



LOS ANGELES UNIFIED SCHOOL DISTRICT

WOODLAND HILLS ELEMENTARY CHARTER FOR ENRICHED STUDIES

A DISTRICT AFFILIATED CHARTER SCHOOL

22201 San Miguel Street

Woodland Hills, CA 91364

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

Woodland Hills Elementary Charter for Enriched Studies (also referred to herein as “WHECES”, “District Affiliated Charter School” and “Charter School”) shall:

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

Charter School hereby declares that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter

School for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code.

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

• The contact person for Charter School is:	<i>Antoinette Brusca, Principal</i>
• The address of Charter School is:	<i>22201 San Miguel Street, Woodland Hills, CA 91364</i>
• The phone number for Charter School is:	<i>(818) 347-9220</i>
• Charter School is located in LAUSD Board District:	<i>4</i>
• Charter School is located in LAUSD Local District:	<i>Northwest</i>
• The grade configuration of Charter School is:	<i>TK-5</i>
• The number of students in the first year of this Charter will be:	<i>710</i>
• The grade levels of the students in the first year will be:	<i>TK-5</i>
• Charter School's scheduled first day of instruction in 2017-2018 is:	<i>August 15, 2017</i>
• The current operational capacity of Charter School is: NOTE: For all District affiliated charter schools, the District determines each school's operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.)	<i>756</i>
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Traditional and Single Track</i>
• The bell schedule for Charter School will be:	<i>Grades TK-K: 7:55 am -2:22 pm (M,W,Th, F) and 7:55 -1:22 (Tuesday)</i> <i>Grades 1-5: 8:05 am -2:32 pm (M,W,Th, F) and 8:05-1:32 (Tuesday)</i>
• The term of this Charter shall be from:	<i>July 1, 2017 to June 30, 2022</i>

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

The Woodland Hills Elementary Charter for Enriched Studies community is united in its goal of renewing our status as an affiliated charter school in the Los Angeles Unified School District ("LAUSD" or the "District"). Since converting to a District Affiliated Charter School, Woodland Hills Elementary Charter for Enriched Studies, also known as WHECES, has been granted accolades such as: California Distinguished School; Top Ten Ranked Schools of all public, private and charter schools in California State by *California Charter Schools*

Association; the Bronze Award for Nutrition from US Government Department of Nutrition; the Highly-Rated Arts Program from the LAUSD; and the CA Business for Education Excellence Award.

By remaining an affiliated charter school, WHECES will continue to meet the needs of our community, as well as provide students outside of our residential area an opportunity to attend a highly-rated, award-winning, creative, project-based, innovative, competitive, advanced studies school dedicated to the success of each child.

At WHECES, we have maintained high student enrollment while maintaining high achievement with a wait list of approximately 250 students every year. Our most current CAASPP results indicate that 85% of our students are meeting or exceeding the standards in both ELA and in Math, demonstrating a 2% increase in ELA and an 8% increase in Math from 2015 to 2016. Subgroups have also demonstrated gains, i.e., our students with disabilities achieved a 12% increase in Math from 30% of students who met or exceeded the standards in 2015 to 42% in 2016. Our economically disadvantaged students achieved a 10% gain in ELA from 61% meeting or exceeding the standards in 2015 to 71% meeting or exceeding the standards in 2016. We have maintained high levels of student achievement within our similar schools from the CDE, with 85% of students exceeding the grade level standards on CAASPP in ELA and 85% exceeding the grade level standards in Math.

Within a five mile radius, WHECES is surrounded by 46 schools, including private schools, independent charter schools, and the Las Virgenes Unified schools. Our objective is to provide our community members the option of attending a high quality school with a diverse student population that challenges students academically while nurturing students socially-emotionally by incorporating positive attitudes as part of our curriculum and school culture.

The purpose of the Woodland Hills Elementary Charter for Enriched Studies affiliated charter school petition is threefold:

- First, it enables the school to build on its current strengths, facilitated by the efforts of its stakeholders including students, teachers, parents, and business partners.
- Second, it provides a focus through which the school offers a rigorous, enriched education program for a wide range of student needs.
- Third, an affiliated charter designation will enable us to aggressively implement a curriculum that not only meets but exceeds the Common Core State Standards for college and career readiness with 21st century skills.

With the resources provided through charter status, we were able to incorporate higher-order thinking skills, project-based learning, multiple intelligences, and multimedia literacy across the instructional setting. This multimedia approach to teaching and learning will emphasize communication in all its forms as a key to student success. Through the use of state-of-the-art tools and strategies in the classroom, students will grow in their ability to access information and in their understanding of their place in a global community.

Woodland Hills Elementary Charter for Enriched Studies continues to be a strong, competitive choice over private schools as we provide truly differentiated instruction to an increasingly diverse student population—special needs, identified gifted, English language learners, students performing below grade level, and our typical learners who do not require additional services but deserve instruction to meet their needs. We instill rigor in all content areas and continually update our technology with one to one devices and blended learning. By creating open door classrooms, we encourage the collaboration of classes working on relevant, STEAM activities. As an affiliated charter over the past five years, we were granted the means to achieve the goals established by the community. This allowed us to fund: two class size reduction teachers in the upper grades to reduce the class size norms; an instructional coach to provide instructional strategies for acceleration and intervention; aides and teacher assistants to provide safety and differentiated instructional support, challenging, supplemental curriculum such as EngageNY/Eureka Math, Coding and Robotics Programs for the upper grades, Visual Arts Program for all students, and develop a highly trained volunteer corps to support our school programs.

Woodland Hills Elementary Charter for Enriched Studies is a California Distinguished School. Some of the innovative features of our educational program that have been successful in meeting the needs of our students and specifically our foster youth, our English Learners, our socio-economically disadvantaged students and other subgroups include a comprehensive and progressive school-wide writing program from Learning Headquarters; school-wide implementation of the Eureka / EngageNY Mathematics Program; establishing a one to one device program for all students in grades 3-5 for daily instruction, creating systematic and diagnostic use of Lexia Reading Program school-wide for acceleration and intervention; and integrating a blended learning station for all students in grades TK-2. These features have contributed greatly to the success of identifying specific needs of our students in a timely and efficient manner so that appropriate supports and resources are provided to ensure academic growth of all students using the three tiered approach for instruction and intervention.

However, we are increasingly faced with external challenges that threaten our ability to maximize student potential. Obstacles include declining state and district budgets, growing class size, new faculty with minimal experience, and fewer faculty and support personnel. These changes have hampered our efforts to provide truly differentiated instruction to an increasingly diverse student population—special needs, foster youth, socio-economically disadvantaged, identified gifted, English language learners, students performing below grade level, and our typical learners who do not require additional services but deserve instruction to meet their needs. Our school is continually challenged to do more with less. Internally, we have encountered a growing gap between the resources needed to fully address the individual needs of every child and the practical realities of the educational climate. At the same time, we encounter mounting pressure to sustain and advance an academic program and teaching strategies to achieve even higher levels of student achievement. Status as an affiliated charter will continue to provide WHECES with a means to overcome some of these challenges and to achieve the goals established by the community. With the affiliated charter status, we would be able to reduce the class size in upper grades to approximately

28 students in each class with additional faculty and support personnel while increasing enrollment with the a lottery open to students beyond neighborhood students.

Surrounding Schools Demographic and Performance Data

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

(Surrounding School Data as per GreatSchools.org)

STUDENT POPULATION TO BE SERVED

WHECES, lies on the western border of LAUSD boundaries in the West San Fernando Valley and has the distinction of attaining the highest performance (blue) levels on the CDE Equity Report for ELA and for Math. The school opened in 1925. There are 46 private and public schools located in Woodland Hills. In the immediate geographic area of Woodland Hills, there are 12 public school options available for families that reside within a 3-mile radius of our school. We are essentially competing to maintain our status as the highest quality education available for our community, as a 10 out of 10 similar schools ranking and a statewide ranking. Our intent is to serve our attendance boundary families while at the same time opening our enrollment to an even broader base of students to strengthen the diversity of the school. We are committed to the continuing search for and referral of underrepresented populations. We believe that by becoming a more diverse school that embraces children of all ethnic and socioeconomic backgrounds, we will foster a deeper appreciation for the diversity inherent in Los Angeles and the greater global community.

Currently, the school serves children who live within our local school boundaries and students who are selected from our lottery. WHECES serves students in TK-Fifth grade. At present, Woodland Hills Elementary Charter for Enriched Studies serves 713 students in

transitional kindergarten through fifth grade with 452 students live within the boundaries defined by LAUSD, and the remaining are those non-resident students selected from our wait-list lottery. Our student body is ethnically, racially, linguistically, culturally, and economically diverse and represents local communities of Woodland Hills, West Hills, Canoga Park, and other surrounding areas, with a composition of approximately 72% White, 9% Latino, 11% Asian, 6% African American. In addition, our school's educational program serves students of all abilities. English Learners comprise 2% of our population, Socio-Economically Disadvantaged comprises 11% of our population, 6% of our population is comprised of Students with Disabilities and our Gifted and Talented population is 16.5% which exceeds the LAUSD average of 6%. This diversity is our strength. At Woodland Hills Elementary, we believe that every student has the potential to achieve mastery in the Common Core State Standards, regardless of barriers. Currently we are still considered to be one of the highest-performing schools in all of California with 85% of students meeting or exceeding the standards in ELA and in Math on the most recent Smarter Balanced Assessment Consortium (SBAC), CAASPP.

GOALS AND PHILOSOPHY

Mission and Vision

Mission Statement:

Woodland Hills Elementary Charter for Enriched Studies is a neighborhood school where children come first. All stakeholders are devoted to inspire and prepare students to achieve their highest potential academically, respect and tolerate others, nurture a love of learning, and stimulate their inherent creativity. We strive to give our students critical thinking skills, develop them physically, socially and emotionally, and provide the essential tools necessary to compete in the 21st century so they may become lifelong learners, responsible citizens, and innovative thinkers in an ever-changing diverse society.

Vision Statement:

WHECES fosters the development of creative thinking, rigorous problem solving, respect for individual differences and high ethical standards. WHECES prepares our students to be fully participating citizens and leaders of the 21st Century through an academically challenging program based on Common Core and California State Standards with integrated use of technology. WHECES is a School for Advanced Studies committed to providing our students with a rigorous and relevant education by creating an innovative and supportive environment through differentiated instructional strategies. WHECES uses Best Practices beginning in Transitional Kindergarten that collaboratively spirals through each grade level creating a rock solid foundation to lead our students through middle school, high school, college and beyond. Through a collaborative process with our Governance Council stakeholders and parent organization, Parents and Teachers Together formed by parent volunteers, we analyze our needs and ensure we have the resources to exceed our goals.

Our Goals:

Woodland Hills Elementary for Enriched Studies, will continue to provide an exemplary education through a learning program that:

- Emphasizes multidisciplinary, project-based learning that enables students to make real-life connections, ask essential questions, and think conceptually.
- Utilizes hands-on, investigative learning that assists students to problem solve, think critically, and make meaning of the world around them.
- Incorporates the arts throughout the curriculum and studies its importance throughout history and its role in establishing a culture.
- Provides authentic opportunities for students to effectively utilize all forms of communication.
- Uses technology to apply knowledge and create original work as a means of personal and group expression.
- Emphasizes a growth mindset, habits of mind, and scholarly behaviors for all.
- Addresses multiple intelligences through the use of experiential and open-ended inquiry based learning, thus producing analytical, as well as creative thinkers.
- Collaborates with all stakeholders and problem solves with shared decision making.
- Provides opportunities for all stakeholders to model continuous learning and intellectual growth.
- Expects integrity, teamwork, cooperation, positive relationships, and a genuine home-school connection.
- Develops community partnerships to connect students to the real world.

We envision an instructional program where Woodland Hills Elementary Charter for Enriched Studies students will be at the forefront of a new generation of luminaries who thrive in learning communities that extend far beyond geopolitical borders. They will understand that education is an investment in their own identity, know how to apply learned skills, take pride in their academic and career accomplishments, display cultural awareness, and strive to empower others to do to the same.

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

To help students thrive in today’s world, students should be exposed to certain competencies, such as collaboration, digital literacy, critical thinking and problem-solving. We believe that 21st century learners must be prepared to think critically, make informed decisions, collaborate effectively with others, and confidently strive to continually grow as life-learners. In order to succeed in the 21st century, all students require a solid foundation in core academic subject mastery where they are encouraged to be independent thinkers and are responsible partners in their own learning. Woodland Hills Elementary Charter for Enriched Studies incorporates the concepts of Habits of Mind when developing

our programs. To promote the mindset of a 21st century learner, Woodland Hills Elementary Charter for Enriched Studies provides an environment where students:

- Build stamina with persistence and accuracy.
- Develop critical thinking, communication, and self-management so that they may be college and career-ready.
- Embrace the mindset that diversity is our strength, acquire skills necessary to work respectfully and collaboratively from all backgrounds.
- Engage in action research to determine real world problems and create attainable solutions.
- Become self-motivated to act responsibly and be cognizant of the effects of one's actions and choices on oneself and others
- Maintain an open mind and respect other perspectives with understanding and empathy.
- Demonstrate a willingness to be flexible thinkers and to change their opinion.
- Cultivate the arts, while developing their ability to see situations from multiple perspectives.
- Develop positive attitudes and make good choices as the learning community at Woodland Hills Elementary Charter for Enriched Studies is only a small representation of the world.
- Remain cognizant of our dependence on natural resources and create systems for sustainability.
- Establish healthy choices for themselves at their school site.
- Transform instructional technology into powerful ways of communicating with 21st century skills.
- Strive for continuous life-long learning.

At WHECES, we integrate technology in all subject areas and grade levels through projects in the classroom, at home, computer lab, and enrichment class. Through researched-based projects, our students are able to acquire and refine problem-solving skills, while working individually or in small groups. As students move from grade level to grade level, students enhance their technology skills from basic keyboarding, to word processing, or google docs, PowerPoint presentations or google slides, google sheets, graphic arts, iMovie or editing programs, file sharing, google hangouts or video-conferencing, and virtual field trips. Our goal at WHECES, is to include educational technology as a foundational component of evaluating the validity of critical research, organizing student thinking and presenting student learning through a choice of multi-media products or projects. All students are provided an opportunity to participate in a rigorous curriculum that exceeds the state standards for technology. Students will be resilient and adaptable, equipped with the knowledge, skills, and the disposition to continue their education to become personally fulfilled interdependent, socially responsible adults.

How Learning Best Occurs

Woodland Hills Elementary Charter for Enriched Studies recognizes that learning best occurs when the school creates a culture of high standards and social responsibility that challenges and nurtures the development of the individual student. Teachers, parents, and community members, collectively, develop an academic climate that is all encompassing of the school, home, and broader community.

**LEARNING BEST OCCURS
WHEN:**

WHAT IT LOOKS LIKE AT WHECES:

A highly qualified and collaborative education team delivers instruction (professional development)

- A team of instructional experts such as the Assistant Principal, Instructional Coach, EL Coordinator, Testing Coordinator, and GATE Coordinator provide professional development based on the needs of the school
- Teachers collaborate in and across grade levels to ensure consistency in pedagogy and methodology
- Teachers continue pursuit of lifelong learning through professional development provided by local district, recognized educational affiliates and institutions and regional/state conferences

Students are engaged (academic rigor)

- Compacting opportunities are given
- Inquiry based instruction
- Talent based projects
- Integration of content areas
- Rigorous questioning, activities, and experimentation
- Technology-driven projects
- Systematic, cohesive curriculum K-5

Instruction provides for individualized, specific/actionable feedback, and clear expectations (meeting student needs)

- Students set goals to meet/exceed standards and track their progress
- Teachers provide timely feedback on performance with students given opportunities to reflect on growth strategies
- Instruction is differentiated according to student needs
- Small group instruction for targeted skill development

Positive, supportive school culture (social-emotional)

- Student Code of Honor
- Positive rapport with staff where students are accountable and supportive of their peers
- Monthly Awards assemblies focused on specific positive attitude / 21st century skills: Cooperation, Curiosity, Commitment, Communication, Gratitude, Creativity, Compassion, Independence, Respect and Acceptance, Honesty, Confidence, Enthusiasm
- Restorative Justice practices
- Establish growth mindset
- Schoolwide Positive Behavior Support Plan

Cohesion among stakeholders (home/school connection)

- Parent University Workshops to provide support and training to parents on education, health, finance, etc.
- Family events
- A Cadre of Volunteer Parents to support all aspects of school
- Parents participate in decision-making through service on committees and the Governance Council and School Site Council
- Parents help facilitate communication through email blasts, website, newsletter, flyers and face to face events
- Students develop school pride with spirit wear

- Parents coordinate Blue-Dot Events in which students, families, and community gather for socializing not fundraising
- Parents seek needs of school and fundraise to supply supplemental resources

Learning best occurs when all stakeholders demonstrate their individual and collective commitments to promote educational excellence with a spirit of service. Applying learning theories from Vgotsky and Piaget, we recognize the vital roles that the community and self-initiated discovery play on the development of a person's social-emotional and cognitive growth. All stakeholders work together to determine priorities and needs, establish goals, implement effective strategies coupled with action, and reflect on progress toward achievement. Adults model shared learning and shared leadership while providing opportunities for students to participate in rich, real world, meaningful experiences in order to make positive change in the community, i.e., Student Council, Food Drives, Toy Campaigns, Project Citizen, Kindness Campaigns, etc.

To continue our success as a high performing school, Woodland Hills Elementary Charter for Enriched Studies will strive for academic excellence for all students while nurturing and providing a healthy social-emotional environment. The school will continue to ensure a rigorous learning environment that supports students in experiencing success both at school and as life-long learners. This experience is provided by highly qualified teachers, support personnel, and diverse classrooms which provide accessibility for all students to succeed. Instruction in the classroom utilizes best practices based on current educational research, clear expectations, rigor, multiple modalities and pathways to learning, as well as differentiated instruction to meet the varying abilities among all students. Teachers are trained and participate in 16 hours of annual professional development in strategies for GATE and differentiated instruction. Teachers utilize research based strategies from Dr. Sandra Kaplan with tools such as the ICONS of Depth and Complexity, the Content Imperatives, Compacting for Learning, Acceleration, Novelty and providing a Choice of Product.

Woodland Hills Elementary Charter Gains in Student Achievement Over Time

Woodland Hills Elementary Charter for Enriched Studies has maintained its Academic Performance Index over 950 each year, ranking us one of the top ten schools in California Public and Charter Schools. With implementation of the Common Core State Standards and the new summative assessment SBAC, our students continue to score above the LAUSD average so they are better prepared for college and career readiness. As students engage in new concepts for the grade level, teachers also concentrate in driving good instruction through best practice teaching methodologies of collaborative grouping, differentiated instruction, targeting higher-level thinking skills, integration of the arts, experiential learning and project-based learning opportunities.

As noted in the next two charts below, we have seen a 3 point increase in the number of our students meeting or exceeding the English Language Arts Common Core State Standards on the SBAC from 2014-2015 to 2015-2016, from 82% to 85% respectively. Additionally, we

have realized a 7 point increase of students meeting or exceeding the standards in Mathematics on the SBAC from 2014-2015 to 2015-2016, from 77% to 85% respectively. The data also denotes the consistency in high performance on the SBAC for 2014-15 and 2015-2016 in comparison to other schools within the network, across the local district and across the whole district.

ELA	2014-15 % Standard Not Met	2015-16 % Standard Not Me	2014-15 % Standard Nearly Met	2015-16 % Standard Nearly Met	2014-15 % Standard Met	2015-16 % Standard Met	2014-15 % Exceeds Standard	2015-16 % Exceeds Standard	2014-15 % Met/Exceeds Standard	2015-16 % Met/Exceeds Standard
School : WOODLAND HILLS CES	5%	4%	13%	11%	25%	21%	58%	63%	82%	85%
Network : 105	33%	28%	21%	20%	24%	22%	22%	29%	46%	52%
LD : LD - NORTHWEST	30%	27%	25%	23%	29%	29%	16%	20%	44%	50%
District- LAUSD	41%	36%	26%	25%	23%	25%	10%	14%	33%	39%

Source: MYDATA Report ID: AGG28A.1T

MATH	2014-15 % Standard Not Met	2015-16 % Standard Not Me	2014-15 % Standard Nearly Met	2015-16 % Standard Nearly Met	2014-15 % Standard Met	2015-16 % Standard Met	2014-15 % Exceeds Standard	2015-16 % Exceeds Standard	2014-15 % Met/Exceeds Standard	2015-16 % Met/Exceeds Standard
School : WOODLAND HILLS CES	7%	3%	16%	12%	32%	32%	45%	54%	77%	85%
Network : 105	31%	27%	27%	26%	23%	25%	18%	23%	41%	47%
LD : LD - NORTHWEST	36%	32%	29%	28%	20%	22%	15%	18%	35%	40%
District- LAUSD	47%	43%	28%	28%	16%	17%	9%	11%	25%	29%

Source: MYDATA Report ID: AGG28A.1T

Prior to the implementation of the SBAC and in the final two years of API ranking, students demonstrated consistent gains with an increase in 8 points in 2012-2013 to the highest API of 968.

WHECES API Scores:

Year	API SCORE	CHANGE
2012-2013	968	+8
2011-2012	960	+5

CDE 2011-2013

In addition, WHECES is dedicated to continued excellence in student achievement by remaining in the top ranked schools in comparison to similar neighboring schools. Over the course of five years, as an Affiliated Charter school, Woodland Hills Elementary Charter for Enriched Studies maintained a strong API score in our Local District Northwest area. We have consistently maintained our CA Statewide API Ranking of 10 out of 10 in comparison to Similar Schools API Ranking (see chart below—API not available for 2013-2014).

WHECES API RANKING	2011-2012	2012-2013	2013-2014
Statewide API Rank	10	10	N/A
Similar Schools API Rank	9	10	N/A

CDE 2010-2013

WHECES ranks well above the District Average in all Subgroup Scores. This is because we strategically put in place numerous supports for our subgroups in an effort to assist them to meet proficiency requirements by the district. To meet the needs of students in all subgroups, supplemental curriculum is implemented, intervention support after school is scheduled in sessions, small group instruction support is planned weekly with aides and highly trained volunteers, and close monitoring through formative assessments is conducted by the teacher to assure students are meeting or exceeding grade level standards. WHECES has maintained overall increase for all students testing proficient and advanced in all subgroups. The most significant growth in English Language Arts were our English Learner Students with a 33% increase of students meeting or exceeding the standards on the CAASPP(10% increase), Students with Disabilities with a 4% increase from 2015 to 2016, and Socio-Economically Disadvantaged Students with a 9% increase from 2015 to 2016 (see table below). While Woodland Hills Elementary Charter for Enriched Studies is proud of these improvements, we still strive in learning and implementing new strategies that will guarantee growth in all subgroups. Our school will continue to take pride in creating a supporting curriculum that provides rigor and differentiation for all to meet proficiency and advance status.

Assessment DataTrends: English Language Arts

Subgroups	2011-2012 API	2012-2013 API	2013-2014	2014-2015 CAASPP	2015-2016 CAASPP
All Students	92%	94%	N/A	77%	85%
African American	83%	91%	N/A	63%	58%
Asian	98%	100%	N/A	97%	88%
Latino	90%	90%	N/A	73%	72%
White	91%	95%	N/A	81%	86%
English Learner	86%	82%	N/A	67%	100%
Students with Disabilities	68%	78%	N/A	28%	32%

Socio-Economically Disadvantaged	89%	86%	N/A	62%	71%
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Assessment Data Trends: Mathematics

Subgroups	2011-2012 CST	2012-2013 CST	2013-2014	2014-2015 CAASPP	2015-2016 CAASPP
All Students	92%	94%	N/A	77%	85%
African American	83%	91%	N/A	50%	58%
Asian	98%	100%	N/A	88%	94%
Latino	90%	90%	N/A	73%	66%
White	91%	95%	N/A	77%	87%
English Learner	86%	82%	N/A	67%	N/A
Students with Disabilities	68%	78%	N/A	24%	28%
Socio-Economically Disadvantaged	89%	86%	N/A	56%	67%

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

Over the past three years, WHECES has continually been able to decrease the number of students classified as English Learners by helping them become proficient enough to reclassify as RFEPs or Re-designated Fluent English Proficient Learners, at an early stage of EL identification. At WHECES our focus is to provide a rich language based curriculum for our English Learner population. Our goal for English Learners who are identified in

TK/Kindergarten is for reclassification by the end of second grade and/or beginning of third grade. The graph below shows the reclassification rates within a three year period.

WHECES English Learner Progress

	2013-14	2014-15	2015-16
Reclassification of English Learners at WHECES	57.1%	25%	33.3%
Reclassification of English Learners at LAUSD Similar Schools	17.2%	21.7%	17.2%
Reclassification of English Learners at District wide	12.1%	16.6%	12.1%

Additionally, the percentage of English Learner students meeting CELDT Criteria for Reclassification has consistently increased over a five year period.

WHECES ELs Meeting CELDT Criteria for Reclassification

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
English Learners	56%	75%	79%	79%	78%

During the 2012-2013 school year, all subgroups have scored well above the required state benchmark of 800. In actuality, all but two subgroups have surpassed a 900 API score (see table below).

WHECES API Subgroup Scores

Subgroups	2013 Growth API Score		
	WHECES Charter	LAUSD	State Grades 2-6
All Students	968	750	811
African American	944	697	739
Asian	998	908	920
Latino	955	729	766
White	968	871	874
Socio-Eco Disadvantaged	920	734	763
English Learners	878	667	758
SWD	841	572	669

Results for All Students in ELA and Math – Five Year Comparison

The following table below displays the percent of students achieving at the Proficient or Advanced Level on CST and the percent of students Meeting or Exceeding the Standards on the CAASPP. As we analyze the data below, we notice that WHECES students consistently perform significantly higher than the District and the State in both ELA and Math for each year from 2011-2012 through 2015-2016. The differential from WHECES' CST performance in ELA and / or Math ranges from 35% to 50% higher to that of the District or the State. Although assessments changed over the past five years from CST to CAASPP, WHECES has consistently outperformed District and State averages, far surpassing District and State averages on the CAASPP in ELA and in Math with a range from 45% to 50% percent higher. For example, the most recent results from the 2015-2016 CAASPP ELA Assessment, WHECES scored 35% higher than the district and 39.7% higher than the State. In Math, WHECES scored 45% higher than the District and 46% higher than the State.

ELA	WHECES	LAUSD	STATE	<u>MATH</u>	WHECES	LAUSD	STATE
ELA CST 2011-2012	90.25%	48%	56%	MATH CST 2011-2012	91.25%	44%	50%
ELA CST 2012-2013	92%	47%	55%	MATH 2012-2013	94.25%	45%	50%
ELA 2013-2014	N/A	N/A	N/A	MATH 2013-2014	N/A	N/A	N/A
ELA CAASPP 2014-2015	83%	44%	40.6%	MATH CAASPP 2014-2015	77%	35%	35%
ELA CAASPP 2015-2016	85%	50%	45.3%	MATH CAASPP 2015-2016	85%	40%	39%

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

WHECES Results in CST: Science- Performance Levels

Since WHECES became an Affiliated Charter the students in 5th grade taking the CST in Science have shown a high percentage of students scoring at advanced and proficient rates. Students consistently master the content and perform at high rates, while far surpassing the LAUSD and State performance averages, again, with an approximate differential range of over 40-50% higher than LAUSD and 30-42% higher than the State. WHECES has maintained an average performance rate of 94.7% over the past five years on the CST in Science.

<u>Performance Level</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>
Proficient and Advanced	94.8%	94.8%	91.9%	96.6%	95.4%
Advanced	71.5%	68.7%	70.9%	74.6%	61.5%
Proficient	23.3%	26.1%	20.9%	22.0%	33.9%
Basic	4.3%	3.5%	7.0%	3.4%	4.6%
Below Basic	0.9%	1.7%	1.2%	0%	0%
Far Below Basic	0%	0%	0%	0%	0%

The following table displays the percent of students achieving at the Proficient or Advanced Level on the CA Standards Test in Science. It again evidences the consistent significant high rate of performance in comparison to the District and to the State. For example, 97% of WHECES students scored proficient or advanced on the 2015-2016 CST-Science, which is 47% higher than the District results and 41% higher than the State results.

WHECES RESULTS IN SCIENCE – A FIVE YEAR COMPARISON

<u>CST: SCIENCE</u>	<u>WHECES</u>	<u>LAUSD</u>	<u>STATE</u>
2011-2012	94.8%	51%	60%
2012-2013	94.8%	52%	59%
2013-2014	91.9%	52%	60%
2014-2015	96.6%	47%	55%
2015-2016	95.4%	48%	54%

Source: LAUSD MYDATA

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 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> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4</p> <p><input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input type="checkbox"/></p> <p>5 <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> • Annual review of school compliance with credentialing, assignment requirements, and of teacher hiring procedures established by the District and the hiring committee which includes the union representative, grade level chairperson, a teacher from lower grade level and/or upper grade level, and the Principal (hiring committee meets at least once a year and on as needed basis to review protocols) Approved waiver is on file for the hiring of administration • Annual Williams instructional materials review and certification process: <ul style="list-style-type: none"> ○ Completing inventory in bookroom and classrooms two times per year (Aug and Jan) ○ Teachers complete a materials survey three times a year— <ul style="list-style-type: none"> ▪ August (to identify materials that they have and materials that are needed for the current school year), ▪ January (to identify materials currently have and materials needed for students for the following year for that class, to assist with ordering of materials for textbook roadshow), ▪ June (to identify materials that have been delivered to their room to ensure adequate materials for the new school year) ○ Participate in Textbook Roadshow with orders for curriculum areas in ELA, ELD, Math, Science, Social Studies and Health, using information from E-cast projections, inventory and Destiny System. 	

- Principals work with available staff to analyze teacher Textbook Sufficiency Forms in August to determine if additional materials are needed to meet sufficiency. Principal will work with neighboring schools to gather needed materials and deliver to classrooms prior to first day of school to ensure Textbook Sufficiency is met.
- Annual budget review and planning to ensure funds are available for instructional materials
- Internal and/or District annual review(s) of the state and condition of its facilities
- Ongoing maintenance and repair log, with bi-annual inspection of school facilities by Plant Manager and Principal Annual review of ELD and special education programs to identify and obtain all instructional materials needed (Principal and School SAA, ELD Coordinator)

Expected Annual Measurable Outcomes

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

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

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

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

Metric/Method for Measuring: Internal and District Annual Review

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

Outcome #3: The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter.

Metric/Method for Measuring:

Annual Williams Instructional Materials Review and Certification Process

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%

Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

WHECES LCFF GOALS AND PRIORITIES

LCFF STATE PRIORITIES-IMPLEMENTATION OF STATE STANDARDS

GOAL #2

In order to comply with the state's priority on the implementation of common core state standards, the school will deliver high quality; standards based instruction through the use of a curriculum and educational program that is aligned to common core state standards. 100% of the teachers will design standard based lessons and ensure that students are exposed to grade level state standards on a daily basis.

The school will build the capacity in teachers through differentiated Professional Development and will annually conduct a needs assessment while monitoring the design and delivery of a high-quality Common Core State Standards driven educational program.

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

- Yield improved academic performance outcomes for all students, including English Learners.
- 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 in Depth of Knowledge Questioning Strategies, Reading Comprehension Strategies, Use of Guided Reading and Leveled Readers, Implementation of TRC and Progress Monitoring, ReadWorks.org as a tool for Reading Comprehension , Analysis of Paired Texts and Writing, and our writing program by Learning Headquarters specific to grade level and genre of Narrative, Opinion and Informative Writing ;and for Mathematics in Math Fluency, Performance Task Problem Solving Strategies, TenMarks, Zearn,

and EngageNY/Eureka Math as supplemental materials. Our focus continues to be on critical thinking, problem solving, and real world applications. Teachers will implement topics presented in Professional Development Meetings into their classroom by using backward planning strategies to create a pacing plan for each subject, agree on genre or topics taught during a range of time, how to schedule and implement online learning such as Zearn, TenMarks, etc., using available resources such as technology availability and aide or volunteer support. Teachers continually go through the problem solving cycle of inquiry to determine the effectiveness of topics being implemented in the classroom.

- Use of EDST teacher evaluation system as one means of cognitive coaching to ensure quality instruction is being implemented and appropriate assistance, guidance and support is provided to those who need it in a timely manner.
- Continued professional development for teachers of English Learners on English Language Strategies with a focus on reclassification and improved performance on the SBAC, topics including Constructive Conversation Skills, Academic Vocabulary and Collocation Vocabulary, Graphic Organizers and Thinking Maps, Icons of Depth and Complexity, Designated and Integrated ELD Instruction, CELDT Training, Reclassification requirements, Integrated Curriculum, Linguistic Objectives.
- Teachers integrate strategies learned at Professional Development by planning as a grade level through planning and collaborations. They utilize resources such as technology expert, instructional coach, English Learner Coordinator to support and assist in the implementation. Principal observes classroom instruction for evidence of implementation of EL strategies and analyzes student work with teachers and coach.

Expected Annual Measurable Outcomes

Outcome #1: English Learners will meet annual AMAO 1 Targets

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

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

Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

LCFF STATE PRIORITIES-PARENTAL INVOLVEMENT						
GOAL #3						
<p>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.</p>	<div style="text-align: right; padding-right: 10px;">Related State Priorities:</div> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> 1</div> <div style="width: 33%;"><input type="checkbox"/> 4</div> <div style="width: 33%;"><input type="checkbox"/> 7</div> <div style="width: 33%;"><input type="checkbox"/> 2</div> <div style="width: 33%;"><input type="checkbox"/> 5</div> <div style="width: 33%;"><input type="checkbox"/> 8</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 3</div> <div style="width: 33%;"><input type="checkbox"/> 6</div> </div> <div style="text-align: right; padding-right: 10px; margin-top: 5px;">Local Priorities:</div> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"><input type="checkbox"/>:</div> <div style="width: 50%;"><input type="checkbox"/>:</div> </div>					
Specific Annual Actions to Achieve Goal						
<p>Maintain an effective program for parent and family involvement that includes:</p> <ul style="list-style-type: none"> Involve parents in decision making process by hosting an Orientation of our Committees and Governance Council, participate in election process and partake in governance meetings and committee meetings Send reminders, post governance and committee dates and times, agendas and minutes on Bulletin Boards and Blackboard Connect Meaningful opportunities for providing and gathering parental input about school programs and parent workshops Involving parent stakeholders in sharing and receiving information Teaching and learning how to support the educational program; parent university sessions, workshops, volunteer training cadre, etc. Use of online surveys, such as but not limited to Survey Monkey, Google Forms, etc. To increase parents completing School Experience Survey by having devices available on site in the parent center/auditorium during the available timeline, have devices available for parents to complete SES at booster club/PTO meetings; Sending reminders and communication through Blackboard Connect messages and messages in writing on Bulletin Boards inside and outside of campus. Communicate posted weekly with literature rack/flyers on two message boards, one outside campus and one located inside campus Communicate weekly via electronic marquee, Blackboard Connect Ed, voice messages and emails Communicate and invitation to leadership councils and committee meetings Parent/teacher conferences 						
Expected Annual Measurable Outcomes						
<p>Outcome #1: Percentage of parents completing the School Experience Survey annually Metric/Method for Measuring: School Experience Survey</p>						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	51% (<i>all parents</i>)	52%	53%	54%	55%	56%

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

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

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

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

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

LCFF STATE PRIORITIES-STUDENT ACHIEVEMENT	
GOAL #4	
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	Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal

- The school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program in order to (1) yield improved academic performance outcomes for all students, including English Learners, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development
- Provide or obtain training for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.
- Teachers will implement strategies in ELA in the classroom to help increase student proficiency of grade level standards—such strategies include integrating our Writing Program from Learning Headquarters to write a thorough and complete writing pieces in three genres- Opinion, Narrative and Informative; integrating technology resources such as google docs for writing, readworks.org for reading comprehension, Lexia Reading for decoding, fluency, and Text Reading Comprehension to determine Lexile Reading Levels for students' individual reading levels based on comprehension.
- Teachers will implement strategies in Math in the classroom to help increase proficiency of grade level standards—such as use of manipulatives, number bonds, tape diagrams, EngageNY/Eureka routines and performance tasks, integration of Zearn for supplemental support of Engageny lessons with individualize learning and videos, Ten Marks for individualized learning.
- Use of formative assessments such as Lexia Reports/ Reading Plus Reports, Dibels, TRC, TenMarks, Unit Assessments, Exit Tickets, Teacher Observations, etc to drive instructional focus to ensure student mastery of grade level standards.
- Monitor Long Term English Learners (LTEL's) progress through grade level meetings and SSPT monitoring
- Utilize class-size reduction teacher to target needs of EL students
- Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas
- To help increase reclassification of ELs, teachers will use ELD strategies and supplemental materials: bilingual dictionaries, audio visual support, English vocabulary, academic vocabulary, and collocation materials, Constructive Conversation Skills, graphic organizers, sentence frames, linguistic objectives, use of English language online programs if needed.
- Provide parent training and teacher training on implementing leveled readers with corresponding comprehension and vocabulary activities
- Use formative assessments and data from formative assessment kits such as TRC/LEXIA/Reading Plus; additionally analyze and use teacher observations and unit assessments to determine who needs to participate in after-school EL Academy. Based on the student need and resources available, student may be assigned one day a week to five days a week.
- Train a volunteer cadre for small group instruction in reading/writing/listening/speaking/math problem solving

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)	85%	86%	87%	88%	89%	90%

English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	71%	72%	73%	74%	75%	76%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	32%	33%	34%	35%	36%	37%
African American Students	58%	59%	60%	61%	62%	63%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	88%	89%	90%	91%	92%	93%
Filipino Students	*	*	*	*	*	*
Latino Students	72%	73%	74%	75%	76%	77%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	92%	93%	94%	95%	96%	97%
White Students	86%	87%	88%	89%	90%	91%

***Not a significant subgroup at this time**

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

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

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	85%	86%	87%	88%	89%	90%
English Learners	*	25%	26%	27%	28%	29%
Socioeconomically Disadvantaged Students	67%	68%	69%	70%	71%	72%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	28%	29%	30%	31%	32%	33%
African American Students	58%	59%	60%	61%	62%	63%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	94%	95%	96%	97%	98%	99%
Filipino Students	*	*	*	*	*	*
Latino Students	66%	67%	68%	69%	70%	71%

Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	92%	93%	94%	95%	96%	97%
White Students	87%	88%	89%	90%	91%	92%
*Not a significant subgroup at this time						
Outcome #3: Increase the number of English Learners who reclassify as Reclassified Fluent English Proficient Metric/Method for Measuring: Reclassification Data						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	20%	22%	24%	26%	28%	30%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A
*Not a significant subgroup at this time						

LCFF STATE PRIORITIES-STUDENT ENGAGEMENT

GOAL #5

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

Related State Priorities:

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

Local Priorities:

- ☐:
- ☐:

Specific Annual Actions to Achieve Goal

- Decrease the number of students missing 16 or more school days each, by following District Protocols for identifying students who are classified as truant, by meeting with teachers of students who have any un-cleared absences, sending first truancy letter to parents of students with three or more unexcused absences and / or three unexcused lateness of 30 minutes or more or a combination of both.
- Continue to monitor students classified as truant and send the second truancy notice if needed and engage in the School Attendance Review Team (SART) as an intervention measure. At this meeting, parents and administration determine obstacles and connect resources to parents to improve attendance, possibly engaging in a improvement plan or contract.
- When a student's attendance doesn't after all efforts/ interventions, school engages in the School Attendance Review Board Meeting, by seeking support from and making a referral to the District Pupil and Student Services and Attendance (PSA) .
- Increase annually the percent of students attending 173-180 days
- Maintain attendance incentive programs and award trophies to highest attendance at grade during monthly student recognition assemblies
- Conduct monthly recognition attendance awards assemblies for individual students
- Conduct SST, SSPT for students with chronic absenteeism to provide intervention services and referrals

Expected Annual Measurable Outcomes

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

Metric/Method for Measuring: Student Attendance Rates

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	78%	81%	84%	87%	90%	93%
English Learners	81%	84%	87%	90%	93%	96%
Socioeconomically Disadvantaged Students	79%	82%	85%	88%	91%	94%
Foster Youth	65%	68%	71%	74%	77%	80%
Students with Disabilities	85%	88%	91%	94%	97%	100%
African American Students	87%	90%	93%	96%	99%	100%

American Indian/Alaska Native Students	88%	91%	94%	97%	100%	100%
Asian Students	65%	68%	71%	75%	77%	80%
Filipino Students	78%	81%	84%	87%	90%	93%
Latino Students	77%	80%	83%	86%	89%	92%
Native Hawaiian/Pacific Islander Students	79%	82%	84%	87%	90%	93%
Students of Two or More Races	65%	68%	71%	74%	77%	80%
White Students	85%	88%	91%	94%	97%	100%

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

Metric/Method for Measuring: Student Attendance Rate

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	15%	14%	13%	12%	11%	10%
English Learners	12%	11%	10%	9%	8%	7%
Socioeconomically Disadvantaged Students	13%	12%	11%	10%	9%	8%
Foster Youth	12%	11%	10%	9%	8%	7%
Students with Disabilities	13%	12%	11%	10%	9%	8%
African American Students	11%	10%	9%	8%	7%	6%
American Indian/Alaska Native Students	12%	11%	10%	9%	8%	7%
Asian Students	10%	9%	8%	7%	6%	5%
Filipino Students	10%	9%	8%	7%	6%	5%
Latino Students	13%	12%	11%	10%	9%	8%
Native Hawaiian/Pacific Islander Students	7%	6%	5%	4%	3%	2%
Students of Two or More Races	12%	11%	10%	9%	8%	7%
White Students	11%	10%	9%	8%	7%	6%

LCFF STATE PRIORITIES-SCHOOL CLIMATE

GOAL #6

The school will maintain a positive school climate for students by providing strategies and support committees that deter discipline problems.

Related State Priorities:

- ☐ 1 ☐ 4 ☐ 7
☐ 2 ☐ 5 ☐ 8
☐ 3 ☒ 6

				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> • Clear expectations posted in all common areas along with rewards and consequences • Token economy for group and individuals exhibiting positive behaviors • Explicit activities teaching students to develop positive attitudes. • Recognize students at Student of the Month Assemblies who display positive attitudes such as cooperation, creativity, communication, etc. • Demonstrate and monitor rubric of implementation that describes the school wide positive discipline program • Adhere to the school safety plan- Section 5 • Discipline/Safety/Wellness committee analyzes data and makes recommendation to governance and designs improvements for staff and students to promote a positive school climate • Use of the Buddy Bench (with discussion starters) for students during recess and lunch to facilitate conflict resolution • Maintain a 0% suspension and expulsion rate by implementing a restorative justice strategies across the school 						
Expected Annual Measurable Outcomes						
Outcome #1: The school will annually maintain a 0% suspension and expulsion rate.						
Metric/Method for Measuring: School Report Card, school experience survey, office referrals						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 0 % rate	Maintain 0 % rate	Maintain 0 % rate	Maintain 0 % rate	Maintain 0 % rate	Maintain 0 % rate
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A

Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A
Outcome #2: The school will increase the number of students that understand how they are expected to act in respect to the school rules, yard expectations, and game rules by 1% annually as measured by the school experience survey.						
Metric/Method for Measuring: School Report Card, school experience survey, local data						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	91%	92%”	93%	94%	95%	96%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

LCFF STATE PRIORITIES-COURSE ACTION

GOAL #7

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

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 are posted for all core subjects of English/Language Arts, Mathematics, History/Social Studies, Physical Education, Health, and Science and offer a comprehensive enrichment program (STEAM, Media Lab, Theater, Art, Dance, Music)
- Conduct classroom observations for implementation of core subjects and provide assistance and guidance to ensure teachers are implementing CCSS and Teaching and Learning Framework
- For our comprehensive enrichment program, conduct observations, schedules, and provide assistance and guidance to ensure teachers or presenters are providing access to comprehensive enrichment program.

Expected Annual Measurable Outcomes

Outcome #1: The school will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, Physical Education, Health, and Science to **100% of its students** every year.

Metric/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
English Learners	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
Socioeconomically Disadvantaged Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Foster Youth	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
Students with Disabilities	Maintain 100% of students having	Maintain 100% of students having	Maintain 100% of students having	Maintain 100% of students	Maintain 100% of students	Maintain 100% of students

	access to the core subjects	access to the core subjects	access to the core subjects	having access to the core subjects	having access to the core subjects	having access to the core subjects
African American Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
American Indian/Alaska Native Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Asian Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Filipino Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Latino Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Native Hawaiian/Pacific Islander Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects
Students of Two or More Races	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
White Students	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects

Outcome #2: The school will offer a comprehensive enrichment program (STEAM, Media Lab, Theater, Dance, Art, Music) to 100% of its students every year.

Metric/Method for Measuring: Collection of enrichment schedules, observations of enrichment classes.

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

Students with Disabilities	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
African American Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
American Indian/Alaska Native Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Asian Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Filipino Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Latino Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Native Hawaiian/Pacific Islander Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Students of Two or More Races	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
White Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program

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:

- ☐ 1 ☐ 4 ☐ 7
☐ 2 ☐ 5 ☒ 8
☐ 3 ☐ 6

Local Priorities:

- ☐ :
☐ :

Specific Annual Actions to Achieve Goal

- Use on-Line, computer adaptive, Math and ELA systems to individualize instruction and provide individualized intervention when needed, such as Lexia, DIBELS with BURST, TRC, TenMarks.
- Provide on-going training for teachers on generating on-line reports of computer adaptive Math and ELA systems and develop and prescribe interventions for student mastery of CCSS.
- Using results of formative assessments such as DIBELS, Lexia, TRC, Smarter Balanced Interim Assessment Blocks, teachers determine which students require additional instruction with the support of aides or trained volunteers within a small group in the classroom daily during the universal access time. (Devices such as tablets, chromebooks, iPads, and Media Lab used)
- Progress monitoring occurs every six weeks or monthly where teachers will analyze reports of student data and determine appropriate interventions (either during the day in small group in the classroom by the aide or trained volunteer) with curriculum set by the teacher for targeted skill development. Teacher may refer students to weekly after-school intervention programs that are ten weeks long for the fall semester and then another ten weeks in the spring semester. Based on targeted skill, students may participate during the day, after school or both.
- Teachers will participate in professional development annually about each, DIBELS, TRC, Lexia, IAB, etc so that they understand how to implement them with fidelity and consistency for reliable results. They will learn to analyze student data from results and prescribe appropriate re-teaching. They will meet at least two times to collaborate on curriculum and instruction for grade level intervention. Teachers will meet again to review the results of the intervention to determine if students have met targets or if they need additional support.

Expected Annual Measurable Outcomes

Outcome #1: The school will implement a school wide online intervention program in Mathematics that is accessible to 100% of students to increase competencies in concepts and skills.

Metric/Method for Measuring: Diagnostic Assessments, IXL, Ten Marks, or Zearn Learning built-in 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 IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning
English Learners	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning
Socioeconomically Disadvantaged Students	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning
Foster Youth	Maintain 100% of students having	Maintain 100% of students having	Maintain 100% of students having	Maintain 100% of students	Maintain 100% of students having	Maintain 100% of students having

	access to IXL, TenMarks, Zearn Learning	access to IXL, TenMarks, Zearn Learning	access to IXL, TenMarks, Zearn Learning	having access to IXL, TenMarks, Zearn Learning	access to IXL, TenMarks, Zearn Learning	access to IXL, TenMarks, Zearn Learning
Students with Disabilities	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning
African American Students	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning
American Indian/Alaska Native Students	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning
Asian Students	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning
Filipino Students	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning
Latino Students	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning
Native Hawaiian/Pacific Islander Students	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning
Students of Two or More Races	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning
White Students	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning	Maintain 100% of students having access to IXL, TenMarks, Zearn Learning

Outcome #2: The school will implement the Lexia Reading Program school wide in English Language Arts that is accessible to 100% of students to increase Reading Comprehension and Reading Fluency.

Metric/Method for Measuring: Diagnostic Assessments, Lexia Reading built-in 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 Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia
English Learners	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia

Socioeconomically Disadvantaged Students	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia
Foster Youth	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia
Students with Disabilities	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia
African American Students	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia
American Indian/Alaska Native Students	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia
Asian Students	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia
Filipino Students	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia
Latino Students	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia
Native Hawaiian/Pacific Islander Students	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia
Students of Two or More Races	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia
White Students	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia	Maintain 100% of students having access to Lexia

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

The academic program at Woodland Hills Elementary Charter for Enriched Studies develops students into confident, competent, and lifelong learners. Our interdisciplinary approach allows students to develop talents and skills and interests. The goal is to provide a learning environment that extends student learning with depth and complexity and meets the needs of a diverse group of learners. We do so by incorporating the following Depth and Complexity elements as instructed by Dr. Sandra Kaplan, USC:

- Depth – increasing the depth to which a student explores a curricular topic
- Complexity – making relationships, connecting other concepts, and layering a “why/how”
- Novelty – providing opportunities to make personal meanings
- Acceleration – moving more rapidly through a particular curriculum as appropriate

In all areas of the curriculum, students will build on prior knowledge, increase and expand their skill sets, and apply information to solve problems and approach real world learning.

INSTRUCTIONAL DESIGN

Framework and Teaching Methodologies

WHECES' proposed teaching methodologies are framed around differentiated, experiential, and inquiry-based instruction through thematic units in a cooperative group setting. Project Based Learning (PBL) and Document Based Questioning (DBQ) units have been created in many grade levels and utilized to deepen students' critical thinking. Supporting these methodologies, WHECES teachers will utilize departmentalized instruction to provide professional development by grade-level experts and instructional leaders. All our research-based methodologies will be supported by formative and summative assessments, student work samples and a plan-instruct-reflect-revise collaborative process to help guide instruction to all learning modalities.

Instructional Framework

WHECES curriculum is based on the CA Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), the new History-Social Science Framework and all associated LAUSD instructional initiatives in language arts, mathematics, science, social studies, visual and performing arts, technology, and physical education. The curriculum will meet and exceed all state and LAUSD standards. We believe that powerful learning and addressing the needs of our targeted population are best accomplished through a balanced program, which combines curriculum-centered and student-centered instruction. Systematic direct instruction, guided practice, small group dynamics, and the application of skills through an expansive reading selection ensure that all students are exposed to district-mandated standards. Subsequently, addressing multiple intelligences through the use of experiential, digital, and open-ended inquiry-based learning produces self-motivated and well-balanced learners. We believe that integrating these modalities will help our students to become analytical as well as creative thinkers.

Teaching Methodologies

The teachers of WHECES, as well as the leadership team, will use current research and student data to drive best practice teaching methodologies while utilizing rigorous conceptual learning at each grade level. Student data will be continuously examined to determine the strengths and weaknesses of the students (far below to advanced) including *all* sub-groups (at risk, special needs, socioeconomically disadvantaged, English Learners, Standard English Learners, gifted and talented, under-achieving/non-proficient, subgroups by ethnicity, and those with Section 504 plans).

Starting in Kindergarten, our teachers will utilize the concepts of backwards planning and Understanding by Design and grade levels will create a systematically planned curriculum providing students with a solid foundation that can be scaffolded and built upon by ensuing grades. Teachers and staff will continue to stay abreast of the latest educational teaching philosophies and applications and will provide new practices to ensure mastery of all the

standards listed above. We believe it is our ethical and professional responsibility to provide informed daily instruction for every child.

To accomplish our goals, we use the methodologies listed below:

Academic Rigor

- Explore, research, and solve complex problems
- Scholarly Behaviors (Depth and Complexity)
- Revised Bloom's Taxonomy
- Webb's Depth of Knowledge

Clear Expectations

- Teachers clearly define and articulate state standards in student-friendly language to ensure academic goals are attained.
- Conceptual knowledge (knowing what to do according to rubrics)
- Procedural Knowledge (knowing how to do something)
- Reasoning (knowing when/where to do something)

Collaborative Groupings and Interaction

- Teachers create small groups in order for students to interact with their peers.
- Students Pair-share their thinking processes to maximize learning.
- Cooperative groups promote diverse perspectives, student-centered learning, and teamwork in ways that will promote 21st Century learning.
- Cooperative learning opportunities across the curriculum
- Choral reading, chanting
- Flexible groups
- Literature circles
- Peer-based Learning Model
- Socratic Seminar Discussion Groups
- Writing process, which includes peer revision and peer editing
- Talent based learning projects

Criteria Charts/Rubrics

- Focus students to effectively meet and exceed teacher expectations and objectives of the assignment.
- Rubrics and criteria charts, both teacher created and student created, are developed which align with state standards

Experiential Learning

- Hands-on, project-based, inquiry-based learning
- Student centered learning
- Independent work time, independent projects
- Use of manipulatives and realia
- Internet connectivity and collaboration
- Field trips
- Mini - plays, Reader's Theatre
- Art and Technology infused in curriculum

- Action Research for Real World Solutions

Direct Instruction

- Teachers use carefully planned direct instruction to teach standards-based lessons.

Guided & Independent Practice

- Students are provided with adequate time to be successful at demonstrating their understanding of the concepts or skills being taught.

Small Group Instruction

- Teachers create small groups to target students who need extra instructional time
- Preview and review to master grade level standards.
- Target students who need extension activities to develop their talents

Differentiated Instruction

- Whole group, small group, and individualized instruction
- Multi-media, technology enriched learning
- Team teaching.
- Specially Designed Academic Instruction in English (SDAIE)
- Direct instruction
- Guided practice
- Maintain and exceed state standards
- Opportunity to produce work in enriched ways
- Student led instruction

Differentiated Curriculum

- Graphic organizers and mind maps
- Lessons and assignments within the core curriculum appropriate to academic levels while maintaining or exceeding state standards.
- Tiered assignments (based on the work of Sandra Kaplan, PH.D)
- Compacting (based on the work of Sandra Kaplan, PH.D)
- Independent study and novelty (based on the work of Sandra Kaplan, PH.D)
- Scaffolding techniques - Thinking Maps, Accountable Talk, pre-teaching of concepts
- Lexia Learning - adaptive Language Arts application
- Interest based projects
- 95 Percent Group Reading Improvement Program is implemented in grades TK-to 2 students to find student's skill deficit in the early stages of reading.
- Implementation of program guarantees high rates in our student's reading fluency

Higher-level Thinking

- Content Imperatives
- Universal Themes
- Prove with evidence
- Synthesize, Analyze, and Evaluate (Revised Bloom's Taxonomy and Webb's Depth of Knowledge)
- Habits of Mind

- Judge with criteria
- Tailored curriculum to challenge students with novelty based on interest and ability

Integration of the Arts

- Music class
- Visual arts instruction across the curriculum
- Theater and dramatic arts activities
- Interdisciplinary student performed, plays

Project Based Learning

- demonstrate mastery of standards in novel ways with various products
- different modes of expression for enriching and extending the standards

Adhering to the proposed instructional framework and teaching methodologies mentioned above ensures WHECES' instructors can successfully meet the needs of all student learning modalities in all subgroups: Gifted, High Achieving, "Twice Exceptional", Special Education, English Language Learners, Under-Achieving/Non-Proficient, General Education, and the Socioeconomically 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, NGSS and CAASPP.

Instructional Scope and Sequence

The scope and sequence of skills to be taught across the grade levels and the different subjects the school plans to teach have been outlined below. All California state standards, including the Common Core and NGSS, will be addressed with cross grade-level planning so students receive consistent instruction. As a school for Enriched Studies, we view enrichment as challenging, innovative curriculum that is integrated into everyday teaching and presented to *all* students.

How the Curriculum Addresses California Content Standards

All components of the WHECES' curriculum plan align with the math and language arts frameworks for California public schools. All instruction is CA Common Core Standards-based and Next Generation Science Standards-based, and assessed by the CAASPP as scheduled by the CA Department of Education and the Los Angeles Unified School District.

The teaching community at WHECES, which includes staff, parents, and community partners, recognizes that the mission to fully educate students requires a commitment that all students meet or exceed the rigorous CCSS standards, with achievement measured by multiple, meaningful assessments, which in turn drive instruction.

The staff is well-versed in grade level standards, and embraces yearly professional development to stay in touch with the latest advances in pedagogical research. The curriculum used is research-based and developed to ensure that every student has equitable access to meet or exceed those standards.

Integrated Enrichment for Grades K-5

The following is a general description of our innovative school-wide enrichment program, how each element is fully integrated into the curriculum, and the evidence of research that supports the value of this approach to educating a diverse student population.

- A comprehensive and progressive school-wide writing program from Learning Headquarters integrative rich literature, writing, speaking, listening, art and technology
- School-wide implementation of the rigorous, in-depth problem solving, Eureka / EngageNY Mathematics Program
- A one to one device program for all students in grades 3-5 for 21st century, daily instruction in reading, writing, math, science, and social studies
- A systematic, diagnostic, school-wide program, Lexia Reading Program, for acceleration and intervention
- An integrated, blended learning station for all students in grades TK-2
- Enrichment programs are fully incorporated into the appropriate grade-level curriculum for all grade levels and meet or exceed the established CCSS Standards. Qualified specialists facilitate our teachers' instruction of these programs, which include dance, fine arts, music, physical education, computer lab, and STEAM.
- We have qualified as a California Distinguished School.
- Our entire school community focuses on a rigorous curriculum that exceeds the CCSS standards for all core curriculums.
- Teachers establish a Universal Theme for the year to connect, compliment, and enhance understanding across the curriculum and grade levels.
- Students will use Sandra Kaplan's strategies of depth and complexity to enrich all core curricular areas.
- Students will show a commitment to connect subjects across the disciplines.
- Students will use strategies to encourage differentiated learning.
- Students will theorize and view subjects and situations through the eyes of a Disciplinarian, think like a biologist.
- The physical education program provided to all grades is aligned to the state standards. This activity is an important component to providing our students with a healthy mind and body. This program also enhances the concepts of health, team sports and good sportsmanship while incorporating fairness in competition. At WHECES, we understand the importance of integrating the theory of physical education with organized and structured play.
- Access to a regular physical education program can enhance all aspects of development including academic performance, movement knowledge, motor

skills, and self-esteem. These benefits can be achieved through a quality physical education program. For optimum results programs should be regular, frequent, developmentally appropriate, and success-oriented.

- Field trips for curricular areas are enthusiastically supported.
- Our library is stocked with dozens of enrichment DVDs to supplement our curriculum, and there is state-of-the-art technology provided for the viewing of materials from many sources.
- Students will utilize all learning modalities (kinesthetic, visual, and auditory) in all disciplines.
- Our after-school enrichment classes are offered to students.
- A volunteer-run safety group wears vests, places cones, and supervises the morning drop-off.
- Technology is consistently used by students for research and publishing, giving them important 21st century skills.
- All students have access to technology through ipads, Chromebooks, and other devices

Language Arts

English Language Arts Program is used as a base in every classroom to provide consistency in instruction and assessment. This research-based English Language Arts program builds the skills needed for all students to become excellent readers and writers, skills essential for every learner. Core Literature emphasizes Historical Fiction with complimentary research of Primary Documents for close reading to create a cross content curriculum.

- All grades provide opportunities for advanced students to participate in accelerated reading groups that explore literature extensions.
- Thinking maps to organize thoughts and make connections.
- Reading, writing, listening, and speaking skills to support academics across disciplines.
- Critical reading skills
- Enhancing reading using literature circles, Wonders, Core Literature, SDAIE strategies, and Kaplan prompts to analyze depth and complexity.
- Developing skills to critique, justify, and theorize in compositions/writing across disciplines.
- Developing grammar, spelling, oral speaking, and active listening skills through direct instruction and vocabulary development as well as integration of language arts embedded across curriculum.
- Apply vocabulary development in written, oral, illustrated, and dramatic format.
- Demonstrate critical thinking skills specific to Revised Bloom's Taxonomy and Webb's Depth of Knowledge.
- Write across all genres specific to grade-level standards including narratives, poetry, expository writing, letters, imaginative narratives, folk tales, fairy tales, persuasive essays, and biographies.
- Provide reading materials to meet the students' independent and instructional reading abilities in a variety of texts at appropriate Lexile levels and text-complexity ranges

- Emphasize nonfiction and fiction texts in all grades to meet and exceed the CCSS requirements
- Teach foundational skills, including print concepts, phonics, word recognition, and fluency to address emergent readers
- Supplement reading support using Leveled Readers, News-ela, Readworks, Core Literature Circles, and Lexia.
- Implement The Learning Headquarters Writing Program to address persuasive/opinion, narrative, expository and informational writing
 - Critique, justify, and theorize in compositions/writing across disciplines
 - Differentiate writing instruction to meet the needs of all learners through analysis to pinpoint further scaffolding needed in small group and individual writing workshops
 - Demonstrate writing across the curriculum for a variety of audiences and purposes
- Apply speaking and listening skills by effectively engaging in a range of collaborative discussions and presentations delivered clearly using appropriate projection, expression, eye contact, and clear speech to varied audiences; through live presentations, google hangouts/skype, and recording.

Math

Our math program is aligned to the CA Common Core State Standards and follows the instructional guide established by our local district to enable all students to meet and exceed rigorous state standards. Teachers understand that math is the gatekeeper to college, and that the essential math concepts students need to be successful in algebra and geometry begin to be learned in Kindergarten. Teachers use engaging lessons that allow students to gain a deep understanding of concepts rather than learning only the algorithm without understanding the process.

- Teachers will present mathematical algorithms and concepts using MyMath and Engage New York (Eureka)
- Websites such as IXL, Zearn, Khan Academy and TenMarks provide opportunities for independent, self-paced activities for both reinforcement and enrichment.
- All grades use manipulatives, games, and math tools to encourage a deeper understanding.
- Teachers will focus on developing all students' skills necessary to solve word problems.
- Encourage multiple solutions and written explanation of answers.
- Facilitate students' use of the eight Mathematical Practices as outlined in the CCSS
- Develop students' mathematic proficiency by applying mathematical concepts and computational skills to a variety of mathematical processes.
- Develop understanding of the concepts of computations, patterns, functions, geometry, statistics, and probability.
- Apply math skills to daily problem-solving situations.

Next Generation Science Standards (NGSS)

We have incorporated the NGSS standards practice and content areas through a rigorous, hands-on experiment-based program designed to give each student the opportunity to learn science by doing (5 E's). Students are encouraged to be scientists; they wonder, hypothesize, experiment, observe, and gather data, all incorporating the California Next Generation Science Standards based on the K-12 Science Education Framework. All curricular strands: Physical, Life, and Earth Sciences, are integrated with a focus towards STEAM concepts.

- Our school uses the experimentally based FOSS Science program, 2nd edition, transitioning into the 3rd edition - Next Generation kits.
- We are constantly improving our Science Lab space, so all grades will have a place where the tools, and materials can provide optimum hands-on experiences in science.
- The sciences are taught as a cumulative learning process that builds upon prior knowledge and experiences as our students progress through the grade levels.
- The scientific method is taught and practiced throughout our grades so students will form questions, research, hypothesize, gather and analyze information to draw conclusions from data.
- Fully implement the 5E Inquiry Based Instructional Model
- Engage in the 8 science practices throughout the disciplines, which help students understand how science knowledge develops and how scientific investigation and inquiry is supported.
- Students are encouraged to understand the need for eco-friendly products and life-changes to improve our local and global community through our Student Council recycling program.
- Teachers will help students learn and apply concepts of good physical, social, and emotional health, including nutrition and substance abuse awareness.
- The following topics will be addressed at each corresponding grade level:

KINDERGARTEN

K.Forces and Interactions: Pushes and Pulls

K.Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

K.Weather and Climate

K-2.Engineering Design

FIRST GRADE

1.Waves: Light and Sound

1.Structure, Function, and Information Processing

1.Space Systems: Patterns and Cycles

K-2.Engineering Design

SECOND GRADE

2.Structure and Properties of Matter

2.Interdependent Relationships in Ecosystems

2.Earth's Systems: Processes that Shape the Earth

K-2.Engineering Design

THIRD GRADE

- 3.Forces and Interactions
- 3.Interdependent Relationships in Ecosystems: Environmental Impacts on Organisms
- 3.Inheritance and Variation of Traits: Life Cycles and Traits
- 3.Weather and Climate
- 3-5.Engineering Design

FOURTH GRADE

- 4.Energy
- 4.Waves
- 4.Structure, Function, and Information Processing
- 4.Earth's Systems: Processes that Shape the Earth
- 3-5.Engineering Design

FIFTH GRADE

- 5.Structure and Properties of Matter
- 5.Matter and Energy in Organisms and Ecosystems
- 5.Earth's Systems
- 5.Space Systems: Stars and the Solar System
- 3-5.Engineering Design

- The following are eight practices students will utilize throughout each topic:
 1. Asking questions (for science) and defining problems (for engineering)
 2. Developing and using models
 3. Planning and carrying out investigations
 4. Analyzing and interpreting data
 5. Using mathematics and computational thinking
 6. Constructing explanations (for science) and designing solutions (for engineering)
 7. Engaging in argument from evidence
 8. Obtaining, evaluating, and communicating information

Social Studies/History

The Social Studies curriculum at our school allows students to learn historical perspectives and geographical facts and provides many opportunities to conduct research using multiple resources. We are in the forefront of embracing the new California Framework for Social Studies and integrating it with the 3C Framework to create a rigorous level of inquiry, expanded content, and cross-curricular learning. The use of primary sources is stressed to deepen close reading and understanding points of view and bias in historical research. Students have the opportunity to present scholarly research not only in traditional modalities, but in a number of creative manners such as Power Point presentations, videos, movies, podcasts, dramatic, and visual presentations. All students have the opportunity to

learn about the multiple cultures represented at our school and in the community at large, and how to be a civics-minded contributing member of society.

- Early partner with Stanford Historical Education Group (SHEG) for close reading of primary documents.
- DBQ Projects and Mini-Q's have been implemented and continue to be enhanced with new projects each year.
- 'We the People' and Project Citizen bring civics back to life in the classrooms.
- Students will understand their own place in the world through studying communities, cities, states, and countries in terms of geographical settings and periods.
- Through critical thinking skills, students will relate historical events over time and be able to find parallels, patterns, contributions, and convergences.
- Students will interpret geographical and historical information to draw conclusions
- Students will understand cause and effect of historical events.
- Using role-play, simulations and interactive units, students will gain first-hand experiences
- Multicultural days are observed through many curricular activities.

Technology

"Teachers need to integrate technology seamlessly into the curriculum instead of viewing it as an add-on afterthought or an event." Heide-Hayes Jacobs, Educational Consultant 2007

- All classes have been updated with Projectors & Elmo technology, Chromebooks, and iPads. Students in grades 3-5 have a 1:1 ratio of Chromebooks or iPads, that incorporate the best practices of a traditional program with a modern, blended learning approach.
- Daily use of keyboarding skills, technological devices and appropriate applications allow for better daily assessment and student preparation for District and statewide (SBAC) testing
- All grades become familiar with areas such as coding culminating with an emphasis in 4th and 5th grade in Robotics and STEAM.
- Emphasis on technological collaboration allows for 21st Century products in all curricular areas
- An on-campus 3-D printer and computer lab gives additional opportunities for 21st Century products. A trained computer/technology assistant supports in building technological expertise through lessons such as Google Docs, Google Classroom, PowerPoint, Word, keyboarding, Excel, pamphlet creations, Photoshop, and report products that include imported internet information, curriculum support, iMovie, unit extensions, Garage Band, logic training, and links to global organizations.

Health & Physical Education

Our program will foster a life-long commitment to physical and emotional well-being using a variety of materials, equipment and strategies all meeting CCSS standards.

- Students explore three parts of Health: Mental/Emotional, Physical, Social/Family and understand how they are connected.
- Mental/Emotional: students effectively demonstrate the Six Pillars of Character as well as celebrating specific positive attitudes each month.

- Social: various Student Council driven anti-bullying projects to allow students to develop proper empathy skills and learn how to be responsible team members for the 21st Century
- School wide emphasis on stress and anger management
- Physical: Extend 5th grade district standards by incorporating the Presidential and National Fitness Standards starting in 3rd grade
- Students who exhibit positive attitudes are awarded at monthly Assemblies
- Buddy Benches allow students to problem solve and find solutions for social conflicts using I messages.

Visual Arts

While there is a strong emphasis on academic rigor, art standards are incorporated throughout the curriculum, both within the classroom and out. The school incorporates music, theatre and visual arts programs, teaching grade level standards and allowing all students for creative expression in all content areas.

- Students are exposed to the arts and learn to think creatively and solve problems by imagining various solutions.
- Teachers integrate Art across curriculum and provide a bridge between content and concept thereby embedding art into subjects as opposed to being a stand-alone idea
- Teachers work collaboratively to promote the four areas of art education: dance, music, theatre, and visual arts.
- Weekly ballroom dancing for our fifth graders culminates with a dramatic graduation production.
- We have a winter choral performance.
- Several grades perform content driven dramatic shows in their classrooms.
- Various assemblies during the year expose the students to many art forms such as: Jazz Concerts, students performing pieces to kick off literature week and the Book Fair, and grade-level productions centered on their literature and social studies curriculum.
- Several murals completed and an on-going tile wall created by students.
- The music curriculum at each grade level supports the language arts, social studies, and science curricula while meeting the California State Music Standards.

Intervention

- DIBELS and TRC systems are used to specifically assess students' knowledge to promote targeted interventions.
- Teachers work daily with at-risk students in small groups throughout the school day.
- Instructional coach is used to evaluate, support learning, monitor, and report progress for any students not already participating in our Resource Program struggling to meet any academic standards.
- We encourage community members to share their expertise with our students.
- Many teachers volunteer to tutor at-risk students after school.
- Parent cadre is trained to give teachers support in providing additional literacy experiences.

Parent Communications

- Each teacher maintains a website, featuring updates, homework assignments, and information about events and projects.
- Frequent recorded messages are relayed from our principal regarding current events and concerns.
- A monthly newsletter goes to every student
- The school web-site is updated daily with class and campus information, links, and videos
- Periodic assessments are sent home
- Academic warning notices are sent in time for intervention to improve situations.
- Earned Complimentary Reports are sent to praise and encourage exemplary work
- Conferences are available upon teacher discretion with appointments made in writing, online or by phone
- Walk-in policy for access to our principal
- Room parent team meets regularly and disseminates information through phone calls and E-Mail
- Monthly School Assemblies with announcements from PATT and school event updates
- We encourage opportunities for our parents to volunteer in class, help with web-sites, use their expertise, raise money, participate in career days, participate in all school functions, belong to our school governance programs, and involve themselves in committees such as PATT, SSC, and the Governance Council

Specific Enrichment for Each Grade Level

The following is a closer look at what specific extensions and enhancements each grade level uses every day to enrich the lives of all students at WHECES.

TK / Kindergarten Enrichment

Language Arts

- Students will have a daily journalizing activity with phonetic spelling with emphasis on conventions, writing whole words including c/v/c words, high frequency words, and words with long vowels and digraphs
- Teachers introduce the Writing Process by applying Thinking Maps which leads to writing three sentences on topic by year's end
- Students will perform oral presentations and learn to speak publicly
- Use of Treasures and Modern Curriculum Press to enhance reading and support vocabulary development whether written or oral
- Use of enriched weekly vocabulary words as well as enhanced use of synonyms to develop high level writing and speaking
- Weekly poetry books to connect figurative language with visual presentations
- Cross-curricular theatre performances related to literature

Math

- Extending patterns
- Advanced place value instruction
- Graphing—tally, bar, and pictographs used to enrich understanding of comparisons
- Zero the Hero Program is used to promote Base 10 understanding

- MyMath, Math Their Way, Engage New York, manipulatives and math games are used to enrich math instructional concepts
- Math Journals are used daily in order to connect math skills with their daily lives

Science

- Experiential, hands-on science learning with FOSS CA
- Thematic approach to learning with themes such as Space, Ocean, Life Cycles, Bodies and Nutrition, Farm and the Five Senses
- Field Trips include a hands-on experience at a local farm
- In-School Science Experiences including a Mobile Marine Lab and Nocturnal Animal Visitation

Social Studies

- Rigorous curriculum enhances content standards for History/Social Studies
- Multicultural perspectives explored with African-American and Women's History oral presentations
- Teaching of Tolerance and Diversity through multicultural celebrations and highlighting the impact of contributions that people made throughout history
- Explore elements of the local community and design a concrete representation through blocks and other objects in cooperative groupings
- Identify symbols to enhance their understanding of their community, state, country and world in which they live

Technology

- Classroom blended learning center
- Sequential development of keyboarding skills
- Internet navigation
- Identify hardware components
- Teachers communicate via email and website to provide web-links and extra assignments to enhance student learning
- Use of instructional websites such as IXL Math, Lexia, etc.

First Grade Enrichment

Language Arts

- Spell-a-thon will heighten student interest in spelling lists
- There will be writing projects that include interview techniques and use a five-step writing process. One example is writing letters to Veterans for various holidays
- Differentiated learning is implemented through creating groups based on strengths
- Extend Treasures' Nature Themes through experiential field trips to Santa Monica Pier Aquarium and In-School Field Trip from Moorpark College Exotic Animal Zoo
- Extension of lessons in a visual representation through Art Projects using tactile - kinesthetic modalities
- Thinking Maps
- Kaplan Icons

Math

- Activities offer kinesthetic components that enrich the concept of 100 and culminating in a "100 Day Project"
- Teacher created lessons with depth and complexity to concretize mathematical concepts

- Use of Marcy Cook Math Activities for extension
- Math Journals to extend concepts

Science

- Ecology study of various habitats through hands-on activities and classroom rotations
- FOSS Curriculum extended through Off-Campus Field Trips and On-Campus visitations

Social Studies

- Students learn about multicultural holidays through art, music and stories
- Visit from Community Members such as Health Professionals
- Diversity and Tolerance is explored through the exposure to notable historic events

Technology

- Blended learning centers
- Continuing keyboarding skills
- Introduction to Word Processing Strategies
- Developing more critical internet browsing
- Development of Graphic Art through Pixie Software Program
- TenMarks, IXL for math intervention and extension
- Lexia for ELA support, intervention and extension

Second Grade Enrichment

Language Arts

- Students use of performing arts to dramatize stories
- Use writing projects that include interview techniques and use a five-step writing process
- Differentiated learning through flexible, dynamic grouping based on strengths
- Poetry Recital where students present poetry in unique and creative ways
- Present their writing through dramatic poems and plays

Math

- Graphing Projects on three different graphs which include the bar graph, picture graph and circle graph. Students create a poster with a graph and a written explanation on interpreting the information
- Design and create a board game or card game incorporating one of the topic areas

Social Studies

- Wax Museum where students develop research skills on a biography, write a paper on what they have learned and present information orally by taking on the personality of the individual studied
- Ancestor Reports where students research ancestors and their country of origin and then conduct a culminating oral presentation
- Create an autobiography through a Power Point Presentation in 4 to 6 slides

Science

- Three R's- Reuse, Recycle, and Reduce whereby groups research a topic, create a poster on the topic and present information orally
- Hands-on, experiential activities connected to FOSS Curriculum

Technology

- Blended learning classroom

- Mastering mouse and keyboarding skills
- Continuing Word Processing skills
- Developing more critical internet browsing
- Development of Graphic Art through Pixie Software Program

Third Grade Enrichment

Language Arts

- We use Dr. Sandra Kaplan's gifted icons to provide depth and complexity in our study of reading skills and strategies to drive our curriculum.
- Writing books are created in all third grade classes to show integration across the curriculum.
- Core literature studies enhance our reading anthologies and provide differentiation

Math

- Math websites are utilized for differentiation
- Zearn for intervention and extension, Marilyn Burns, Multiplication tiles, IXL, challenge math
- Hands-on math activities are presented for all topics to encourage all types of learners

Science

- All three strands of science are routinely enriched through experiments using the scientific method. Students perform investigations that require inquiry and evaluations in order to appreciate the facets of all units.
- In order to fully appreciate the Matter and Energy unit, we create many hands-on activities to experience all of the facets of the unit.

Social Studies

- Historically, we go to the local Chumash Indian Regional Center and see the canyon where our local tribes lived and how they survived on a daily basis. The students play the games and walk the area of their local Indian tribe as they see how to become more eco-friendly in their own community.
- Students develop an appreciation for Native American Culture by creating Native Art.

Technology

- All areas of 3rd grade curriculum integrated with 1:1 device availability
- All students create a standards based PowerPoint Presentation utilizing internet research and computer skills.
- All elements of word processing software are explored and used
- Lexia, Google docs, IXL, piloting Seesaw (interactive, accessible by parents to view progress)

Fourth Grade Enrichment

Language Arts

- Universal themes are established in the beginning of the year and all stories are spiraled back to that connection.
- CA Treasures/CCSS and Core Literature, Wordly Wise and Words on the Vine are all used to develop and extend comprehension, higher level thinking, grammatical, spelling and vocabulary skills.
- Weekly comprehension questions are given that foster the ability to interpret facts from the story and also encourage the use of Bloom's multiple levels of thinking. For

example: critical thinking, drawing conclusions, and making inferences, using evidence from the text to support answers

- Depth and Complexity is integrated with all stories and studies
- Thinking Maps are used to reinforce knowledge
- Learning Headquarters is used extensively in writing program

Math

- Group Projects, Manipulatives, Dynamic, Flexible Grouping based on mastery of skills are used to extend the MyMath program.
- Conceptual content (Marilyn Burns) used often to deepen understanding
- Math Journals, TenMarks

Science

- Project Based Learning
- FOSS- Independent Science Journal
- Power Point Presentations based on concepts
- Scientific based Plays

Social Studies

- Off Campus Field Trips: CA Missions vary by year, Leonis Adobe, on campus Gold Rush experience
- Our California enhanced through Project based learning- Mission Reports, Explorer Reports
- Three dimensional architectural structures of a California mission
- Incorporation of technology with Power Point Presentations, Videos to concretize events.
- Core Literature Historical Stories
- Historical-based plays

Technology

- Using their individual Chromebooks, the students publish all written work in Google Docs
- Newsletters in Word
- How to Research Online and Evaluate for Reliable Sources of Information
- PowerPoint presentations to extend academic subjects
- Word processing and incorporating text and images from the internet
- Study of Artists and Periods, such as cubism, impressionism, realism.
- Art from around the World

Fifth Grade Enrichment

Language Arts

- Universal themes are established in the beginning of the year and all curricular concepts are spiraled back to that connection. Root Word Study and Vocabulary Etymology will further deepen, develop and extend comprehension, higher level thinking, grammatical, spelling and vocabulary skills.
- Students will conduct unit investigation projects which connect Core Literature with Social Studies content.
- Writing assignments connect across the disciplines
- Depth and Complexity is integrated with all stories and studies

- A Core Literature program is specifically aligned with the new History Framework to allow students to analyze multiple texts to extract themes and overlapping Big Ideas

Math

- Group Projects, Manipulatives, Dynamic, Flexible Grouping based on mastery of skills are used to extend the Engage New York (Eureka) program.
- Cross content connections are made in Science and History
- Conceptual content (Marilyn Burns) used as often as deeper understanding
- Math Journals, IXL Standard-Specific Practice Online Program, Zearn
- Student to student discussions about problem solving strategies are emphasized

Science

- Culminating year end Science field trip to the Pali Institute for application and reinforcement.
- Science classes are focused on Universal Theme that connect all curriculums
- 5E's are embraced in investigations
- Project Based Learning
- FOSS- Independent Science Journal
- Power Point Presentations based on concepts

Social Studies

- Riley's Farm Overnight Field Trip provides the opportunities for real time experiential insights of the Colonial and Revolutionary War Periods.
- History simulations are used to enhance and deepen the meaning of events.
- We the People is integrated into the general curriculum for civics instruction
- Incorporation of technology with Power Point Presentations, Videos to concretize events.
- Core Literature Historical Stories
- Historical-based plays
- Freedom Book: Photographic Essay based on the Bill of Rights
- Partnership with Stanford History Educational Group for Document Based Learning

Technology

- Continuing from 4th grade, the students create more complex PowerPoint presentations to extend academic subjects that also educate the other students that view and evaluate the presentations.
- Extensive research is done for historical and scientific projects with teacher generated Web Quests
- Opportunities for student products using iMovie, podcasts with Garage Band, Timelines
- Students use Chromebooks through Google classroom for the writing process allowing for peer editing and publishing for 21st Century skills.
- IXL and Zearn for math intervention and extension
- IXL and Lexia Learning for ELA intervention and extension

Art

- Art Program for Study of Artists and Periods
- Art from around the World connected to Literature Themes and Historical Periods

Desired Outcomes of the School's Instructional Program

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

Mathematics: Students will understand and apply formal logical reasoning, analytic and symbolic processing, arithmetic and pre-algebraic manipulation and construction. Students will also create/generate their own real world 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, Earth and Ecology. Students will formulate their hypothesis and write experiments utilizing the scientific method as they engage in hands on critical thinking experiments in our indoor science lab.

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, and understand their place as a citizen of this nation.

Technology: Students will be given the knowledge and opportunity to create a variety of digital products of their work across all disciplines. They will use word processing, slide shows, PowerPoint, sound and video recording, photography and other applications to enhance their presentations. Students will be familiar with various applications to accomplish goals in all other disciplines such as Google docs, spreadsheets, Photoshop, Keynote/PowerPoint, iMovie, Garage Band, Pixie etc. Students will understand the use of current technology and its real world applications.

Arts: Students will develop knowledge of and appreciation for the arts such as music, visual arts, theatre, and dance. This will be promoted through an academic curriculum of integrating art with subject matter.

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

Cultivating Life-Long Learners

Additionally, students at WHECES will develop lifelong learning skills and inter-personal skills, which include:

Leadership: student council will consider impact on the immediate community and the larger world, create and approve fundraising events.

Positive Attitudes. Each month, WHECES highlights a positive attitude for which students should strive (collaboration, curiosity, commitment, creativity, gratitude, independence, respect, honesty, communication, passion) to develop the whole child.

Frequency & Methods by Which Students Are Assessed

WHECES shall determine its development, implementation, or use of periodic assessments according to the needs of its students, within the limits permitted by the Education Code.

WHECES may choose to use District assessments or design its own and will determine the timing of such assessments and coordinate with the respective Local District.

WHECES believes that assessment is ongoing and affords 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 child reaches his or her proficiency level in all content areas.

At the beginning of each school year, teachers receive data for their incoming pupils from MyData, CoreK12, SBAC scores, etc. We analyze the data from the prior year and formulate an instructional agenda based on the needs of each student to determine the level of intervention needed. Teachers then plan the next step based on the data analysis. This could include small group instruction, additional assessment to identify a specific skill area of need, or referral for intervention.

We use a variety of assessment tools in order to get a comprehensive representation of student achievement. Interim Assessment and Summative Assessment Data is disaggregated by grade level and by subgroup performance. This data is collected and studied by teachers independently and at weekly grade-level collaboration. Additionally, the administration examines and discusses data on an ongoing basis throughout the year with teachers.

Standardized assessments will include, but are not limited to: SBAC (end of year), CELDT (yearly), DIBELS/TRC (beginning, middle, end of year), curriculum embedded ELA assessments for Language Arts, District Interim Math Assessment and District Interim ELA Assessments. These assessments give teachers a common measure of student performance. Teachers and administrators can make decisions regarding instructional programming based on how students are performing in relation to other students who take the same test. In conjunction with the SBAC, students in grades 3-5 will be given Interim Assessment Blocks throughout the year to assess ELA and Mathematics skills

Authentic assessments are ongoing and can better evaluate the child over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios, journals, work samples, homework, teacher-devised tests, teacher observations, checklists, anecdotal records, publisher- provided criterion-referenced tests, and projects. Performance assessments and project based assignments that are graded using a rubric also allow for meaningful application of essential knowledge and skills.

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

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.

Transitional Kindergarten provides an early childhood education program that builds a bridge between preschool years and traditional Kindergarten. Transitional Kindergarten is the first year of a two year kinder program. TK offers a nurturing environment and delivery of instruction that is developmentally appropriate for young learners as they acquire elementary school readiness skills that not only include academics, but also focus on the development of language and social-emotional skills through rich, integrated experiences.

At WHECES, the focus is on the developmental social-emotional skills while providing age appropriate and developmental experiences in language, literacy, math, the arts, science and social science. The students begin to work toward the Common Core Kindergarten content standards by the end of the year. The majority of the year the students are following the California Preschool Curriculum Framework and the Preschool Learning Foundation. All instruction is modified in order to be age and developmentally appropriate.

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.

WHECES Bell Schedules

Regular Days: 134 Days

	Start of Day	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Actual Minutes	Required Minutes	Difference
All Day TK and Kindergarten	7:55 am	10:00 am	10:20 am	11:40	12:25	2:22	322	319	3
Grades 1, 2	8:05 am	10:00 am	10:20 am	12:05	12:50	2:32	322	319	3
Grades 3, 4, 5	8:05 am	10:00 am	10:20 am	11:50	12:35	2:32	322	319	3

Professional Development Days: 38 days

	Start of Day	Start of Recess	End of Recess	Start of Lunch	End of Lunch	Dismissal	Actual Minutes	Required Minutes	Difference
All Day Kindergarten	7:55 am	10:00 am	10:20 am	11:40	12:25	1:22	262	259	3
Grades 1, 2	8:05 am	10:00 am	10:20 am	12:05	12:50	1:32	262	259	3
Grades 3, 4, 5	8:05 am	10:00 am	10:20 am	11:50	12:35	1:32	262	259	3

Minimum Days: 8 (see below)

	Start of Day	Start of Brunch	End of Brunch	Dismissal	Actual Minutes	Required Minutes	Difference
All Day Kindergarten	7:55 am	10:30 am	10:50 am	12:27	252	249	3
Grades 1, 2	8:05 am	10:30 am	10:50 am	12:37	252	249	3
Grades 3, 4, 5	8:05 am	10:30 am	10:50 am	12:37	252	249	3

Academic Calendar/Sample Daily Schedule

First Day of School: August 15, 2017

Admissions Day School Closed: September 1, 2017

Labor Day School Closed: September 4, 2017

Unassigned Day School Closed: September 21, 2017

Veterans Day School Closed: November 10, 2017

Parent Conferences- Minimum Days: November 13, 15, 16, 17, 2017

Thanksgiving Holiday: November 20-24, 2017

Minimum Day: December 15, 2017

Winter Recess: December 18 thru January 5, 2018

Second Semester Begins: January 8, 2018

MLK Jr. Observed: January 15, 2018

Presidents' Day Closed: February 19, 2018

Minimum Day: March 23, 2018

Spring Recess: March 26 thru 30, 2018

Caesar E. Chavez Closed: April 2, 2018

Memorial Day Closed: May 28, 2018

Minimum Day: June 7, 2018

Last Day of Instruction: June 7, 2018

WHECES will follow the Traditional Academic Calendar set for by the Los Angeles Unified School District, utilizing in each classroom a morning block scheduling for Language Arts and Mathematics, with the last portion of the day for Social Studies, Science and Enrichment activities. Below are sample daily schedules for each grade, which includes the subjects being taught, minutes, and dismissal time. Bell schedules above will provide information for Shortened Day, Minimum Day, and Banked Day (Professional Development Day).

Grade Level Schedules

TK Schedule

<u>Time</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>7:55-9:00</u>	7:55-8:30 Morning Activities 8:30-9:00 ELA	7:55-8:30 Morning Activities 8:30-9:00 ELA	7:55-8:30 Morning Activities 8:30-9:00 ELA	7:55-8:30 Morning Activities 8:30-9:00 ELA	7:55-8:30 Morning Activities 8:30-9:00 ELA
<u>9:00-10:00</u>	9:00-10:00 ELA / ELD	9:00-10:00 P.E. Circuits	9:00-10:00 ELA / ELD	9:00-10:00 Computer Lab	9:00-10:00 ELA / ELD
<u>10-10:20</u>	<u>RECESS</u>	<u>RECESS</u>	<u>RECESS</u>	<u>RECESS</u>	<u>RECESS</u>
<u>10:20-11:00</u>	Math	ELD	P.E.	Math	Math
<u>11:00-11:40</u>	Math (continued) Art	Math (continued) Second-Step	Math (continued) Art	Math (continued) Music	Math (continued) Second-Step
<u>11:40-12:25</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>
<u>12:25-2:00</u>	Social Studies Science	Social Studies Science	Social Studies Science	Social Studies Science	Social Studies Science
<u>2:00-2:22</u>	Review Pack Up	<u>Dismissal 1:22</u>	Review Pack Up	Review Pack Up	Review Pack Up

Kindergarten Schedule

<u>Time</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>7:55-9:00</u>	7:55-8:30 Morning Activities ELD 8:30-9:00 ELD/ ELA	7:55-8:30 Morning Activities ELD 8:30-9:00 ELA Computer Lab	7:55-8:30 Morning Activities ELD 8:30-9:00 ELD / ELA	7:55-8:30 Morning Activities ELD 8:30-9:00 ELD / ELA	7:55-8:30 Morning Activities ELD 8:30-9:00 ELD / ELA
<u>9:00-10:00</u>	9:00-10:00 ELA (continued)	9:00-10:00 PE Circuits	9:00-10:00 ELA (continued)	9:00-10:00 ELA (continued)	9:00-10:00 ELA (continued)
<u>10-10:20</u>	<u>RECESS</u>	<u>RECESS</u>	<u>RECESS</u>	<u>RECESS</u>	<u>RECESS</u>
<u>10:20-11:00</u>	Math	Math	Math	Math	Math
<u>11:00-11:40</u>	Science	Health	Science	P.E.	Science
<u>11:40-12:25</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>
<u>12:25-2:00</u>	Social Studies	Art	Library	Social Studies	Art
<u>2:00-2:22</u>	Music	<u>Dismissal 1:22</u>	Reading	Theater	Reading

Grade 1 Schedule

<u>Time</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>8:05-9:00</u>	Morning Business Journal/ Journal Share ELD	Morning Business Journal/ Journal Share ELD	Morning Business Journal/ Journal Share ELD	Morning Business Journal/ Journal Share ELD	Morning Business Journal/ Journal Share ELD
<u>9:00-10:00</u>	ELA	ELA Learning	P.E.	ELA Learning	ELA

		Headquarters Writing		Headquarters Writing	
<u>10-10:20</u>	<u>RECESS</u>	<u>RECESS</u>	<u>RECESS</u>	<u>RECESS</u>	<u>RECESS</u>
<u>10:20-11:00</u>	ELA (continued)	ELA (continued)	ELA (continued)	ELA (continued)	ELA (continued)
<u>11:00-12:00</u>	Math Engage NY	Math Engage NY	Math Engage NY Math Timed Tests	Math Engage NY	Math Engage NY
<u>12:05-12:50</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>
<u>12:50-2:00</u>	Continue Math Start Health	Second Step	Continue Math Art	Science/Social Studies	Science/Social Studies
<u>2:00-2:32</u>	Health PE	<u>Dismissal 1:22</u>	Art	Music	Theater

Grade 2 Schedule

<u>Time</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>8:05-9:00</u>	Morning Business Language Arts ELA/ELD	Morning Business Language Arts ELA/ELD	Morning Business Language Arts ELA/ELD	Morning Business Language Arts ELA/ELD	Morning Business Language Arts ELA/ELD
<u>9:00-10:00</u>	Language Arts ELA	Language Arts ELA	PE	Language Arts ELA	Language Arts ELA
<u>10-10:20</u>	<u>RECESS</u>	<u>RECESS</u>	<u>RECESS</u>	<u>RECESS</u>	<u>RECESS</u>
<u>10:20-11:00</u>	Math	Math	Math	Math	Math

<u>11:00-12:00</u>	Continue Math	Continue Math	Continue Math	Continue Math	Continue Math
<u>12:05-12:50</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>
<u>12:50-2:00</u>	P.E.	SSR/ Social Studies	SSR/ Science/ Health	SSR/ Science/ Health/ Computer Lab	SSR/ Art
<u>2:00-2:32</u>	Music	<u>Dismissal 1:22</u>	Library	Social Studies	Friday

Grade 3 Schedule

<u>Time</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>8:05-9:00</u>	ELD Daily Language/ Writing	ELD Daily Language/ Writing	ELD Daily Language/ Writing	ELD Daily Language/ Writing	ELD Daily Language/ Writing
<u>9:00-10:00</u>	Language Arts	Language Arts	P.E.	Language Arts Music	Language Arts
<u>10-10:20</u>	<u>RECESS</u>	<u>RECESS</u>	<u>RECESS</u>	<u>RECESS</u>	<u>RECESS</u>
<u>10:20-11:00</u>	Math Problem Solving	Math Problem Solving	Math Problem Solving	Math Problem Solving	Math Problem Solving
<u>11:00-11:50</u>	Math Engage NY	Math Engage NY	Math Engage NY	Math Engage NY	Math Engage NY
<u>11:50-12:35</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>
<u>12:35-2:00</u>	P.E./ Science	Social Studies	Computer Lab/ STEAM	SSR Oral Reading	P.E./ Science
<u>2:00-2:32</u>	Music / Art	<u>Dismissal 1:32</u>	Health Science	Social Studies	Theater / Art

Grade 4 Schedule

<u>Time</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>8:05-9:00</u>	STEAM	Grammar	P.E.	Grammar	Grammar
<u>9:00-10:00</u>	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
<u>10-10:20</u>	<u>RECESS</u>	<u>RECESS</u>	<u>RECESS</u>	<u>RECESS</u>	<u>RECESS</u>
<u>10:20-11:00</u>	P.E.	Language Arts	Science	Writing ELD	ELD
<u>11:00-11:50</u>	Math	Math	Math	Math	Math
<u>11:50-12:35</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>
<u>12:35-1:20</u>	ELD	ELD	Math	Science	Social Studies/ Science
<u>1:20-2:00</u>	Social Studies	Social Studies			
<u>2:00-2:32</u>	Theater	<u>Dismissal 1:32</u>	Music	Computer Lab	Art

Grade 5 Schedule

<u>Time</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>8:05-9:00</u>	ELD	ELD	ELD	ELD	ELD
<u>9:00-10:00</u>	ELA	ELA	ELA	Science	ELA
<u>10-10:20</u>	<u>RECESS</u>	<u>RECESS</u>	<u>RECESS</u>	<u>RECESS</u>	<u>RECESS</u>
<u>10:20-11:00</u>	IWT	PE	IWT	IWT	IWT

<u>11:00-11:50</u>	Math	Math	Math	Math	Math
<u>11:50-12:35</u>	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
<u>12:35-2:00</u>	STEAM	Computer Lab	Science / History	PE	Science / History
<u>2:00-2:32</u>	Science/ History	<u>Dismissal 1:32</u>	Music	Art	Theater

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.

In order to develop a comprehensive professional develop plan at WHECES, our Instructional Leadership Team works closely with teachers to determine what strengths and needs teachers have as well as analyze student data. Our curriculum/professional development committee reviews teacher surveys to determine teachers' expertise in specific areas so that they can share best practices and build capacity within our school community during Banked Time Professional Development. Teachers also share sample student work at grade level to ensure there is a cohesive path of growth from one grade level to the next, starting at TK through Grade 5. The committee also utilizes experts from the District as well as outside resources to support our initiatives. The topics are aligned with the District's

banked time professional development priorities. All state mandated Professional Development, is scheduled monthly to meet compliance with LAUSD and to inform our teachers of any new initiatives being implemented in education. State initiatives are at the core of district professional development and take priority in scheduling for the year. This includes, but is not limited to the English Learner Master Plan for English Learners, Special Education, Response to Instruction and Intervention and Special Education.

Additionally, Professional Development is differentiated based on teachers' needs. The ILT and Curriculum / Professional Development Committee determine topics for professional development by the end of the school year for the following school year. The focus is on areas such as: technology, curriculum and supplemental programs such as Eureka Math/EngageNY Math, The Learning Headquarters Writing Program, Next Generation Science Standards; positive behavior strategies and restorative justice; Scholarly Habits and Habits of Mind; Thinking Maps; Strategies for the Differentiation and for the Gifted Learner; intervention; English Language Learners; Special Education; Growth Mindset and explicit instruction on positive attitudes such as: Cooperation, Curiosity, Commitment, Gratitude, Creativity, Compassion, Communication, Independence, Respect and Acceptance, Honesty, Confidence, Enthusiasm. The committee ensures that Professional Development meets the needs of the teachers so they may better serve our students' needs.

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*.

Woodland Hills Elementary Charter for Enriched Studies ensures that all English Learners meet and/or exceed English Language proficiency and grade-level standards comparable to their fluent English peers. Our EL Coordinator manages the EL program with the Administration and ensures the Master Plan is followed and accountabilities are met.

WHECES identifies English Learners based on the Home Language Survey. WHECES provides parents of English Learners with multiple opportunities to learn about the Master Plan instructional program options to make informed decisions regarding their child's instructional placement. Structured English Immersion and Mainstream English programs are provided and taught by certified teachers.

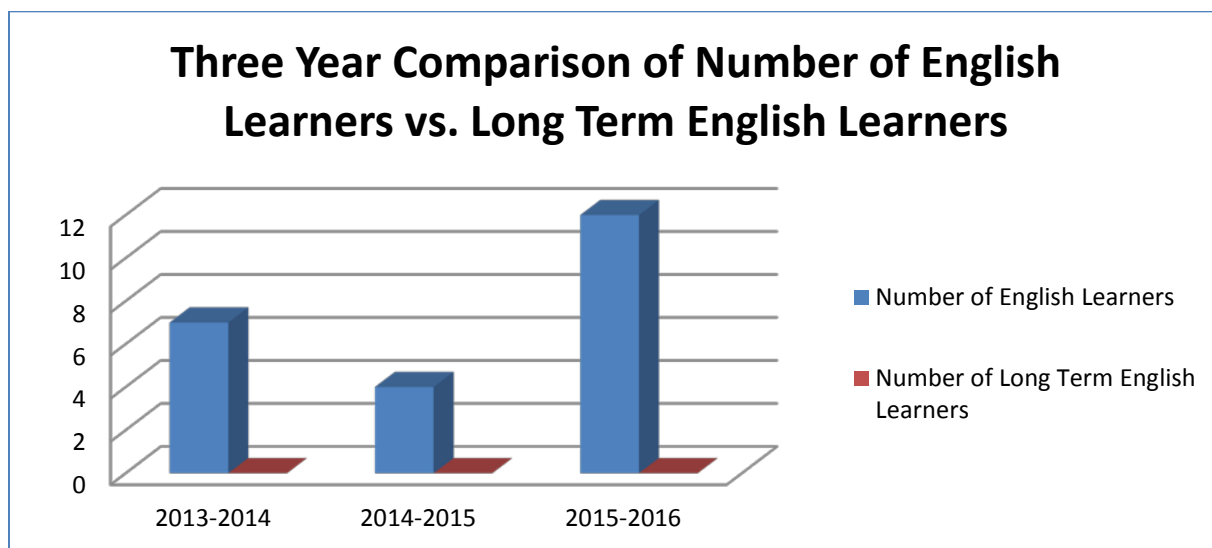
In accordance with District Policy, WHECES' teachers utilize both Designated and Integrated ELD to meet the current state ELD standards using CELDT results and ELPAC results to guide instruction. Teachers will instruct English Learners in how English works focusing on grammatical structures and vocabulary in order to successfully participate in

academic tasks. Concurrently, our English Learners will develop academic English within academic content across disciplines. A variety of SDAIE methods are used to meet the needs of our English Learners which include:

- scaffolding
- think-pair-share
- collaborative learning groups
- emphasis on learning vocabulary
- use of visual aids
- manipulatives
- graphic organizers
- thinking maps
- emphasis on different multiple intelligences

A Student Support and Progress Team (SSPT) works to ensure teachers receive support in meeting the goals for each EL student. The team meets with ELD teachers twice yearly to examine growth/progress, reclassification criteria, and to answer any questions or address concerns that the teachers may have about the status of their students.

The following chart demonstrates that we have been able to minimize the number of students who remain long term English Learners and maximize rapid progression to reclassify at WHECES.



The chart below shows the amount of students that reclassify each school year. Although District reclassification criteria have shifted from year to year, WHECES consistently is able to reclassify English Learners well before they culminate elementary school.

<i>School Year</i>	<i># EL</i>	<i># Reclassified</i>	<i>% Reclassified</i>
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2013-2014	7	4	57.1%
2014-2015	4	1	25.0%
2015-2016	12	4	33.3%

The following chart below shows that 100% of our English Learners have continued to meet CELDT Growth Targets at each performance level on the California English Language Development Test 2016-2017 vs. 2015-2016.

<i>Prior Yr CELDT Level</i>	<i>Number in Proficiency Level Prior Year</i>	<i>Percent in Proficiency Level</i>	<i>Number Meeting Growth Target</i>	<i>Percent Meeting Growth Target</i>
Beginning	2	33.3%	2	100.0%
Early Intermediate	1	16.7%	1	100.0%
Intermediate	2	33.3%	2	100.0%
Early Advanced / Advanced English Proficient	1	16.7%	1	100.0%
Grand Total	6	100.0%	6	100.0%

Also, note, 100% of our EL Learners at each grade level have met their growth targets as indicated in the CELDT Annual Change chart below.

CELDT ANNUAL CHANGE

<i>School Year:</i>	<i>2015-2016 vs. 2016-2017</i>
Grade Level	MET GROWTH
KINDERGARTEN	100.0%
FIRST GRADE	100.0%
SECOND GRADE	100.0%
THIRD GRADE	100.0%
FOURTH GRADE	100.0%
Grand Total	100.0%

Source: LAUSD MYDATA

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 Woodland Hills Elementary Charter for Enriched Studies, many students demonstrate higher level thinking skills and the ability to achieve beyond grade level standards, as is evidenced by the fact that over the last 5 years an average of 20% of our student population was identified as gifted and talented in the intellectual category, while a number of students were identified gifted in the visual arts and performing arts category. Students are identified gifted in the high achievement category in the second grade with the OLSAT-8 test. The OLSAT-8 is a nationally standardized, norm referenced, group administered assessment related to a student's ability to learn and succeed in school. Students are assessed in the verbal category, such as verbal comprehension and verbal reasoning and non-verbal category including pictorial reasoning and figural reasoning. Additionally students who score advanced on the SBAC in both reading and math for two consecutive years or for three consecutive years in either reading or math are identified gifted high achievement or specific academic, respectively. Students who demonstrate advanced abilities are referred by the classroom teacher to the gifted coordinator for intellectual testing. Teachers are asked to submit the names of students throughout the school year. Due to the numerous requests for testing by LAUSD school psychologists throughout Local District NorthWest, 1st grade teachers start the referral process to ensure students will be identified before they leave Woodland Hills Elementary Charter for Enriched Studies and are ready for middle school. As an affiliated charter school, Woodland Hills Elementary Charter for Enriched Studies will complete a fee for service form to be sent to the Charter Office for approval and then to the LAUSD GATE office for screening. The Principal and the Gifted and Talented Education Coordinator will monitor the progress of students in the GATE program and students being referred for GATE services.

We plan to purchase additional psychologist time to complete GATE testing in house. Woodland Hills Elementary Charter for Enriched Studies understands that the psychologist must be LAUSD authorized to complete GATE testing. When GATE testing is completed at the school site, processing will be completed by LAUSD GATE office for a fee for service at the current rate.

Each year when the GATE evaluation is submitted to the LAUSD Gifted and Talented office, schools are asked to answer the following 5 questions:

"Is at least 6% of the school's current total population identified as gifted?"

"Is at least 6% of the school's current African American Population identified as gifted?"

“Is at least 6% of the school’s current Latino Population identified as gifted?”

“Does the school wide gifted identification proportionately reflect the demographics of the school?”

“Are students in all ethnic subgroups actively screened and referred for gifted identification?”

Percent of Students Identified Gifted

	WHECES	Local District NW	LAUSD
Grade 2	5.9%	1.7%	0.1%
Grade 3	29.1%	14.3%	8.8%
Grade 4	30%	11.4%	8%
Grade 5	40.4%	17.9%	13%
Total Overall	16.7%	11.3%	7.47%

The chart above shows the percentage of students identified gifted from grades 2-5. This comparison chart highlights that WHECES’ overall gifted population is higher than the percentage of students identified across Local District Northwest as well as across the LAUSD.

As demonstrated in the chart below, 9.3% of our Gifted Population is African American and 9.1% of our Gifted Population is Latino, both exceeding the District threshold of 6%. The table below illustrates that we have gone above and beyond the district expectations for our gifted referrals and gifted identifications for 8 subgroups that are represented at Woodland Hills Elementary Charter for Enriched Studies.

Ethnicity	# Identified Gifted	# Students	% Identified Gifted
AMERICAN INDIAN/ALASKA NATIVE		1	
ASIAN	24	89	27.0%
BLACK	4	43	9.3%
HISPANIC	7	77	9.1%
WHITE	81	486	16.7%
FILIPINO	2	8	25.0%
PACIFIC ISLANDER		1	
UNKNOWN		1	
Overall	118	706	16.7%

To further exemplify our referrals and identifications of gifted students, the following chart shows our total population and percentage of which are identified as gifted for the past 4 years:

<i>School Year</i>	<i>Total School Population</i>	<i>Total Gifted Identification</i>	<i>% Gifted of total Population</i>
2011-2012	698	154	22%
2012-2013	688	158	23%
2013-2014	677	102	15%
2014-2015	713	114	16%
2015-2016	708	117	16.5%

The decrease in our schoolwide percentage of identified gifted students since 2013 has been a result of changes in LAUSD standardized testing and published requirements for gifted identification. Students used to be identified based on standardized test scores as early as third grade. Because the district has dropped second grade standardized testing, test based identification does not occur now until fifth grade, resulting in fewer students qualifying. The testing instrument used for psychologist based intellectual testing has been changed and has resulted in fewer students qualifying district-wide. Approximately 20% of our second grade students qualify yearly for gifted identification based on the OLSAT-8 given to all second grade students in the district.

At WHECES, students who demonstrate high achievement, but who do not qualify for official gifted identification will be offered the same opportunities as identified GATE students. Differentiated instruction is at the core of our program and occurs school-wide. Teachers receive and seek out extensive professional development in the use of the Big Idea, Universal Concepts, Content Imperatives, Depth and Complexity icons, Depth of Knowledge, Bloom's Taxonomy, Thinking Maps, Scholarly Habits, Habits of Mind, Project Based Learning and Social Emotional Needs of the Gifted. WHECES consistently applies current research-based developments in educating the gifted and talented student.

Teachers plan and implement differentiated common core standards based lessons that allow students exposure to greater depth, complexity, novelty, acceleration, and choice of product. Teachers participate in at least 16 hours of professional development annually, on classroom differentiation strategies which include individualized extensions of the curriculum, problem solving activities, creative and innovative products, and acceleration and compacting of the curriculum. Students demonstrate 21st century skills while communicating and researching through one to one chrome books grades 3-5, blended learning on iPads and chrome books in grades K-2, iTouch devices in grade Kindergarten, projectors and document readers such as the ELMO and iPevo in each room, shared Apple

TV devices, smart TVs, and a state of the art lab. Across the disciplines, students work in small groups and independently to complete investigations, projects and outreach programs to help improve society. WHECES uses LAUSD assessment tools to evaluate student progress in the GATE program.

Students Achieving Below Grade Level

Students achieving below grade level are identified by using multiple measures including: classroom assessments, anecdotal records, teacher observations, benchmark rubrics and checklists, Leveled Readers, DIBELS, TRC, DAZE, and District interim assessments for reading, writing, and math. Interim Block Assessments are administered throughout the year, in both ELA and Math, to determine students who are performing below grade level. LEXIA reading program is used to determine specific needs of students not meeting ELA grade level standards. The Smarter Balanced Assessment data and the 5th grade California Standards Test in Science are used for summative data. Formative assessments listed above occur several times a year, from weekly to every six-week period, to gauge progress and inform instruction. The summative assessments occur once a year.

Multiple interventions for students in need are provided including:

- Consistent, cohesive first teaching rooted in research-based strategies
- Small group intervention in the class with the teacher and the assistant
- Student Support and Progress Team (SSPT)

Woodland Hills Elementary Charter for Enriched Studies' Learning Center

- After-school tutoring- targeting specific areas of need in math and ELA
- Lexia After School Academy
- After School Math Club
- Small group intervention by instructional coach
- Phillips Counseling
- Parent University sessions
- School-based counseling services

Parents are provided current information within the first couple of weeks at the start of each school year, and they receive regular updates throughout the year regarding their child's progress towards meeting the grade level standards. Parent University Workshop sessions are provided each year to help parents be our partners at home. Extra materials and resources are provided for students to use at home, if needed, as well as providing students and parents' access to our school's library and computer lab after school with an assistant to guide students with homework and research.

Teachers along with the Instructional Leadership Team analyze data from formative and summative assessments to identify students who are not meeting grade level standards. They then plan and implement differentiated, targeted instruction in the classroom tailored to their needs. Teachers, aides, and core trained volunteers provide small-group and individualized pre-teaching and re-teaching. Multiple modalities of instruction are utilized to tap into the student's learning style. Teacher instructed, after-school tutoring is budgeted for

and provided when needed. Students receive prescriptive instruction in their identified areas of need.

At WHECES, we employ a diagnostic and prescriptive method of providing resources for our students performing below grade level. Teachers address the needs of students performing below grade level, as diagnosed by formative and summative assessments, through high quality first teaching. 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 small group or individual instruction, chunking assignments to make learning more comprehensible, pre-teaching and re-teaching of curricular content, repetition, additional time and practice to grasp concepts, different modalities to teach the material and have the students express their knowledge, and additional resource materials. These instructional strategies, while using the cycle of inquiry, are implemented with high intensity, duration and frequency from weekly to every six weeks, depending on the need.

An instructional coach works directly with classroom teachers to provide in-class support and intervention outside of the classroom. Students work in small groups with a credentialed teacher or trained aides or volunteers to target the specific gaps. The instruction during this intervention is planned and designed weekly, and is data and grade-level standards based, however, the material is chunked and broken down for further exploration, close reading, explanation, discussion, and manipulation which leads to conceptual understanding. Additionally, students may receive support from intense after school tutoring by our teachers and aides when necessary, on Tuesdays in the Fall and Spring and on Thursdays in the Spring, which is planned for annually as part of the Charter Block Grant budget. Additionally, an after-school Homework Club is available for students in grades 2-5 needing additional support with homework.

The Student Success Team (SST)/ SSPT meetings are held with the classroom teacher, parents, peer teacher(s) and an administrator or designee. Together the team gathers information, identifies strengths, needs, and creates a plan to help the student access the curriculum successfully in the classroom. The plan is then shared with all parties involved in assisting the student. The steps outlined in the SST action plan are monitored and followed up within six weeks to determine the level of effectiveness towards student success.

In addition, Woodland Hills Elementary Charter for Enriched Studies strives to provide intervention not only for the academic needs, but for the social-emotional needs of the children. Students who are dealing with a variety of emotional issues including loss, depression, anxiety, loneliness, or feelings of anger are referred for private one-on-one or group counseling lead by either the Phillips Graduate Institute interns or our school-based district psychologist.

Evidenced in the chart below, our sustained effort to close the achievement gap is demonstrated in our recent CAASPP SBAC scores from the Spring of 2015 and 2016, where our achievement gap was narrowed and decreased by 8% in Math from 2014-2015 to

2015-2016 and 3% in ELA from 2014-2015 to 2015-2016. WHECES' students who have nearly met or not met the standards are significantly lower than the District average

Percentage of WHECES Students at Standards <u>Not Met</u> & <u>Nearly Met</u> on SBAC				
	LAUSD (2014- 2015)	Woodland Hills Elementary Charter for Enriched Studies (2014-2015)	LAUSD (2015- 2016)	Woodland Hills Elementary Charter for Enriched Studies (2015-2016)
Mathematics	75%	23%	71%	15%
ELA	67%	18%	61%	15%

As a result of our intensive intervention programs, WHECES has steadily decreased the number of students performing at Not Met/Nearly Met on the SBAC.

Socioeconomically Disadvantaged Students

Woodland Hills Elementary Charter for Enriched Studies will identify socioeconomically disadvantaged students (SED) based on those qualifying for free and reduced meals (approximately 12%). This falls under the purview of the cafeteria manager and administration. Administration and staff will monitor and intervene as needed in order to ensure socioeconomically disadvantaged students will have access to the tools and academic support needed to be college and/or career ready. Teachers will periodically review the summative and formative data for socioeconomically disadvantaged students to determine the level of proficiency in subjects such as ELA, Math and Science. For students in this subgroup who need additional support, access to accelerations and interventions i.e., small group instruction with targeted skill development during the day and/or after school; additional access to Lexia, Zearn; after school tutoring, etc. Additional supports available include counseling or social skills practice. WHECES insures that all students are provided with equal opportunities by providing all students with:

- PE assistant/aide to help teachers develop an understanding of nutrition, fitness, and skills
- direct instruction of social skills in the classroom with Second Step Curriculum and with integrated attitude development throughout the year, daily Kindness Challenge and Kindness Week the last week in January
- enrichment such as "Coding for Kids"/ CodeSpark Academy with their vision: "Computer science is used everywhere and makes things work! Learning programming has obvious benefits like improving logic and math skills. But, coding also has non-obvious benefits such as improving reading comprehension and writing skills. Most importantly programming teaches kids how to break problems down and develop their own solutions"

- Engineering Coding, Robotics, and Science Program for grades 4-5 to develop patterning, programming and application skills to create robotic / mechanical equipment to solve a real world problem
- field trips and experiential learning
- enrichment arts instruction TK-5 through District Arts and weekly music and theater instruction for all students
- scholarships to after school enrichment programs
- Group or individual counseling from the Phillips Graduate Institute interns or the school psychologist
- Mentor program to provide additional teacher support throughout the year
- Parent University to provide no-cost support and education for parents to help their children achieve academically and socially
- After School Academies - English Learner Academy, Lexia Academy, Tuesday Academy and 95% Academy for additional academic support
- assistance with books, materials, and supplies
- Tuesday Tutoring, Thursday Tutoring
- Lexia and IXL Access

Socio-economically disadvantaged students will be given the opportunity to be tested for the gifted and talented program. They will also qualify for the GATE program by scoring 90+ on the OLSAT, in addition to teacher recommendation.

In the past five years since Woodland Hills Elementary Charter for Enriched Studies became an Affiliated Charter school, 85% of these students are scoring at or above proficient range on the ELA of the SBAC in comparison to 37% in LAUSD with the same achievement. In mathematics, 85% are scoring at or above the proficient to advanced range. This compares to 31% in LAUSD achieving the same proficiencies. Our students in this subgroup have made significant progress, and Woodland Hills Elementary Charter for Enriched Studies is committed to dedicating resources to help our students in this sub-group succeed.

Students with Disabilities

Special Education

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

Conversion Affiliated Charter

1. District Affiliated Charter School's Special Education Responsibilities

a. General Requirements

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

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

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

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

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

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

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

b. Transferring Students

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

c. Assessments

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

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

d. Alternative Placements

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

e. Least Restrictive Environment

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

f. Staffing Requirements

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

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

g. Student Discipline/Inclusion

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

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

2. Procedural Safeguards/Due Process Hearings

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

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

3. Complaints

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

4. Funding of Special Education

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

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

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

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

***Modified Consent Decree Requirements**

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

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

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

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

Students in Other Subgroups

WHECES will provide supports and resources as mentioned above based on the student's individual educational and social-emotional needs. Teachers and administration will closely monitor social emotional academic progress. Services and materials will be provided as applicable including tutoring, counseling, and necessary supplies. Philips counselors provide weekly services to children who need individual or group counseling. The therapeutic issues

may be school related, family related, and or issues within the community. A staff member will be designated to be the Homeless Education Program coordinator to implement the district's Homeless Education Program, which helps to serve families in transition by providing advocacy and referral services as needed.

A District Foster Youth Achievement Counselor and a School Foster Youth Designee are designated at WHECES to enhance educational opportunities and outcomes for our students living in foster care. Our school's point person will work with the District's Foster Youth coordinator to work with community agencies and social workers to insure the success of our foster youth students.

A Typical Day at WHECES

Nestled in the tree filled hills of the west San Fernando Valley, you come upon a beautiful school with Spanish tiled roofs which was constructed in 1925. As you tour the campus, you note lovely murals, manicured planters, a lovely reading garden, two outdoor classrooms, and several well-equipped play yards. But what is most striking is the eager, hard working, and happy learning community housed in that beautiful campus.

Teachers, staff, parents, community, and, of course, students are justifiably proud of the continuous stellar test scores that remain above 950 year after year. Our score of 968 for the last year of API ranking may be wonderful but our staff is always working and reaching for that 1,000 mark. However, the real proof of this unique learning culture is the energy and relationships which takes place within its walls. Every corner of our campus is used to provide services to our diverse student population. Visitors to our school will find a well-stocked and well-used school library, a computer lab used to support our students' technological competence, technology in every room with one to one devices for 3rd - 5th grades, a physical education program designed to build skills and healthy lifestyles, a Robotics program, as well as Theatre, Art, and Music programs helping us pursue a S.T.E.A.M. agenda. Each of these programs reflects a school/community partnership which provides all students with an equitable opportunity to enrich a rigorous and relevant academic program.

A visit to our classrooms will reveal a seasoned and well-educated, highly-qualified teaching staff which is passionately dedicated to the concept that all students are entitled to the highest-quality education. Teachers and paraprofessionals work well beyond the school day and the school year to create a nurturing and inspiring environment, both stimulating and child centered. You will find evidence of high expectations, both behaviorally and academically. Students are challenged to take responsibility for their own learning. Teachers are continually being educated about technology and differentiation to assure that all students, including Special Education students, Gifted and Talented students, English Language learners, and at-risk students, have access to a stimulating and appropriate education. All our students are fully included in general education classrooms, receiving the appropriate support through classroom accommodations, resource teacher and paraprofessional support and itinerant teacher support to assure access to rigorous grade

level standards. Even after school hours, students have access to tutoring and additional courses intended to enrich an already powerful educational experience.

The exceptional work done in the classroom could not be fully realized without the selfless and dedicated assistance of our parents and community. In classrooms, in the library, in our physical education programs, and in our healthy lunch programs, dedicated volunteers are essential to support a quality experience for all children. Our school parent organization, Parents and Teachers Together (PATT), raises funds to support enriching activities for all students at the school. Numerous neighbors and community businesses participate and support the educational goals of our school.

We warmly welcome visitors to experience the exceptional environment at Woodland Hills Elementary Charter for Enriched Studies where every adult is committed to engaging children at their current level and encouraging them as they progress toward meeting and exceeding challenging academic standards and fostering a lifelong love of learning. Below is the general overview of the day to day routine at our school.

Activity Time Block	Description Structure & Strategies	Integrated Opportunities for Program Enrichment	Outcomes
Morning Routine Community Assembly (& Morning Announcements) 8:00-8:15am	Morning assembly, held once per month; augmented by principal announcements, Students of the Month, school events and PATT presentations	-Flag Salute -Character counts -Recognition of attendance -Dedications/inductions	-Engage all community members in one setting, consistently -Venue to dispense timely, critical initiatives, student code of honor, and upcoming events -Enlist broad-based stake holder participation -Opportunity to celebrate and reflect on achievements
Language Arts Block 8:05-10:00am	Team teaching in flexible groups of standards-based content using Treasures, enhanced with Core Literature -Lecture/discussion -Teacher collaboration -Departmentalized thematic unit extensions -Universal Themes -Writing	-Cooperative Grouping -Differentiated curriculum for different learning groups -Hands-on, inquiry based instruction -Literature circles - Red Hot Root Words -Wordly Wise -Flexible Grouping -Lexia -Learning Headquarters	-Provide a stimulating, engaging & challenging environment for each and every student -Cross disciplinary projects as means to enhance critical thinking, resourcefulness -Cross curricular learning through the creative use of technology to create end products that meet all learning modalities -Effective writing, speaking and comprehension skills
Independent Work Time 10:20-10:50am	-Writing Extensions -Thematic Unit Extensions -Differentiation	-Library -Computer Lab -Learning Center -Lexia Learning	-Grade level reading -Critical reading and math skills -Writing process and revision -adaptive ELA application

	(GATE, ELL, Resource) Re-teaching Skills		
Mathematics Block 10:50-12:00	<ul style="list-style-type: none"> -Eureka Math -My Math -Departmentalized Instruction -Cooperative Learning -Hands-on Manipulative Math -Intervention 	<ul style="list-style-type: none"> -Flexible Grouping -Hands-on equations -Zearn: digital supplement to Eureka - IXL -TenMarks -Marilyn Burns -Marcy Cook 	<ul style="list-style-type: none"> -Students reach benchmark, proficient or advanced levels of proficiency in district, state and teacher generated assessments -Refined teaching content with supplemental sources to create students who effectively apply math problem solving skills to real world scenarios
Lunch 12:40-1:10	<ul style="list-style-type: none"> -Sustenance -Recycle -Physical Activities 	<ul style="list-style-type: none"> -Student Council Recycling -Nutrition Partnership 	<ul style="list-style-type: none"> -Global awareness -Cooperative play -Character education
Afternoon Routine Social Studies Science and Art Block 1:00-2:37	<ul style="list-style-type: none"> -Standards-based curriculum - Interactive/hands-on modalities to illuminate abstract concepts. These days alternate to allow for a concentration of activity on alternating days 	<ul style="list-style-type: none"> - State and district standards-based curriculum - Interactive activities & models - Hands-on Science Lab - Science Journals - Simulations -DBQ's -Project Based Units - Robotics - Hour of Code - Learning through the arts, musicals, multicultural dances, studying photography and paintings - Exhibits and Presentations - History simulations - Field Trips - Character Counts 	<ul style="list-style-type: none"> - Full integration of arts & academics with real world examples - Cause & Effect -Citizenship -Understanding of the world we live in - Connection of History to modern life
Afterschool Programs 2:30-6:00	<ul style="list-style-type: none"> -Woody's Club -Youth Services -PATT Enrichment 	<ul style="list-style-type: none"> -Social development -Physical development -Artistic opportunities -Scientific exploration -Academic support -Musical development -Technology skills 	<ul style="list-style-type: none"> -Independent thinking -Curriculum enhancement -Team building
Parent Ed 6:30-8:00	<ul style="list-style-type: none"> -Gifted/Talent -Homework Help -Parent in Control 	<ul style="list-style-type: none"> -Parents to share experiences and successes -Support from professionals 	<ul style="list-style-type: none"> -Better understanding of students with exceptional abilities -Parenting skills -How to address bullying -Academic strategies
Classroom Integrated Enrichment	PE /Music /Dance/ Theatre Depth & Complexity Acceleration Habits of Mind	-Our school is unique in that we'll have an enrichment program embedded in our classrooms on a daily basis.	Express through various art forms, knowledge and understanding of other disciplines. Students will examine and formulate deeper

	Media Lab		understandings by integrating the arts.
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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.

The staff at Woodland Hills Elementary Charter for Enriched Studies believes that a strong educational foundation is built upon highly trained, knowledgeable teachers and support staff who are provided with relevant professional development and opportunities for vertical team planning and reflecting. Teachers align a rigorous and differentiated curriculum to the Common Core State Standards and the Next Generation Science Standards. Student outcomes are based on the educational goals, specific actions, and measurable outcomes

of the eight state priorities in The Local Control Accountability Plan as outlined in Element One.

1. Basic Services

All students will receive instruction from highly qualified teachers who hold a current California teaching credential and have access to appropriate instructional materials.

2. Implementation of Common Core State Standards

Teachers will collaborate with the Instructional Leadership Team to update current pacing plans and develop lessons to ensure the implementation of CCSS to all students.

3. Parent Involvement

The school will increase the number of parents completing the school experience survey, by providing parents access to devices in the main office, during school events and during assemblies; by providing incentives for students who return the paper survey or a printed confirmation of a completed online survey; by sending reminder emails with the direct link to the survey; and by posting the link to the survey the website, . The school will increase training for parents on academic initiatives and support parents in the learning of their students by coordinating workshops with neighboring schools as a Parent University Series.

4. Student Achievement

WHECES will annually increase the number of students achieving proficiency level or above as measured by the CAASPP, SBAC, ELA and Mathematics, and increase the number of English Learners that reclassify.

5. Student Engagement

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

6. School Climate

The school will maintain a positive school climate for students by providing strategies and support committees that deter discipline problems.

7. Broad Course of Study

The school will provide the core subjects of ELA, math, history/social studies, science, health, physical education and offer a comprehensive enrichment program to 100% of its students.

8. Other Priorities

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.

Desired Outcomes of the School's Instructional Program

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

Mathematics: Students will understand and apply formal logical reasoning, analytic and symbolic processing, arithmetic and pre-algebraic manipulation and construction. Students will also create/generate their own real world word problems to gain further understanding of the applications of such processes, and discuss with peer's different problem solving strategies.

Science: Students will acquire proficiency in the fundamental concepts and terms of various branches of science, such as Physical, Life, Earth and Ecology based of the NGSS standards. Students will formulate their hypothesis and write experiments utilizing the scientific method as they engage in hands on critical thinking experiments in our indoor science lab.

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, and understand their place as a citizen of this nation.

Technology: Students will be given the knowledge and opportunity to create a variety of digital products of their work across all disciplines. They will use word processing, slide shows, PowerPoint, sound and video recording, photography and other applications to enhance their presentations. Students will be familiar with various applications to accomplish goals in all other disciplines such as Google Docs, spreadsheets, Photoshop, Keynote/PowerPoint, Hour of Code, iMovie, Garage Band, Pixie etc. Students will understand the use of current technology and its real world applications.

Arts: Students will develop knowledge of and appreciation for the arts such as music, visual arts, theatre, and dance. This will be promoted through an academic curriculum integrated into all subject areas.

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

Cultivating Life-Long Learners: Additionally, students at WHECES will develop lifelong learning skills and inter-personal skills, which include:

Leadership, Collaboration and Cooperation: Students will know and be able to demonstrate the adaptive and associative skills appropriate to their level. In grade 5

students engage in the election process to become student council members in order to represent the school in matters that enhance the school. Grades 1-5 participate in the voting process after weeklong speeches from candidates have been heard.

Goal Setting: Students will learn to set their own short-term and long-term academic goals in-keeping with their abilities and based on a high-level of expectation inherent in the school community.

Critical Thinking and Problem Solving: Students will learn to be effective problem solvers and will develop critical-thinking skills.

Self-Discipline: Students will learn to control their behavior appropriately and will respect and uphold the values of the community. Students are given opportunities to reflect when they exhibit behavior that does not show respect, so that they can make mindful decisions.

Citizenship: Students will learn and practice their civic rights and responsibilities, and will have an appreciation of their impact on the immediate community and the larger world.

Positive Attitudes: Each month WHECES highlights a positive attitude for which students should strive (collaboration, curiosity, commitment, creativity, gratitude, independence, respect, honesty, communication, and passion) to develop the whole child.

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Teachers in grades K-5 administer end of unit assessments in Math and English Language Arts to check for mastery of skills taught in each unit. Results of these assessments are used to determine which students are in need of intervention and additional challenge. All students in grades K-5 participate in Interim Writing Assessment to demonstrate mastery of skills in the writing genres- narrative, informative, opinion.

In May of each year, students in grades 3-5 are administered the Smarter Balanced Assessment Consortium in both English Language Arts and Mathematics.

Students in grade 5 are given the CST Science Assessment in the spring each year. Additionally, they participate in the 5th Grade California Fitness-Gram. Our English Learners are assessed with the CELDT upon enrollment and annually. Our overall goal is for students to remain in the top ten percent who exceed the benchmark scores in the District and within each subgroup.

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.

All students in grades K-2 and English Learners in grades 3-5 will be given the DIBELS benchmark assessment and all students in grades 3-5 will be given the TRC benchmark assessment three times per year (beginning, middle, and end of year). The beginning of the year assessment is conducted on all students to acquire a baseline for reading and comprehension levels, as well as which students are in need of intervention. The middle and end of year assessments are to reassess these students to ensure that the intervention strategies being applied are effective. Other formative assessments used school-wide include unit assessments for reading, student writing in response to literature for three genres: narrative, opinion and informative, Lexia reading individual assessments for levels 1-18 grades K-3, Reading Plus individual assessments for students in grades 4-5, Math unit assessments, exit tickets, Zearn assessments, informal daily white board responses.

With the implementation of the CAASPP / SBAC, students in grades 3-5 will be given Interim Assessment Blocks (IAB) as formative assessments throughout each year to assess the students in English Language Arts (reading/comprehension and writing) and Mathematics. These Blocks will be used to assess students' knowledge in these areas. The scores will be evaluated by the teachers and used to improve lesson planning/lessons within the classrooms, as well as apply intervention strategies for those students working below or near the standards.

The school-wide use of Lexia formative assessment helps determine students who are performing below grade level in specific reading areas. Lexia reports are examined and program lessons, that target areas where students are below grade level expectations, are used in small group settings to meet the students' needs.

Weekly ELA unit assessments are given to guide teachers in understanding what English Language Arts standards need to be reviewed and which students need intervention strategies put in place to help ensure they are performing up to standard. Data analysis during grade level planning drives the design and implementation of instructional small groups and afterschool intervention programs for student achievement.

Engage New York Math Exit Tickets are given daily to students in all grades to inform teachers of student progress and guide future instruction.

METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

Authentic Assessments: Authentic assessments are used to evaluate the needs of students on an ongoing basis and are used to inform teachers of specific student needs and guide their instructional planning. Authentic assessments used at WHECES include, but are not limited to:

- Student portfolios
- Teacher-created quizzes/tests
- Teacher observations
- Checklists
- Rubrics
- Anecdotal records
- Short-term projects
- Long-term projects

Standardized Assessments:

- Smarter Balanced Assessment Consortium (SBAC) for grades 3-5
- California English Language Development Test (CELDT)
- English Language Proficiency Assessments for California (ELPAC)
- ELA Reading Program Series Comprehension, Spelling, Vocabulary, and Fluency tests
- District Interim ELA assessments for grades K-2
- Interim Assessment Blocks (IAB) in Math and English Language Arts for grades 3-5
- DIBELS for grades K-2
- Text Reading Comprehension (TRC) for grades 3-5
- Science CAST for grade 5 students

DATA ANALYSIS and REPORTING

Woodland Hills Elementary Charter for Enriched Studies 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 include:

- Data from multiple assessment sources is continually evaluated by teachers and the administration in order to meet every student's educational needs and implement intervention strategies as needed
- District, standardized, and authentic assessment results are communicated to parents throughout the year
- School-wide data is shared in a public forum at monthly governance meetings in order to discuss upcoming program development and educational intervention priorities
- Teachers analyze data to determine students in need of Tier 2 interventions. These students receive targeted, small-group instruction in class and skills assessments are conducted on a weekly basis to determine progress. For students who are meeting and/or exceeding the standards, enrichment opportunities are made available in the form of independent or small group research projects. Students are given guidelines for the project, but are free to choose how the project will be presented to the class. Teachers use formative and summative assessment data to guide instruction and

differentiate the curriculum based on the needs of the students. The Instructional Leadership Team, in collaboration with teachers, analyzes data to form after-school intervention groups for students who, despite Tier 2 interventions, are not making adequate progress. During these intervention sessions, students receive targeted Tier 3 instruction.

How Student's Progress is Reported to Families

Individual classroom teachers are primarily accountable for assessing their students' achievements and monitoring their progress. Therefore, teachers have the most contact with families in regards to reporting student progress. Teachers send home student work on a weekly basis. This allows parents to see how their child is performing on classwork, homework, and weekly tests. If parents have questions regarding the work sent home, they can contact the teacher to discuss any concerns they may have.

Parents receive the 6-week Need to Improve Notice if their student is not meeting the current grade-level standards being covered for that reporting period. The notice indicates which subjects the student is not meeting the standards in, so the parents can work with the teacher to help the student master the standards before the end of the reporting period.

Formal parent/teacher conferences are held, for grades TK-5, at the end of the first reporting period to discuss student progress. Parents and/or teachers can request additional conferences throughout the year if they feel it is necessary.

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, a "3" for Benchmark Proficient Levels, a "2" for Partial Proficient Levels, and a "1" for Not Proficient Levels. The academic standards include specific learning topics in the different subject areas for each grade level: Language Arts (reading, writing, listening, speaking), Mathematics, History/Social Science, Science, Health, Physical Education, and the Arts. The standards for work and study habits include: makes good use of time, works independently, organizational skills, and quality and completeness of work. The standards for learning and social skills include: respect, cooperation, dependability, responsibility, self-control, and the ability to play fairly with appropriate conflict resolution.

Teachers also use the Home Connect portion of MCLASS to print individual student reports after each of the three assessment periods. The reports are sent home to parents so they can see the progress their students are making.

Measurable Goals

(CAASPP/ Smarter Balanced Assessment Consortium and Science CAST):

- The school's overall score will be in the top 10% or higher in the district and subgroups will exceed the benchmark score
- 85% or more of students will achieve Standards Met or Exceeded in ELA/Literacy
- 85% or more of students will achieve Standards Met or Exceeded in Math

- 85% or more of fifth grade students will score Proficient or Advanced on the Science CAST
- English Language Learners acquiring English Proficiency will grow by 1% each year of the Charter term
- 85% of students will have 96 % or higher attendance

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.

Stakeholder Involvement

Parents play a very active role in our school and the success of WHECES depends upon continuing this tradition. The highly productive collaboration between parents and educators enables us to provide the best, most enriched education possible. While parents are and will be involved in all levels of decision-making at WHECES, their primary role will be to help to fulfill our promise of an enriched educational experience for all children. Parents are encouraged to participate and serve on standing committees as well as serve on our Governance Council.

In developing the LCAP for Woodland Hills Elementary Charter for Enriched Studies, the school communicates the purpose of LCFF and LCAP to the school community in multiple ways. Information about the LCFF is presented at a meeting for, parents and staff members in February and in April of each year. The LCFF is posted on the website and parents are informed of how to access the information. The LCFF is discussed with staff at Professional Development during Banked Time in April. LCFF and LCAP are presented to the Student Council and to parents, students and staff. These priorities are discussed during the budget discussions during staff meetings in February and also the Governance Council in February, March and April. The school discusses the eight state priorities and other LCAP requirements,. All parents, including parents/guardians of foster youth, English Learners, and socio-economically disadvantaged youth are informed and encouraged to provide feedback. As a final step, the school leadership presents the final proposal to the Governance Council for its review and approval to submit the proposed LCAP to the District for LAUSD Board of Education consideration and approval. The Council approves the submission of the proposed LCAP at the April meeting.

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

Involvement in the school's councils and committees will provide for direct parent and teacher involvement in the ongoing process of reviewing and revising the school's educational program. This will enable us to continue to meet the unique and changing

needs of WHECES students. All stakeholders and interested parties will be encouraged to contribute agenda items for discussion.

Additional Parent Involvement Opportunities

Parent involvement is the key to the success of the school, with opportunities for both, parents who stay at home and those who work full-time. These opportunities include events such as, Back-to-School Night, Open House / Night of the Arts, Parent/Teacher Surveys, Parent/Teacher Conferences, Fall Festival, Safety Valet Committee and other fundraising events, parent participation in the classrooms, safety valet, and campus beautification, Parent University, and the monthly PATT newsletter. WHECES also announces opportunities via its website and by automated phone calls (ConnectEd). Teachers communicate via weekly collaboration meetings, professional development meetings, and regular faculty meetings. Teachers also maintain communication through an individual classroom webpage through TeacherWeb or similar online platform, to keep parents abreast of classroom happenings. Without the parents' support, Woodland Hills would not be able to achieve the excellence that is its legacy. Parents are essential in making the school a vital part of the community, and in fostering the diversity and excellence of Woodland Hill's enriched educational program. A parent's inability to participate in no way impacts admission for enrollment.

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.

FEDERAL PROGRAM COMPLIANCE

As part of the District, which is a recipient of federal funds, Charter School shall meet all programmatic, fiscal, and other regulatory requirements of the Every Student Succeeds Act (i.e., the reauthorized Elementary and Secondary Education Act), as it may be amended from time to time.

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.

Student Recruitment

WHECES will recruit and reach out to potential students with a history of low academic performance, socioeconomically disadvantaged students, and students with disabilities via website, marquee, flyers at local businesses, banners outside school and word of mouth from neighborhood families. All are encouraged to apply. We hold two prospective parent orientation meetings and conduct two tours per school year; one in February and one in March. Resident families are exempt from the lottery and may receive application and enrollment information at the tour, on the school website, or by visiting or calling the school office.

Lottery Preferences and Procedures

If the number of pupils who wish to attend the Charter School exceeds the school's capacity, a random public lottery shall be conducted in the following manner:

- In January, after winter break, the public lottery applications are available in the main office or our school website.
- Timelines and procedures are posted on the school website and on the lottery application.
- Once the application is received, it is placed in the lottery basket.
- All interested parties are notified of the date and time of the public lottery drawing and are invited to attend the drawing that is held in the school auditorium.
- On the day of the drawing, all applications are put in a basket and are randomly pulled from the basket.
- Each student is then listed in the order it was pulled and that becomes our waitlist.

After the Lottery, families of applicants may call the school or come to the office in person to inquire about their child's position on the waitlist. The waitlist is accessible only to office staff and administration. If, at the beginning of or during the school year, space becomes available, administration shall offer enrollment to students in order from the waitlist. An administration representative will make two phone attempts to contact and notify them of the open position. They will be informed as to when application materials will be due. The prospective student's family will have 48 hours to reply.

Prospective resident students, who live within the attendance boundaries of the school, shall have first admission preference and thus are deemed exempt from the lottery.

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

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:

Woodland Hills Elementary Charter for Enriched Studies
c/o Antoinette Brusca, Principal
22201 San Miguel Street
Woodland Hills, CA 91364

To District:

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

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

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

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

CLOSURE ACTION

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

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

REVOCATION OF THE CHARTER

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

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

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

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

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

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

CLOSURE PROCEDURES

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

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

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

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

ADDITIONAL PROVISIONS

FACILITIES

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

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

FISCAL MATTERS

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

ADDENDUM

District Required Language for District Affiliated Charter School

Petitions (New and Renewal) and Material Revisions

Assurances, Affirmations, and declarations

Woodland Hills Elementary Charter for Enriched Studies (also referred to herein as “WHECES”, “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 12th Grade Students Enrolled on December 1, due at the end of June every school year.

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

Element 2 – Measurable Pupil Outcomes, and Element 3 – Method by which Pupil Progress Toward

Outcomes will be Measured

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

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

STANDARDIZED TESTING

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

Regulations, title 5, section 861. Charter School shall submit and maintain up-to-date and accurate school and student data in MiSiS and other data systems used or required by the District.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

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

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

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

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

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

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

STAFFING

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

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

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

CERTIFICATED PERSONNEL

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

CLASSIFIED PERSONNEL

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

Element 6 – Health and Safety Procedures

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

GENERAL PROVISIONS

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

SAFE PLACE TO LEARN ACT

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

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

Element 8 – Admission Requirements

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

GENERAL PROVISIONS

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

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

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

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

SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM

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

MAGNET PROGRAM

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

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open

forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable state law and related District policies and procedures regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

Non-Discrimination

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

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

Documentation of Admissions and Enrollment Processes

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

Element 9 – Annual Financial Audits

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

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

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

Charter School shall implement District policies and procedures ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is

recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be determined in coordination with the appropriate LAUSD Special Education Service Center and/or other appropriate District office.

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

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

NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE

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

OUTCOME DATA

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

READMISSION

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

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

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

Element 12 – Public School Attendance Alternatives

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

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

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

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

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

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

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

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

To Charter School: Woodland Hills Elementary Charter for Enriched Studies

c/o School Principal

22201 San Miguel Street

Woodland Hills, CA 91364

To District: LAUSD

Attn: Director, Charter Schools Division

Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor

Los Angeles, California 90017

- 2) A written response ("Written Response") shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at or under the auspices of the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

Element 15 – Charter School Closure Procedures

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

CLOSURE ACTION

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

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

REVOCATION OF THE CHARTER

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

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.

- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

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

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

REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS

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

CLOSURE PROCEDURES

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

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

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

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

Additional Provisions

FACILITIES

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

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

FISCAL MATTERS

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