:00. Students use a writing prompt and illustrate their writing using at least five colors. At break time, students may play with Lincoln Logs, games or puzzles. After recess, three first grade students mainstream with general education classes for math and language arts while the teacher and two remaining students work on math with a variety of math games and the My Math curriculum. Once the class is back together, all students build with Legos. Lunch is eaten together in the garden, and students play in their designated playground areas with adult support. After lunch, students work on assignments from their Independent Work Time folders. Then it is time for enrichment, which includes the arts, a lot of social skills, science and social studies.



## **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.

### **Our Vision for Student Outcomes:**

Woodlake Elementary Community Charter 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 Common Core State Standards for Social Studies. Cross curricular, hands-on project-based enrichment curricula meet or exceed State Standards for Music, Art, Physical Education, and Technology. The Woodlake program embraces the following key elements:

**Common Core State Standards:** The CCSS serve as a tool for administrators, teachers, parents and students to guide students to meet and exceed all academic standards. The CCSS provide a pacing plan and guide for teachers with their academic instruction to make sure all the needs of every student are met.

**Challenging Curriculum:** Woodlake provides challenging, engaging curriculum to provide instruction for students that allows them to meet and exceed the state and district standards.

**Student Achievement:** Woodlake's goal is to increase the number of students achieving proficiency on CAASSP, CCSS in English Language Arts, mathematics and CELDT assessments by progress monitoring and supporting students with professional development for staff and parents, after school tutoring and SDAIE strategies for English Learners.

**Trained Teachers:** Teachers are encouraged to attend trainings every year to refine and expand their academic knowledge and teaching strategies. Teachers attend trainings and bring back the information by presenting it to staff, administrators, and parents.

### **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. All the while, 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 various branches of science, such as Physical, Life, and Earth. In addition, students will

apply their skills to gain further understanding of the environment whenever possible by utilizing such resources as our school garden and on-campus recycling program.

**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:** In grades K-2, students will have access to iPads in the classroom and multiple different computer programs. Students will visit the computer lab once a week where they receive computer skills instruction from a program called Computer Wise Kids. As students progress to higher grades at Woodlake, they will have access to one-to-one Chromebooks where they practice typing, word processing skills, video recording, and making movies. Students become familiar with various applications to accomplish goals in all other disciplines such as spreadsheets, Photoshop, and Keynote/PowerPoint, Google Docs and Google Slides. The goal at Woodlake is for all students to understand the use of current technology and its real world applications.

**Arts:** Students will develop knowledge of and appreciation for the arts such as music, visual arts, theatre, and dance/creative movement. This will be promoted through an academic curriculum intertwined with our choral music, ballroom dancing and drama classes, plus our art studio.

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

## **MEASURING PUPIL OUTCOMES:**

### **SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

Woodlake Elementary Community Charter utilizes multiple standardized formative assessments to assess student learning. Woodlake uses DIBELS Reading Assessments to acquire data on students reading levels, fluency, and comprehension. The test is given three times a year, starting with a beginning benchmark score to determine if a student needs intervention. The middle and end of year assessments are used to reassess students to ensure that the intervention strategies being applied are working. Additionally, Woodlake uses CA Treasures Assessments and EngageNY English Language Arts and Math Assessments to drive instruction.

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

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

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

5th grade students are given the CST Science Assessment in the spring each year. Additionally, CELDT/ELPAC testing is performed yearly. Over the course of our Charter we have assembled much from the summative assessments/CST data and have set goals for our future Charter term:

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

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

Woodlake Community Charter will utilize standardized formative assessments which include, but are not limited to:

- DIBELS Reading Assessments (beginning, middle and end of year)
- CA Treasures Assessments (weekly and per unit)
- Engage NY ELA and Math (weekly and per unit)
- MyMath Assessments (per unit)
- District Interim Math Assessment Bank (grades TK-2, every 6-8 weeks)
- District Interim Assessments for ELA (grades TK-2, 2 times a year)
- Interim Assessment Blocks for ELA (grades 3-5, every 6-8 weeks)
- Interim Assessment Blocks for Math (grades 3-5, every 6-8 weeks)

In addition, Woodlake will utilize authentic formative assessments. Authentic formative assessments are ongoing and can better evaluate the student over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios of significant work, journals, in and out-of-class work samples, homework, teacher-created tests, teacher observations, checklists, rubrics, anecdotal records, publisher-provided criterion referenced tests, and projects. Also known as performance assessments,

these types of assessments allow for meaningful application of essential knowledge and skills and provide a wealth of data for teachers to evaluate student improvement, performance, and achievement.

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

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

#### Formative Assessments

English Language Arts-Writing	<ul style="list-style-type: none"> <li>- Critique, justify, and theorize in writing across disciplines with evidence</li> <li>-Read non-fiction text, orally discuss details, have students draw a picture and state their opinion, and provide evidence from the text</li> <li>-Inform, persuade, and expose in writing with text-based and personal evidence</li> <li>- Defend, critique and illustrate in oral and written formats</li> <li>- Describe and illuminate in oral and written format using figurative language</li> <li>- Apply vocabulary development and knowledge in written and oral format</li> <li>- Demonstrate critical thinking skills specific to</li> </ul>	<ul style="list-style-type: none"> <li>- District-mandated tests</li> <li>- Teacher-developed assignments, tests, activities, and prompts</li> <li>-Step up to Writing program</li> <li>-4 Square writing, Thinking Maps</li> <li>-Writing Journals - Digital Portfolios / Portfolios containing work of significant achievement</li> <li>- Oral Presentations and Project exhibits</li> <li>- Debate and Speech, including but not limited to in-class debates, monologues, poetry recitation, script writing and performing</li> <li>- End of unit projects</li> <li>-Interim Assessment Blocks</li> </ul>
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	<p>Depth of Knowledge degrees</p> <ul style="list-style-type: none"> <li>- Produce inquiry-based research projects aligned to thematic subjects in various disciplines</li> <li>- Creative Writing – stories &amp; poetry</li> <li>-“Think Like a Disciplinarian”, (e.g. emulate accomplished professionals)</li> </ul>	
English Language Arts-Reading	<ul style="list-style-type: none"> <li>- Identify, analyze and evaluate thematic cross-curricular literature</li> <li>- Discern relevant information after careful examination and exploration of text</li> <li>- Distinguish between fact vs. fiction and important supporting details</li> <li>- Understand cause &amp; effect and connections in rising action</li> <li>- Select and evaluate books and other “reads for pleasure” while also participating in a leveled individualized reading program</li> </ul>	<ul style="list-style-type: none"> <li>- District-mandated tests</li> <li>- Interim Assessment Blocks</li> <li>- Teacher-developed assignments, tests, and activities</li> <li>- CA Treasures Reading series</li> <li>- DIBELS</li> <li>- Close Reading</li> <li>- Project-based learning and inquiry Projects</li> <li>- Leveled Literature Circles</li> <li>- Oral Presentations and Project exhibits</li> <li>-Raz Kids</li> <li>-Newsela</li> </ul>
Math	<ul style="list-style-type: none"> <li>- Apply and practice acquired skills in daily math problem solving</li> <li>- Discern operations necessary to solve word problems</li> <li>- Persevere in solving problems, including multi-step/multiple strategy problems</li> <li>- Explain/show math strategies and justify</li> </ul>	<ul style="list-style-type: none"> <li>- District-mandated tests</li> <li>- Teacher-developed assignments, tests, and activities</li> <li>- Publishers’ classwork, homework, activities, and tests (Engage NY, My Math)</li> <li>- Manipulative-based math activities</li> <li>- Online math programs (IXL)</li> </ul>

	solutions	
Science	<ul style="list-style-type: none"> <li>- Develop theories and test them in experiments utilizing scientific inquiry process</li> <li>- Report on findings in oral or written presentation; conduct further inquiry</li> <li>- Persevere in solving problems, including multi-step problems</li> <li>- Employ language of the discipline - Use “Think Like a Disciplinarian” ideas to theorize and view other subjects such as music, art, and history as a scientist</li> <li>- Understand the need to integrate eco-friendly practices in our everyday lives to better our local and global communities</li> <li>- Incorporate STEAM curriculum</li> </ul>	<ul style="list-style-type: none"> <li>- District-based tests</li> <li>- Teacher-developed assignments, tests, and activities</li> <li>- Field studies</li> <li>- Interactive units and simulations</li> <li>- Lab-based experiments and STEAM activities (FOSS Kit materials)</li> <li>- Science note-taking and reflective journals</li> <li>- Exhibits and presentations</li> <li>- Student participation gardening program</li> </ul>
History and Social Studies	<ul style="list-style-type: none"> <li>- Understand cause and effect connections of the making of civilizations</li> <li>- Relate and connect over time patterns in events</li> <li>- Finding parallels in historical events</li> <li>- Read content area information to critique events and policies of the past</li> <li>- Interpret, information to draw conclusions and make predictions</li> <li>- Use role play</li> <li>- State/National icons/landmarks</li> <li>- Famous Figures of History</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher-developed assignments, tests, and activities</li> <li>- Field studies</li> <li>- Interactive units and simulations</li> <li>- Portfolios of significant achievement</li> <li>- Exhibits and oral presentations</li> <li>- Integration of the Arts</li> </ul>

	-Multi-cultural understanding -Novel Studies	
Technology (Media, Lab/iPads, Chromebooks)	- Use Internet for research and learn to evaluate relevant versus irrelevant information - Use word processing applications to create documents - Create spreadsheets to analyze data - Use artistic applications to create original and novel products	- Teacher-developed activities - Portfolios of significant achievement - Presentations and inquiry-based projects

## **DATA ANALYSIS AND REPORTING**

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

- Data from combined assessments continuously evaluated by teachers and administration, as it becomes available, in order to meet each student's and class's educational needs. Data is also used to identify and prioritize professional development priorities
- District assessment results and authentic assessment results are communicated to parents (by teaching staff) throughout the school year
- School-wide data is also shared in a public forum at monthly Governance Council meetings, when it's available, in order to discuss upcoming program development and education intervention priorities
- 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.



## **How Students' Progress is Reported to Families**

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

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

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

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

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

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

## ELEMENT 4 – GOVERNANCE

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

### GENERAL PROVISIONS

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

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

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

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

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

### LEGAL AND POLICY COMPLIANCE

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

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

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

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

## **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

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

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

## **RESPONDING TO INQUIRIES**

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

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

## **NOTIFICATION OF THE DISTRICT**

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

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

## **STUDENT RECORDS**

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

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

## **PARENT ENGAGEMENT**

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

## **STAKEHOLDER INVOLVEMENT**

Parents play an active role in our school, and the success of Woodlake Elementary Community Charter depends upon continuing this tradition. This highly productive collaboration between parents and educators enables us to provide the best, most

enriched education possible to our students. While parents are and will be involved in all levels of decision-making at Woodlake, their participation will help to fulfill our promise of an enriched educational experience for all children. Parents are encouraged to participate in any of the school's Committees, including Technology, Community, Safety, Positive Behavior, and Curriculum. These committees meet at least once per month.

Involvement in the Governance Council and its various Standing and Ad Hoc Committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. This collaboration among teachers and parents enables our school to continue to meet the unique and changing needs of the Woodlake students. All stakeholders and interested parties will be encouraged to contribute agenda items for discussion. Meeting schedules will be made available to the public (including on the school website and via organized email blasts), and an agenda of each meeting will be posted publicly (at the school site and on the school's website) at least 72 hours in advance thereof. All meetings will be held in accordance with the posted agenda and any items raised during any "public comment" period will be added to a later agenda for official discussion. The school's councils and committees will also comply with all Brown Act requirements related to Special Meetings. Minutes of meetings will also be posted in a public area and on the website.

In addition, in order to develop Woodlake's LCAP, the Budget Committee meets to discuss a needs assessment. The Governance Council provides a budget and LCAP overview and discusses student achievement data and school goals. To aid discussion, Woodlake also presents data from the School Report Card that presents information relevant to the state priorities, including data regarding attendance, suspension, EL progress and reclassification, academic performance in language arts and math, and parent engagement. After the data was reviewed with all stakeholders, the school leadership team drafts a proposed LCAP, aligned to the charter, for review and comment by school staff and parents. The Governance Council also reviews the proposal and provides feedback. The School Leadership Team, comprised of the principal, assistant principal, and coordinator, also discuss the LCAP at weekly staff meetings and parent meetings. In order to approve the LCAP, The School Leadership Team presents the final proposal to the Governance Council.

Additionally to having a voice on the Governance Council, all parents are given the opportunity to participate and be involved in their child's education. Our Welcome Folder given to each student at the beginning of the school year outlines the various volunteer opportunities throughout the year. These opportunities include events and communications such as informative Back-to-School Night, Open House, Coffee with the Principal, Family Curriculum Nights for ELA, Math, and Science, Parent/Teacher Surveys, Parent/Teacher Conferences, parent participation in the classrooms, campus beautification projects, PTSA-sponsored Parent Education workshops, PTSA community-building events and the PTSA newsletter. Woodlake announces these

opportunities in its weekly email blasts, Facebook, via the school website, by automated phone calls, and during our Monday morning assembly.

## **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.

### **Enrollment Procedures**

Woodlake Elementary Community Charter works and operates within the boundaries of Local District Northwest of the Los Angeles Unified School District.

In conducting the lottery, Woodlake ECC shall provide the following admission preferences, in this order of priority:

1. Prospective students who reside within the former attendance boundaries of Charter school shall have FIRST admission preference and thus are deemed exempt from the lottery.
2. Prospective students who (a) are siblings of students enrolled in grades K-4 at Charter School at the time and (b) resident within LAUSD boundaries, but not within the former attendance boundaries of Charter School shall have second admission preference.
3. All other prospective students who reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have third preference.

Woodlake Community Charter will conduct 5 prospective parent tours per school year. Student enrollment for the upcoming school year will begin in April. Interested families may receive application and enrollment information at the tour, or by visiting or calling the school office.

Families wishing to apply to Woodlake may fill out the Lottery Form during the "Enrollment Period" starting January 1st and running through the end of April.

The information from the form shall be kept confidential and will be maintained in the Woodlake office, only accessible to Woodlake office staff, administration, and PSA counselor.

### **Lottery Procedures**

If the number of pupils who wish to attend Woodlake Community Charter exceeds the school's capacity, Woodlake shall conduct a lottery. Lottery Applicants are asked to hand-deliver their completed applications to the front office during normal business hours (7:30 a.m. - 4:30 p.m., Monday-Friday). Mailed applications are accepted as well. The Lottery shall be conducted within five business days after the Application Period. The Lottery will be held on the Woodlake campus. Family members of lottery applicants and any other member of the public are welcome to attend, but attendance is not

required. A school administrator and another school employee shall conduct the random drawing of names. Parents of lottery applicants will be notified by phone within seven (7) school days from the Lottery by the office staff of their standing as either admitted or placement on the waiting list. Parents of students who are offered admission will have three (3) school days to accept or decline after being notified. The waitlist shall be held in Woodlake's office, accessible only to office staff and administration. It will not be posted for public knowledge.

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

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

### **MAGNET PROGRAM**

If Charter School offers a District-approved Magnet Program, admission to the Magnet Program shall be determined in accordance with the rules and procedures established by the District's Court-ordered Integration Program per the Crawford court order. Students dually 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: Woodlake Elementary Community Charter  
c/o School Principal  
23231 Hatteras St  
Woodland Hills, CA 91367

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.

## **ADDENDUM**

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

#### **ASSURANCES, AFFIRMATIONS, AND DECLARATIONS**

Woodlake Elementary Community Charter (also referred to herein as “Woodlake Elementary”, “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 (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 12<sup>th</sup> 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:	Woodlake Elementary Community Charter c/o School Principal 23231 Hatteras Street Woodland Hills, CA 91367
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To District:	LAUSD Attn: Director, Charter Schools Division Los Angeles Unified School District 333 South Beaudry Avenue, 20th Floor Los Angeles, California 90017
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- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon

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

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



## ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

### CLOSURE ACTION

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

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

### REVOCATION OF THE CHARTER

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

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

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

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

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

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

### **CLOSURE PROCEDURES**

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

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

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

implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

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

## **ADDITIONAL PROVISIONS**

### **FACILITIES**

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

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

### **FISCAL MATTERS**

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