



# LOS ANGELES UNIFIED SCHOOL DISTRICT

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## Westwood Charter Elementary

A DISTRICT AFFILIATED CHARTER SCHOOL

2050 Selby Avenue

Los Angeles, CA 90025

## Renewal Petition

Submitted

March 7, 2018

### TERM OF PROPOSED CHARTER

**JULY 1, 2018 TO JUNE 30, 2023**

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

Westwood Charter Elementary School (also referred to herein as “Westwood,” “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); Ed. Code § 220.)
- 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* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

## ELEMENT 1 – THE EDUCATIONAL PROGRAM

*“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(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:	Kathy Flores
• The address of Charter School is:	2050 Selby Avenue
• The phone number for Charter School is:	310-474-7788
• Charter School is located in LAUSD Board District:	4
• Charter School is located in LAUSD Local District:	West
• The grade configuration of Charter School is:	TK - 5
• The number of students in the first year of this Charter will be:	825
• The grade levels of the students in the first year will be:	TK-5
• Charter School's scheduled first day of instruction in 2018-2019 is:	August 14, 2018
• 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.)	852
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	traditional
• The bell schedule (start and end of day) for Charter School will be:	8:05-2:45 (MWF) 8:05-1:45 (TuTh)
• The term of this Charter shall be from:	July 1, 2018 to June 30, 2023

## COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Westwood Charter Elementary School is deeply committed to serving the needs of all of its students. Our school challenges teachers and students to be innovative in their approaches to teaching and learning and we are proud of our academic and social successes. Reflecting on the past five years has helped us to clarify our strengths as a school so that we may build upon those in the future. Our innovative hallmarks include a curriculum firmly based in Social Studies. In addition, we employ a Constructivist approach to discovery that invites students to make meaning through experiential learning. We are particularly committed to our Family structure; this allows teachers to collaborate in planning, teaching, and assessing so that our collective understanding benefits all students. We share a common language and set of behavioral expectations through the implementation of our school-wide behavioral support program. It is critical for our students to treat each other with respect. It is critical that they begin to claim a responsibility beyond their own classroom walls as well. We strive to educate the whole child by teaching to the social emotional dimension of children. In this way we are helping to foster and develop the whole child. At the heart of that is teaching, modeling, and practicing empathy. The multiage structure is also an innovative feature in our upper grade program. Field trips and project-based learning are also innovative features. We utilize the freedom to engage in a great deal of field study which challenges our students and supports our academic program.

The chart below summarizes grades 3-5 2014-15 SBAC results served as a benchmark and the 2015-16 assessment results demonstrated positive growth. The 2016-17 assessments demonstrated similar results.

2014-15 Benchmark % Met or Exceeded Standards	All	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	ELs	SWDs
English Language Arts	71%	66%	68%	77%	*	29%
Math	68%	70%	72%	63%	33%	34%
2015-16 Benchmark % Met or Exceeded Standards	All	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	ELs	SWDs
English Language Arts	76%	67%	80%	81%	*	37%
Math	73%	70%	78%	72%	27%	30%
2016-17 Benchmark % Met or Exceeded Standards	All	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	ELs	SWDs

2014-15 Benchmark % Met or Exceeded Standards	All	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	ELs	SWDs
English Language Arts	75%	70%	71%	83%	15%+	33%
Math	70%	77%	58%	76%	44%+	26%

+Emerging and Expanding ELD Levels

In addition to SBAC, we are continuing to administer DIBELS, TRC, and ELA and Math IAB's to monitor student progress and growth toward grade level proficiency per the LAUSD assessment calendar. Students who fall within the intensive range are provided small group intervention and progress monitored to track growth. Teachers analyze student outcomes to identify target areas of need, design and implement related lessons, and re-evaluate student outcomes to measure growth.

2017-18 BOY % Met or Exceeded Benchmark	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	ELs	SWDs
ELA	89%	78%	89%	75%	62%
Math	97%	95%	89%	84%	98%

We have experienced many successes in our educational program. Over the last several years, we have explored innovative, research-based strategies such as Reading and Writing Workshop within a Balanced Literacy program, Cognitively Guided Instruction, Council, Second-Step Program, a school wide positive behavior plan integrating Restorative Justice, English Language Development strategies, differentiation, and Constructivist based lesson design. We continue to develop and grow a program of Balanced Literacy through Reading and Writing Workshop. Students spend time reading and discussing quality literature at their instructional and independent levels. "Students read more, understand more, and are more likely to continue reading when they have the opportunity to choose what they read" (Richard Allington March 2012 Volume 69 Number 6 Reading: The Core Skill Pages 10-15). Our students continue to explore the natural and social world around them through field trips. This is particularly important within a Constructivist model, as children use experiences to make connections and build new understanding of themselves and the world. We acknowledge and encourage parent and community support inside and outside the classroom. Students feel safe and happy at Westwood.

Our work is not without challenges. Within the next 5 years, we plan to focus on committing money and resources towards professional development and to continue

providing children with quality literature and NGSS aligned science resources. As we continue to dedicate resources to best support the needs of all students, we strive to further support our targeted subgroups, Students with Disabilities and English Learners, as well as the diverse needs of our entire student population.

## **STUDENT POPULATION TO BE SERVED**

Westwood Charter School, an affiliated, dependent charter school of the Los Angeles Unified School District, is applying for its sixth charter and fifth renewal. One of the first charter schools in the district and the state, Westwood was granted its first charter in 1993, renewed in 1998 and 2003 and 2008 and 2012, and seeks renewal again in 2018. The school is located at 2050 Selby Avenue in West Los Angeles, Local District West of the Los Angeles Unified School District. Westwood includes grades K-5 and operates on a traditional school calendar. Currently our maximum enrollment is 852 and currently serve 825 students, most of whom reside within our residential boundaries.

As an affiliated charter and neighborhood school, our first obligation is to enroll our resident students. During the last five-year period our enrollment has mirrored district trends and fluctuated between 825 to just under 900 students. Children admitted by charter permit comprise a miniscule percentage (4%) of the total school population. Students admitted through the charter permit have the potential to create greater diversity at Westwood and we will continue to offer enrollment to permitted students when space is available.

Westwood is significantly larger than the elementary schools in our surrounding area. Currently Westwood has no set asides for small group intervention, science or arts instruction, or itinerant teachers. We are currently identifying ways to support our residential students, increase diversity, and alleviate crowded conditions on the playground and in the lunch area, and the accompanying noise levels.

## **GOALS AND PHILOSOPHY**

### **Mission**

Connected through the theme of interdependence, students are challenged to construct knowledge through meaningful interactions with each other, the community, and the world. Creative and purposeful experiences that nurture the curiosity, potential, and uniqueness of each child are the hallmarks of our collaborative learning environment.



## **Vision**

We will retain our commitment to experiential learning and developmental curriculum so that all students become proficient, critical thinkers. As responsible global citizens, students will be compassionate, inclusive, resilient, perseverant, resourceful, and ethical.

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

We believe that the purpose of public education is the development of the whole child and that children of the 21st century must be engaged in experiences that lead to inclusive, meaningful, and flexible learning. The students of Westwood Charter School will be involved in their learning as active participants in their units of study. To be an educated person in the 21st century means that students are not simply asked to memorize information and facts but are instead challenged to *apply* their knowledge. Students solve problems, see connections, make sense of the world and work with others creatively and collaboratively. The use of these skills along with the application of technology will prepare them for college and their post graduate careers.

As global citizens of the 21st century, our students embrace ethnic and cultural diversity and respect divergent viewpoints and alternative learning styles. Our students are compassionate and conservation minded problem-solvers prepared to tackle a range of intellectual and technological challenges. Our students are resilient and adaptable, able to process and evaluate information quickly and judiciously.

Through our theme of interdependence, Westwood students’ learning experiences give them repeated interactions with the 21st Century concept of “systems thinking,” in which students “analyze how parts of a whole interact with each other to produce overall outcomes in complex systems” (Partnership for 21st Century Skills, 2009, p. 4).

Westwood Charter students take on a global perspective through experiential learning opportunities. They navigate ever-changing technology and discern what is essential, valuable, and useful. Our students are aware of sustainability, and the need to maintain our natural resources.

Technology in our school is an essential component of 21st century learning and college and career readiness. It enables us to maintain a global perspective within our classrooms via online research, digital field trips, virtual “guest speakers” and exposure to other communities. Our students are becoming technologically proficient through the use of virtual classrooms, typing skills, email, and digital presentations. This gives them the skills to adeptly use technology in careers, college, and beyond.

## **How Learning Best Occurs**

Westwood Charter School believes that learning best occurs when students are highly motivated and actively participate in constructing knowledge through inquiry, observation, hands-on activities, field study, and collaboration. Children use their knowledge base, particularly in social science, and build new understandings with teachers' guidance through a challenging curriculum. Children are encouraged to think critically and creatively within an environment that is stimulating, yet safe and nurturing.

We believe that learning best occurs when teachers participate in ongoing, quality professional development, when teachers collaborate within Families and across Families, review assessment data, and plan accordingly.

Our school believes that learning best occurs when parents, aides, volunteers, and other staff are active members of the Westwood Charter community. Their contribution to the community is recognized as an integral element of the success of the school.

Westwood Charter believes learning best occurs when:

- Students learn in an environment that is safe, clean, and risk-free
- Students participate in the arts and physical education
- Students pursue knowledge that reflects their own experiences and interests
- Students engage in challenging activities and purposeful investigations
- Students share what they know, how they know it, and what they want to learn
- Students are encouraged to build on strengths and improve areas of need
- Students read quality literature related to content study
- Students work well as individuals and as group members
- Students use appropriate social skills and problem-solving strategies in curriculum study and everyday situations
- Students value all types of learners in the classroom and work with all learners
- Students are encouraged to go beyond the Common Core Standards in subject areas
- Students are seen as whole individuals, in which their emotional and social growth is addressed as well as their intellectual growth
- Students know there are clear expectations and consequences of behavior
- Students develop lifelong behaviors as readers, writers, and critical thinkers
- Teachers work collaboratively to provide quality instruction
- Teachers differentiate instruction based on the needs of the learners
- Teachers use modeling, direct instruction, and questioning as teaching methods
- Teachers guide instruction based on the Common Core Standards
- Teachers identify students' strengths and help students to optimize them

- Teachers identify students' areas of need and help to strengthen them
- Teachers assess students regularly in a variety of ways
- Teachers use assessment data to drive, adapt, and scaffold instruction
- Teachers are involved in ongoing professional development
- Teachers provide challenges for students, asking them to think critically and problem solve
- Teachers structure units of study based on student interests; the curriculum is dynamic and evolving
- Teacher Assistants assist in small group and one-on-one instruction and in re-teaching and reinforcing concepts presented by the teacher
- Teacher Assistants support classroom instruction, supervision of students, and assist in resolving conflicts
- Teacher Assistants support teachers in helping create engaging classroom environments
- School leaders support the work of teachers and students
- School leaders hold high expectations for all students regarding academic, social, and emotional growth
- School leaders set high standards for professionalism, commitment, and productivity of the staff
- School leaders serve as instructional leaders for the school by maintaining high expectations, promoting the vision of the charter, and providing the resources to ensure the vision is implemented
- School leaders ensure that the Common Core Standards are being addressed through professional development that promotes best practices, teacher articulation, and evaluation of assessment data
- Parents support the charter vision and the work of teachers to provide the best possible education
- Parents are actively involved in their children's education and understand how to best assist in their learning
- Parents actively participate in the life of the school by volunteering, keeping informed through reading My Schools Anywhere, participating in parent-teacher conferences and attending Westwood community events, parent education and information meetings, and attending Westwood Charter Community Council
- Parents are involved in the WISE and in the School Based Management Board
- Office staff maintains a smooth-running and organized office
- Plant manager and custodial staff maintain a clean and safe campus
- Nurse and psychologist help support the emotional, behavioral, and physical well-being of the students
- Nurse, psychologist, and speech therapist assist with the IEP process

## Local Control Funding Formula (LCFF) Requirements

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

LCFF STATE PRIORITIES						
GOAL #1 PROFICIENCY FOR ALL						
<ul style="list-style-type: none"> <li>To increase the number of students who score Proficient or above in English Language Arts on the SBAC assessment</li> <li>To increase the number of students who score Proficient or above in grade level and higher-level mathematics on the SBAC assessment</li> <li>To monitor and increase early literacy rates of pupils</li> <li>To increase the number of English Learners who achieve full English language proficiency</li> <li>To increase the number of English learners demonstrating readiness to participate in a core English language arts curriculum.</li> <li>To decrease the number of Long Term English Learners</li> </ul>					<p>Related State Priorities:</p> <p><input type="checkbox"/> 1      X 4      X 7</p> <p>X 2      <input type="checkbox"/> 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"> <li><i>Provide all students with a rigorous standards-based instructional program taught by a highly qualified teacher.</i></li> <li><i>Ensure academic growth for all students in each subject area, including English Language Development.</i></li> <li><i>Provide enrichment or intervention support for targeted student groups, including English Learners, Students with Disabilities, Socio-Economically Disadvantaged, and Foster Youth</i></li> <li><i>Provide ongoing professional development to further expand instructional strategies and resources to target student needs</i></li> <li><i>Provide specific professional development for teachers with English Learner Clusters to target students at-risk of not making adequate annual progress (AMAO I)</i></li> </ul>						
Expected Annual Measurable Outcomes						
<p><b>Outcome #1:</b> Percentage of students reaching proficiency in English Language Arts will increase</p> <p><b>Metric/Method for Measuring:</b> SBAC ELA Assessment</p> <p>*Subgroup not numerically significant at this time</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023

All Students (Schoolwide)	75%	76%	77%	78%	79%	80%
English Learners	15%	17%	19%	21%	22%	24%
Socioeconomically Disadvantaged Students	50%	52%	54%	56%	58%	60%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	32%	34%	36%	38%	40%	42%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	81%	83%	85%	87%	89%	91%
Filipino Students	*	*	*	*	*	*
Latino Students	68%	70%	72%	74%	76%	78%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	87%	88%	89%	90%	91%	92%
White Students	74%	76%	78%	80%	82%	83%

**Outcome #2:** Percentage of students reaching proficiency in Mathematics will increase

**Metric/Method for Measuring:** SBAC Mathematics Assessment

\*Subgroup not numerically significant at this time

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	70%	72%	74%	75%	76%	77%
English Learners	43%	45%	47%	49%	51%	53%
Socioeconomically Disadvantaged Students	42%	44%	46%	48%	50%	52%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	25%	26%	27%	28%	29%	30%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	85%	87%	89%	90%	91%	92%
Filipino Students	*	*	*	*	*	*
Latino Students	57%	59%	61%	63%	65%	67%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	73%	75%	77%	79%	81%	83%
White Students	69%	71%	73%	75%	77%	79%

**Outcome #3:** Percentage of English Learners students meeting the annual AMAO 1 Target will increase

**Metric/Method for Measuring:** CELDT/ELPAC

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English Learners	88%	89%	90%	91%	92%	93%

GOAL #2 100% ATTENDANCE						
<ul style="list-style-type: none"><li>To achieve or maintain school attendance rates that support student learning</li><li>To decrease chronic absenteeism</li></ul>	Related State Priorities:					
	<input type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7			
	<input type="checkbox"/> 2	X 5	<input type="checkbox"/> 8			
	<input type="checkbox"/> 3	<input type="checkbox"/> 6				
Local Priorities:						
<input type="checkbox"/> :						
<input type="checkbox"/> :						
Specific Annual Actions to Achieve Goal						
<p><i>Westwood will continue to promote and strengthened the home-school partnership to increase student attendance. Targeted supports will increase student engagement and reduce chronic absenteeism:</i></p> <ul style="list-style-type: none"><li><i>Honoring students with improved or consistent attendance at monthly PAWS Assembly (“Work hard”)</i></li><li><i>Presenting attendance data and goals at a Principal’s Coffee</i></li><li><i>Include attendance data and goals at least twice per year in weekly parent email communications</i></li><li><i>Add attendance goals to website</i></li><li><i>Schedule SSPT meetings for students with frequent absences who are approaching or chronically absent</i></li></ul>						
Expected Annual Measurable Outcomes						
<b>Outcome #1:</b> Percentage of students attending 173-180 days each school year (96% attendance rate) will increase						
<b>Metric/Method for Measuring:</b> MiSiS Attendance Reports						
*Subgroup not numerically significant at this time						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	74%	75%	76%	77%	78%	79%
English Learners	76%	77%	78%	79%	80%	81%
Socioeconomically Disadvantaged Students	56%	58%	60%	62%	64%	66%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	78%	79%	80%	81%	82%	83%
African American Students	75%	76%	77%	78%	79%	80%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	79%	80%	81%	82%	83%	84%
Filipino Students	*	*	*	*	*	*
Latino Students	67%	69%	71%	73%	75%	77%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	76%	77%	78%	79%	80%	81%
White Students	75%	76%	77%	78%	79%	80%

**Outcome #2:** Percentage rate of students missing 16 days or more each school year (chronic absenteeism) will decrease

**Metric/Method for Measuring:** MiSiS Attendance Reports

\*Subgroup not numerically significant at this time

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	3.4%	3%	2.5%	2.0%	1.5%	1%
English Learners	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	2.7%	2%	1.5%	1%	.5%	0%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	9%	8%	7%	6%	5%	4%
African American Students	0%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	6.2%	5.5%	5%	4.5%	4%	3%
Filipino Students	*	*	*	*	*	*
Latino Students	2.5%	2%	1.5%	1%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	2.6%	2%	1.5%	1%	0%	0%
White Students	2.9%	2%	1.5%	1%	0%	0%

### GOAL #3 PARENT, COMMUNITY, AND STUDENT ENGAGEMENT

- To increase the number of parents providing input about school conditions
- To train parents on how to support learning at home and at school
- To increase student engagement

Related State Priorities:

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

Local Priorities:

- ☐ :  
☐ :

#### Specific Annual Actions to Achieve Goal

- *Westwood will continue to foster a community that is actively engaged through collaboration and a sense of belonging between and within stakeholder groups. Examples of community events, committees and activities that will maintain and build a sense of belonging for all stakeholders include school volunteers; Principal's Coffees; English Learner Advisory Council (ELAC); Annual Science Slam, The Hoot, FamFest, Bedtime Story Jam; and Parent-Student-Community Councils (Council in Schools Circles).*
- *Students will participate in PAWS Assemblies, Restorative Justice, and Council in Schools*
- *Parents will have the opportunity to complete the annual school survey in the school library during drop-off*

- Phone and email reminders will be sent to parents during the annual school survey window

#### Expected Annual Measurable Outcomes

**Outcome #1:** Increase the percentage of students who feel a part of their school

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

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	90	92	94	95	96	97

**Outcome #2:** Increase the percentage of parents completing the School Experience Survey annually

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

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	33	35	37	40	43	45

#### GOAL #4 ENSURE SCHOOL SAFETY

- To sustain the low number of student suspensions while providing for targeted reductions in student subgroups
- To sustain the low number of instructional days lost to suspension while providing for targeted reductions in student subgroups
- To reduce or maintain low percentage of expulsions
- Maintain safe and positive school environments

Related State Priorities:

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

Local Priorities:

- ☐ :  
☐ :

#### Specific Annual Actions to Achieve Goal

- Continue to implement School-Wide Positive Behavior Support Plan "PAWS" that teaches and helps students to prevent, de-escalate, and resolve conflicts.
- Intervention Coordinator leads monthly assemblies that highlight PAWS
- Teachers implement regular character development programs and social-emotional development lessons - Second Step, Council in Schools

#### Expected Annual Measurable Outcomes

**Outcome #1:** Maintain Single Digit Suspension Rate

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

\*Subgroup not numerically significant at this time

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	0	0	0	0	0	0
English Learners	0	0	0	0	0	0
Socioeconomically Disadvantaged Students	0	0	0	0	0	0
Foster Youth	*	*	*	*	*	*



Students with Disabilities	0	0	0	0	0	0
African American Students	0	0	0	0	0	0
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	0	0	0	0	0	0
Filipino Students	*	*	*	*	*	*
Latino Students	0	0	0	0	0	0
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	0	0	0	0	0	0
White Students	0	0	0	0	0	0

**Outcome #2:** Maintain Number of Instructional Days Lost to Suspension

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

\*Subgroup not numerically significant at this time

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	0	0	0	0	0	0
English Learners	0	0	0	0	0	0
Socioeconomically Disadvantaged Students	0	0	0	0	0	0
Foster Youth	*	*	*	*	*	*
Students with Disabilities	0	0	0	0	0	0
African American Students	0	0	0	0	0	0
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	0	0	0	0	0	0
Filipino Students	*	*	*	*	*	*
Latino Students	0	0	0	0	0	0
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	0	0	0	0	0	0
White Students	0	0	0	0	0	0

**Outcome #3:** Increase the Number of Students Who Respond They Feel Safe at School

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

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	93%	94%	95%	96%	97%	98%

## GOAL #5 PROVIDE FOR BASIC SERVICES

<p>To provide and maintain Basic Services for students and schools</p> <ul style="list-style-type: none"> <li>• <b>Teacher Assignments and Credentialing:</b> The school will assign 100% of teachers in accordance with their credentials, including subject matter and EL authorizations.</li> <li>• <b>Access to Instructional Materials:</b> 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.</li> <li>• <b>Facilities Maintenance:</b> The school will achieve and maintain an overall “good” rating or equivalent on annual review(s) of school facilities.</li> </ul>	<p>Related State Priorities:</p> <p>X 1      <input type="checkbox"/> 4      <input type="checkbox"/> 7</p> <p>X 2      X 5      <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3      <input type="checkbox"/> 6</p> <hr/> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>
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### Specific Annual Actions to Achieve Goal

- *Annual review of teacher credentialing to maintain 100% compliance*
- *School will provide each student with access to state adopted materials and complete an annual review in accordance with district policy*
- *School will maintain cleanliness of campus and submit work orders for problems and/or concerns with relation to district facilities*

### Expected Annual Measurable Outcomes

**Outcome #1:** 100% ESSA/NCLB Compliance for Teacher Credentialing

**Metric/Method for Measuring:** Human Resource Reports

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

**Outcome #2:** All students have access to state-adopted, standards based instructional materials

**Metric/Method for Measuring:** Williams Certification

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

**Outcome #3:** Westwood will receive a “good” or better rating on facility inspections

**Metric/Method for Measuring:** Site Inspections

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

GOAL #6						
						<b>Related State Priorities:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
						<b>Local Priorities:</b> <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal						
Expected Annual Measurable Outcomes						
<b>Outcome #1:</b> <b>Metric/Method for Measuring:</b>						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)						
English Learners						
Socioeconomically Disadvantaged Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						
<b>Outcome #2:</b> <b>Metric/Method for Measuring:</b>						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)						
English Learners						
Socioeconomically Disadvantaged Students						
Foster Youth						

Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						
<b>Outcome #3:</b> <b>Metric/Method for Measuring:</b>						
APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)						
English Learners						
Socioeconomically Disadvantaged Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

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

Westwood Charter School teachers design instruction based on the California Common Core State Standards, the needs and interests of the students, and our guiding questions from each grade's social studies based curriculum maps. We set goals that are developmentally appropriate for the students and goals that will bridge the students' connections from prior knowledge to new understanding. We keep in mind the affective and social goals that we set for our children and design opportunities for effective cooperative learning and the development of positive interpersonal relationships. We

design lessons that foster all kinds of communication, questioning, dialogue, and role-playing.

Teachers at Westwood collaboratively design and differentiate curriculum to meet the needs of all learners. There are multiple entry points, extensions, and re-teaching opportunities. For example, students are provided multiple entry points in a class when they are taught a specific strategy and then work with self-selected leveled text to independently apply the strategy. For students who have mastered this strategy, teachers conference with children during workshop to extend their learning, whereas students who need additional instruction meet individually or in a small group to re-teach the targeted strategy. Teachers are provided class rosters that include subgroup identification (EL, GATE, SWD, 504, Academic/Behavior SSPT, etc.) and then design and differentiate curriculum that teaches to the high achieving and GATE-identified students, while supporting the students at and below grade level by providing explicit instruction, scaffolding, and a variety of instructional strategies that will allow them to access the curriculum successfully. An essential part of our philosophy is teacher collaboration. We are committed to weekly meetings with our instructional Families (described in the School Organization section) to engage in a collaborative and reflective process to meet the needs of our students as well as our own professional goals. The nature of effective teacher collaboration fosters inspiration, creativity, accountability, and innovation.

Westwood Charter Teachers are fully credentialed and have met the district, state and federal requirements. In addition to the mainstream classroom teachers, our student population is served by two fully credentialed Resource Specialist teachers, with caseloads across all grade levels, who provide pull-out and push-in services. Additional adult support is utilized for flexible grouping, small group instruction, and to lower the student to adult ratio in the classroom.

### **Learning Theories as a Base for Instructional Approaches**

The work of Lev Vygotsky, Jerome Bruner, Jean Piaget, and Perkins and Salomon, form the underpinnings for our instructional approaches.

#### *Vygostky and Social Cognition*

The social cognition model asserts that culture is the prime determinant of individual development. Culture makes two kinds of contributions to a child's intellectual development. First, through culture, a child acquires much of the content of his/her thinking. Second, the surrounding culture provides a child with processes or means of thinking, what Vygotskians refer to as intellectual adaptation. In short, culture teaches a child both what to think and how to think. Cognitive development results from a dialectical

process whereby a child learns through problem-solving experiences shared with someone else, often a teacher or peer. Initially, the person interacting with the child assumes most of the responsibility for guiding the problem solving, but gradually the responsibility transfers to the child. As learning progresses, the child's language comes to serve as her primary tool of intellectual adaptation. Eventually, a child can use internal language to direct his/her own behavior. A difference exists between what a child can do on his/her own and what the child can do with help. This is called the zone of proximal development. A child's intellectual development is impacted by their social interactions with surrounding culture and social agents such as parents, teachers, and more competent peers. Since children learn through interaction, we design curriculum to emphasize the interaction between learners and the learning tools.

How does this look in the classroom?

- Students engage in problem-solving activities.
- Students work with partners and in small groups.
- Students engage in hands-on, experiential activities.
- Students respectfully challenge each other's thinking and ideas through dialogue.
- Teachers provide explicit instruction and clear modeling.
- Teachers and students dialogue about the learning process.
- Teachers and students use criterion charts and rubrics.

### *Jerome Bruner and Constructivist Theory*

Bruner states that learning is an active process in which a learner constructs new concepts or ideas based on his/her prior and developing knowledge. "The learner selects and transforms information, constructs hypotheses, and makes decisions relying on a cognitive structure to do so. Cognitive structures, such as a schema and a mental model, provide meaning and organization to experiences and allow the individual to go beyond the information given" (Toward a Theory of Instruction, 1966). The role of the teacher is to engage the student in active dialogue, and in doing so, allow the learner to discover principles on his or her own. Instruction must be concerned with the experiences and contexts that make the student willing and able to learn.

- Instruction must be structured so that the student can easily grasp it.
- Instruction should be designed to facilitate exploration and/or fill in the gaps.
- Instruction helps students make personal and shared meaning from concepts, processes, and attitudes.

How does this look in the classroom?

- Teachers design learning tasks that are relevant and experience rich.
- Students access prior knowledge when exploring a topic of study.
- Teachers and students share questions, ideas, and observations before, during, and while reflecting upon a lesson/unit of study.
- Teachers build upon children's experiences or create a common experience from which children can build meaning and knowledge.
- Students make connections and come to new understanding based upon new learning.

### *Piaget and Child Development*

According to Piaget, children move through cognitive states, structures, or maps that are used for understanding and responding to the world. These cognitive structures become more sophisticated as children develop, moving from basic reflexes to very sophisticated mental activities. We provide a developmentally appropriate curriculum that coincides with the students conceptual and logical growth. We provide opportunities for students to interact with their environment because we understand the critical role that experiences play in student learning and growth.

How does this look in the classroom?

- Teachers provide differentiated instruction and multiple entry points to a lesson.
- Students engage in concrete explorations before abstract thinking.
- Students use manipulatives, realia, dramatic play, field study, and hands-on experiences to develop conceptual understanding and intellectual growth.

### *Perkins and Salomon and Transfer of Learning*

According to Perkins and Salomon, "Transfer of learning occurs when learning in one context enhances (positive transfer) or undermines (negative transfer) a related performance in another context...Transfer is crucial in education, which generally aspires to impact on contexts quite different from the context of learning" (Transfer of Learning, Perkins and Salomon, 1992).

What conditions of learning encourage transfer?

- Learners are engaged in activities that directly approximate the performance desired.
- Learners are encouraged to abstract, search for possible connections, and reflect on metacognition.

## **INSTRUCTIONAL DESIGN**

Westwood teachers employ instructional strategies that help all learners, including students who are learning English, students who are at-risk, and students who need added support to access curriculum, such as students from low socio-economic backgrounds and foster youth. All learners benefit from hands on instruction, the use of manipulatives, songs, chants, realia, field study, cooperative group work, partner work, and multimedia presentations.

We provide a variety of methods, including direct instruction and immediate feedback for particular lessons, to ensure that students grasp the concept or skill before moving forward. We provide on-going assessment, both formal and observational, while fine-tuning the pacing of a lesson and adjusting content as necessary. Again, we ask students to recall prior knowledge and draw on relationships to what is being learned. Personal meaning is an important component of effective learning. We use social science as the basis of our curriculum and a constructivist approach to teaching.

We allow students to access curriculum based on different learning styles by providing visual, aural, and kinesthetic input. We decide how portions of the lesson should be best delivered; students may observe, read a text, interview, view a multimedia clip, or receive direct instruction from the teacher. We decide how technology should be best integrated into lessons.

We use a variety of instructional materials including, but not limited to, textbooks, primary sources, and internet sources. Visual support for ideas is very important for children who need additional support, students who are learning English, and students who are at-risk. We keep in mind varied skill abilities and gather resources that include varied reading levels.

We teach children to read and think with a critical eye. We teach children where resources come from, the frame of mind of the author, and the author's purpose. We challenge them to be alert to biases, stereotyping, and prejudice in published resources and in the world around them. Additionally, we encourage them to examine multiple perspectives and then create their own.

Teachers at Westwood create a learning environment that is inclusive and students feel free to take risks and learn from all experiences. All students must feel valued as learners and have their learning processes validated. We value the process of learning and the product. We recognize that mutual respect is key to creating this environment and we are committed to this goal.



## ***Instructional Philosophy***

We have chosen interdependence as our schoolwide theme, specifically, the interdependence of real life systems, such as the social, emotional, ethical, political, and environmental systems surrounding us. Interdependence means that related elements within these systems influence each other as well as the relationships among these whole systems. At Westwood Charter, children learn that their actions directly impact those around them, and that each individual's contribution is vital for the whole group to succeed. Our theme is evident every day in our classrooms as the children participate in activities that mirror the constructs of family, community, the nation, and the world. In social and emotional learning, an area of our curriculum that directly addresses interdependence, teachers help students understand how their behavior towards others affects the larger community. At the earliest grade levels, we want children to develop a conceptual understanding of interdependence and a sense of responsibility as a part of these real life systems. A particular focus for the present is an understanding of our interdependence with the natural world and our environment, and how this vital and fragile relationship affects other systems in our world. Ultimately, our children will understand that they are not only affected by, but directly affect, these systems through their choices and actions.

## ***Instructional Strategies***

At Westwood Charter School our students strive to meet and exceed the California Common Core State Standards (CCCSS), Next Generation Science Standards (NGSS), Social Studies Content Standards (guided by the 2016 History/Social Science Framework and the College, Career, and Civic Life (C3) Framework for Social Studies State Standards) and California English Language Development Standards. We will guide our students as they develop the ability to generalize skills gained in curricular areas to real-life situations. We will do this by using exemplary teaching practices that connect theory with real world situations. To this end, we will continue to make use of the following strategies:

**Modeling:** Teachers model appropriate and productive behaviors and habits in the classroom, such as problem solving and time management. We also model our thinking processes and strategies as we apply them to a host of academic, social, and behavioral scenarios. We model discrete skills as well as the general behaviors demonstrated by effective citizens in a democratic society.

**Clear Expectations:** We explicitly define what we expect students to learn, and clearly communicate this information to other school professionals, families and community members, and most importantly, to our students. In our classrooms, we display both descriptive criteria and models of work that meet the standards we set

forth. Our students participate in evaluating their own work and setting learning goals for themselves.

**Academic Rigor:** We teach subject matter in a way that challenges students to pose and creatively solve problems. We challenge them to construct explanations and justify arguments. Our curriculum encourages students to gain a deep conceptual understanding of topics and maintain a high level of engagement throughout the learning process. The students use higher order thinking skills such as Applying, Analyzing, Evaluating, and Creating.

**Criteria Charts:** We work with students to develop criteria charts. These charts clarify teaching goals and objectives as well as delineate an exemplary process and product. When students develop a clear understanding of the expectations for which they are held accountable, they are able to self-monitor their progress, draw from concrete examples and visuals, edit and revise their work, and take ownership of their learning.

**Immediate Feedback:** We provide immediate feedback when possible, such as additional questioning, restating directions, praising, and clarifying expectations. Teacher-student and small group conferencing is a vehicle for feedback, especially in language arts and math. As we confer, we uncover children's thinking and reasoning. This allows our students to replicate successful actions and to adapt close approximations.

**Grouping:** We use flexible grouping to meet the needs of our students. Examples of grouping strategies include, but are not limited to: heterogeneous, homogeneous, whole group, small group, cooperative, and partner work. Working in groups gives students ample opportunities to interact with other students and materials, to provide immediate feedback, and to allow them to work on more complex tasks. This encourages them to explore their own and other students' ideas and fosters learning and intellectual growth. When students are able to collaborate with others in a variety of groups, it encourages them to develop diverse perspectives and stronger interpersonal skills. Solving problems with others also helps students develop teamwork skills. Grouping allows teachers to make observations and assess students while facilitating their work. It also allows for differentiation of instruction as teachers can plan targeted lessons based on a small group need, a supplementary activity, or an extension. Grouping assists English Language Learners and students with different learning styles to access the curriculum.

**Appropriate Guided and Independent Practice Time:** We provide students with adequate guided practice time that is essential before they can be expected to be

successful at independently applying or demonstrating a particular concept or skill. Teachers use discretion regarding what is appropriate practice time, varying this for the needs of the students and the difficulty level of the lesson. This allows students to be engaged because they have been given background and support before working independently.

**Time for Teacher and Student Reflection:** We believe that exemplary teaching and learning requires that both teachers and students have adequate time to reflect on their experiences and learning. Teachers reflect on the effectiveness of their teaching to influence their future teaching practices. This is an individual process as well as a group process as teachers reflect on practices during Family meetings. Students self-assess and reflect independently and with the teacher during conferences. Students also reflect to integrate new information into their existing knowledge constructs, as well as to form additional questions from their exposure to new subjects and skills. Students use reflection in real-life problem solving, in academic pursuits, in social interactions, and in making behavioral choices.

**Accountable Talk:** Our goal is for “Student Talk” to drive the learning forward as much as possible. We encourage and facilitate students’ ability to apply new conceptual understanding as they talk with peers and teachers about their learning and thought processes. When students develop new constructs and share these, the process is interactive, allowing others to respond with new thoughts that challenge and move the learning community to a new level. We believe that giving children time to explain how and why they understand subject matter allows them to internalize concepts. Students acquire facts based on a variety of reliable sources and are able to prove why something is true or untrue.

**Experiential Learning:** We emphasize hands-on learning, where students discover, through direct experiences, how to make sense of the world, solve problems, use reference materials, and ascertain relationships for themselves. These experiences can take the form of simulations, field study, drama, and explorations.

**Interdisciplinary Instruction:** Our collegial Families design curriculum around themes so that basic disciplines like reading, math, social science, and science are integrated, as much as possible, with the exploration of broad subjects and ideas such as survival or adaptation. We know that children learn best when they acquire knowledge in the context of a coherent “whole” and when they can connect what they are learning to the real world. In addition to this real-world connection, students apply and develop other academic skills. For example, when students study the post office, they not only explore a social science concept, they also incorporate reading, writing, listening,

speaking, and mathematics. Different models of instruction are used in this approach. They include simulations, investigations, role-playing, and others.

**Teacher Collaboration:** As stated above, an essential part of our philosophy is teacher collaboration. We are committed to weekly meetings with our instructional Families, (described in the School Organization section) to engage in a collaborative and reflective process to meet the needs of our students as well as our own professional goals. Westwood teachers plan curriculum together and articulate continuously about the effectiveness of their program. Teachers meet, reflect upon student work, evaluate assessment data, make adjustments, and support each other. Teachers analyze student work to identify strategies to target areas of need, design and implement related lessons, and re-evaluate student outcomes. Teachers teach collaboratively and share in the creation of instructional materials. Teachers working in concert promote success for their students and are inspired by each other. The nature of effective teacher collaboration fosters inspiration, creativity, accountability, and innovation.

**Developing Higher Level Thinking Skills:** In preparing students to be effective citizens, we believe our task is to help them develop the critical thinking skills that will enable them to think flexibly, solve complex problems, and make sense of the world around them. We encourage our students to move beyond the rudimentary Remembering level of Bloom's Taxonomy successively towards the more sophisticated levels of Understanding, Applying, Analyzing, and Evaluating, and finally to Creating. As our students progress through Bloom's categories, they develop the strong intellectual capabilities necessary to become successful college and career ready adults.

**Questioning:** We use various questioning techniques that allow students to demonstrate thinking and conceptual understanding of content. For example, we pose open-ended questions, guiding questions, questions that require further research, and assessment questions. In our classrooms, both teachers and students are asking questions of themselves and others to dig deeper, make connections, think about learning processes, and ultimately, to come to new questions.

**Extended Learning:** We provide our students with opportunities to extend their learning. For example, students may choose to research or investigate a particular content area in depth and then share their learning with the rest of the community.

**Student-Facilitated Learning in the Classroom:** Our classrooms are structured so that students are able to take full responsibility for certain kinds of learning activities. Examples may include morning routines, book choices, and writing choices. In addition, students research topics and create projects to teach new information to their peers.

Differentiated Instruction: Differentiation can be addressed through guided reading groups, reading and writing workshop, math groupings, rotations, and electives. In addition, various materials are used to target students' abilities and interests.

Cognitively Guided Instruction: Children enter school with a wide variety of strategies for solving problems. While exploring a variety of problem types, students embrace intuitive and novel approaches before addressing standard algorithms.

### **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.

### ***English Language Arts***

Westwood Charter School strive to meet and exceed the Common Core State Standards for English language arts at each grade level. As stated in the Common Core State Standards Handbook, "The Common Core State Standards for English Language Arts (ELA) articulate rigorous grade-level expectations in the areas of speaking, listening, reading, and writing to prepare all students to be college and career ready, including English language learners" (CCSS, 2010, Introduction). Westwood Charter School has adopted Reading and Writing Workshops as our core language arts curricula. Teachers provide students with a diverse and rich selection of books and materials that include challenging informational texts and well-loved classics. Through literature and a variety of other resources, teachers facilitate student discussions to widen their perspectives, acquire knowledge, and develop powerful insights that allow them to be reflective, critical thinkers. Additionally, in writing, teachers expose students to a variety of genres through mini-lessons and mentor texts to guide students as they craft pieces that show evidence of competent and accurate research and solid arguments based on sound evidence and logical thinking. Students write expository, persuasive, descriptive, and narrative texts with attention to clear purpose and audience. As students progress through the grade levels, teachers provide students opportunities to present increasingly complex oral presentations and participate in informal academic discussions that strengthen their communication skills. Teachers model the use of Standard English as students engage in conversations; through this engagement, students develop new and rich vocabulary; they skillfully summarize, quote, and critique texts. Students exit Westwood Charter armed with the English language arts skills to successfully continue their educational journey.

Westwood Charter School is committed to a comprehensive, balanced, integrated, and innovative kindergarten through fifth grade language arts program. Our students will

become competent readers and writers who access all types of text, acquire knowledge, enjoy and value literature, communicate clearly and effectively, and think critically so as to be productive, creative members of the community in which they live.

Westwood Charter School strives for an instructional balance between discrete skills development such as decoding and fluency, and developing comprehension skills. We teach children to both learn to read and read to learn, through curriculum and instruction that recognizes the importance of the building blocks of reading and the pleasure and practicality of reading itself.

“They promote a double vision of integration— (a) that reading writing and discourse ought to support one another’s development, and that reading, writing and language practices are best taught and learned when they are employed as tools to acquire knowledge and inquiry skills and strategies within disciplinary contexts, such as science, history or literature” (2014 ELA/ELD Framework p.61).

### *Language Arts Integrated with Social Studies*

Language Arts instruction at Westwood Charter is marked by innovation. Reading and writing activities purposefully link to skill development and conceptual understanding within the content areas, particularly social studies. This level of integration encourages students to practically and directly apply reading, writing, listening, and speaking to learning about themselves and their world. Mentor texts are used to bridge reading and writing activities. Students read a variety of genres--fiction and nonfiction alike--that are directly related to the content of study. Students understand that the purpose of reading is to extract and extend meaning. Students write in a variety of genres, such as narrative, expository, persuasive, and descriptive forms that are based on and extensions of content study. The California Reading/Language Arts Framework clearly states that these essential connections between Language Arts and content instruction produce solid learning. “The curriculum should foster critical and creative thinking, develop students’ abilities to question and reason, and promote active engagement with the content and with peers. And, most importantly, the curriculum should offer students opportunities to interact deeply, as readers and writers, with a range of high-quality texts—different types, genres, topics, disciplines, lengths, and complexities—that ignite their interests, build their knowledge, touch their hearts, and illuminate the human experience” (2014 ELA/ELD Framework, p.9).

### *Language Arts Taught in Constructivist Model*

Children construct their own meaning by accessing prior knowledge and building upon that schema to construct new meaning. Reading and writing activities come directly from the

students' experiences. "Readers take the written word and construct meaning based on their own thoughts, knowledge, and experiences" (Harvey and Goudvis, 2000, p.5). Students participate in language arts activities in a child-centered classroom, fitting with constructivist learning theory. Children are able to access and use a wide variety of language arts materials that match their abilities and interests. Classrooms have large and organized leveled libraries. Children and teachers share ownership of the classroom materials as well as the classroom space, where multiple uses like reading, writing, or conferencing can all be done on the carpet or at a table. Children take responsibility for accomplishing projects and assignments within a large block of uninterrupted language arts time. Teachers provide direct instruction and individual conferencing where they are able to address areas of need identified through analysis of student work. In addition, teachers and students are engaged in purposeful and informal talk that is related to lessons. Students are encouraged and expected to interact with peers, initiate ideas, and make connections to what they already know. Errors are acknowledged as opportunities for new learning.

### *Language Arts Instruction is Inclusive*

Language Arts instruction is tailored to meet the needs and abilities of all students. One hallmark of Westwood Charter is our inclusion of students with special needs. Teachers differentiate Language Arts instruction and materials so that access and understanding occurs for all students: special needs, students who are learning English, and students who are identified as gifted and talented. Teachers differentiate instruction which allows students to enter a lesson or concept at their individual entry point and this allows for true depth of understanding, peer tutoring, and success for all students and promotes tolerance, compassion, and flexibility. The inclusion model benefits all community members in the classroom. "...[I]nclusive schools are based on the belief that the world is an inclusive community with people who vary not only in terms of disabilities but in race, class, gender, and religious background. To prepare students to live in an inclusive world, it is important for them to learn and grow within communities that are similar to the world they will live in as adults" (Mercer and Mercer, 2005, p.18).

### *Balanced Literacy*

Reading instruction at Westwood Charter is based on Reading Workshop, which includes Guided Reading, Shared Reading, Partner Reading, Oral Reading, Independent Reading, Literature Circles, and Read Alouds.

Reading instruction begins with explicit instruction in phonemic awareness, phonics, and decoding. It follows a natural progression into word attack skills, spelling, vocabulary, fluency, and comprehension skills. Students are also taught to other strategic reading

skills, such as the use of context to determine meaning of new words. Students are instructed in writing, listening, and speaking skills and in the application of these skills. Assessment of these skills and strategies is ongoing. The components of a balanced reading program are listed below. These elements are not isolated, but are interwoven.

### *Delivery of Instruction*

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

### *Direct Instruction*

Westwood Charter School provides direct instruction in specific skill development. Children acquire certain skills when they are taught explicitly, to their skill level, and are given immediate feedback. Teachers identify the skill to be taught and move through the lesson, careful to model, check for understanding, and provide time for guided practice and independent practice. Teachers check for understanding and adjust instruction time and delivery based on their ongoing assessment.

### *Materials*

Teachers may use the following materials in the delivery of instruction: core literature sets, trade books, leveled readers, basal readers, anthologies, content area texts, magazines, newspapers, internet sources, multimedia presentations, published phonics and spelling texts, teacher generated charts and books, student-generated materials, novels integrated with social studies or social emotional learning curriculum, published language arts texts, published theme curricula, personal spelling lists, dictionaries, and encyclopedias. Given our documented success in Language Arts, we will continue to retain the right to choose whether or not to participate in District- mandated assessments and pacing plans. Our participation will depend on how these assessments and plans correspond to the curriculum at Westwood Charter School.

### *Listening and Speaking*

The ability to listen well and speak clearly is a goal of our comprehensive and balanced Language Arts program. Westwood teachers recognize the importance of teaching listening and speaking skills in order for students to be productive citizens. Westwood teachers give students multiple opportunities to communicate in the classroom; literature



circles, Readers' Theater, Council, Readers' Celebrations, book shares, and poetry recitations are a sampling of the activities in which Westwood students engage. Reading Workshop calls for student-to-teacher and student-to-student dialogues that are purposeful and authentic. Additional strategies are employed where teachers and peers model appropriate communication skills.

Teachers at Westwood read aloud daily to students. They model proper intonation, expression, think aloud, questioning, reading with expression, visualizing, and predicting. They impart a love of reading and of books. They teach the skills of discussing literature.

### *Word Study*

Westwood teachers recognize that instruction in word analysis and fluency, along with systematic vocabulary development, form the essential building blocks in a balanced language arts program. We work to develop a firm sense of phonemic awareness in our students before we present them with a solid base of phonics skills. We utilize teacher created, formative, and summative assessments to monitor mastery of phonemic awareness skills before transitioning to phonics based lessons. As the Reading/Language Arts Framework for California Public Schools (2007) states, "The most essential element of language arts instruction in kindergarten is the development of phonemic awareness; that is, teaching students the sound structure of language" (p. 35). Furthermore, the phonological awareness of children entering school may be the single most powerful determinant of reading success or failure. (Mercer and Mercer, 2005, p. 284) Mindful of this predictor, primary teachers are committed to teaching students to manipulate and manage spoken language.

Phonics, the relationship between phonological aspects of language (the sounds) and graphic signs (letters) is very important information for beginning readers. In *Becoming Literate* (1991) Marie Clay writes, "Research has shown that the good reader uses not just the sounds of letters but phonological information from several levels of language. He can provide phonological identities for letters, digraphs, clusters, syllables, prefixes and suffixes, root words, phrases, and non language strings" (p.290). Westwood Charter teachers provide students with systematic and explicit phonics instruction. As stated in *Put Reading First: The Research Building Blocks of Phonics Instruction* (2003), "Key findings from the scientific research on phonics instruction include the following conclusions of particular interest and value to classroom teachers:

- Systematic and explicit phonics instruction significantly improves kindergarten and first-grade children's word recognition and spelling.
- Systematic and explicit phonics instruction significantly improves children's reading comprehension.

- Systematic and explicit phonics instruction is effective for children from various social and economic levels.
- Systematic and explicit phonics instruction is particularly beneficial for children who are having difficulty learning to read and who are at risk for developing future reading problems.
- Systematic and explicit phonics instructions is most effective when introduced early” (pp. 13-15).

We teach phonics in functional units, like word families, and in context, so that children build phonological identities as they build their reading and writing vocabularies. To this end, as well, students have many experiences with the grapho-phonological system by developing word walls, with interactive writing, guided reading experiences, and the like. In addition to visual cues, children are guided to use the other cueing systems, that is, meaning cues, and structural or syntactic cues, to decode words and make reading meaningful. As students become more proficient readers, they build on strategies that include deconstructing words, using root words, prefixes, suffixes, studying of Latin root words, etc.

### *Written and Oral Language Conventions*

Teachers explicitly address the state standards for written and oral language conventions. Our instruction includes the components of sentence structure, grammar, punctuation, capitalization and spelling. Much of our spelling instruction takes into account developmental spelling theory. "Spelling instruction is based on two fundamental tenets: 1. Students' learning of spelling and vocabulary is based on their developmental level. 2. Students' learning is based on the way they are naturally inclined to learn, on their natural course of conceptual learning" (Bear, Templeton, Invernizzi, and Johnston, 1996, p.11).

Spelling instruction may include temporary spelling techniques, developmental spelling activities such as word hunts and sorts, McCracken Dictation, Making Words and Words Their Way activities, spelling lists generated from the students' own writing, and dictionary skills. Students are also taught to use a thesaurus, word families, and root words.

### *Vocabulary Development*

Westwood teachers know that vocabulary instruction is important in the primary grades and in the upper elementary grades. Westwood students learn vocabulary by hearing, reading, and analyzing exemplary literature, practicing dictionary skills, and highlighting context clues.

Teachers give special attention to teaching academic language to students, that is, the language of books, tests, and formal writing. Based upon assessment data, teachers pre-teach and reteach of content areas and academic language to address the needs of students who are learning English, students who are at risk, and students with special needs.

Teachers read aloud to students to highlight sensory details, rich language, and content specific vocabulary. Providing field trips and hands-on experiences for students builds vocabulary as well. Students strengthen vocabulary skills by reading independently, and teachers facilitate this by providing independent reading time and a variety of fine literature to support this practice. "Children learn many new words by reading extensively on their own. The more children read on their own the more words they encounter and the more word meanings they learn" (CIERA, 2003, p. 35). In addition, many Westwood classrooms have reading buddies of another grade level with whom they read weekly.

#### *Fluency Instruction*

Westwood Charter School guides students to be fluent readers. Students read passages several times and teachers provide feedback. "Repeated and monitored oral reading improves reading fluency and overall reading achievement. Students who read and reread passages orally as they receive guidance and/or feedback become better readers" (CIERA, 2003, p.24).

#### *Comprehension*

We recognize the very important duty to build strong and strategic readers who acquire information, and understand and apply what they read. "Comprehension means that readers think not only about what they are reading but what they are learning. When readers construct meaning, they are building their store of knowledge. But along with knowledge must come understanding" (Harvey and Goudvis, 2000, p.9). Our students comprehend to gain information and insight. In Westwood classrooms, teachers model, guide, and practice clear, specific, and effective reading comprehension strategies. Our program includes showing students how to use background knowledge and fix up strategies, connect, question, visualize, infer, determine importance, and synthesize information, as key aspects in what good and successful readers do" (Harvey and Goudvis).

## *Literary Response*

Students have opportunities to respond to literature from a variety of genres. As they explore both the structural and literary elements of texts, they create and share with peers their personal reactions, for example, through book shares, written responses, literature circles, peer discussions as in Reading Workshop, plays, Readers' Theater, questioning, Thinking Maps, Council, and author studies. Within a differentiated instructional approach, these activities involve deeper levels of complexity. The value of literature response activities are immense. Students are encouraged to critically analyze the main literary elements that can include: characters, themes, literary devices, setting, conflict, point of view, and tone. When analyzing non-fiction text, students identify and discuss the author's purpose, message, and point of view, the main idea and key details, and how the information impacts understanding of the world.

## *Writing*

Teachers at Westwood Charter School are committed to guiding children to become fluent, proficient writers. Through the school wide use of Writing Workshop, all students are actively involved in writing, from emergent and beginning writing in kindergarten, to specialized stages of writing in the lower and upper elementary grades. They move from writing words, simple sentences, and stories, to more complex sentences, and then to paragraphs and multi- paragraph essays that support a main theme. They write in a variety of genres. Students are guided to experiment with the beauty and power of the written word by writing descriptively, creatively, and by developing a personal viewpoint. They learn to write from multiple perspectives including first and third person. Students learn to outline, take notes, and write research papers. We are careful to guide students to write with a command of Standard English, always giving attention to audience and purpose.

Students see themselves as writers and writing as an activity that is part of daily life. They employ the writing process consistently. Students may brainstorm or take notes as a prewriting activity. Students may use Thinking Maps to help organize these ideas, as well. Drafting follows and students revise and edit with peers and teachers, with intentional emphasis on students becoming responsible for the editing process. Published pieces may be typewritten and may be displayed in the classroom. Students participate in Writers' Celebrations and share their work with others in the school community. As Gail Tompkins noted in *Teaching Writing*, research has shown that "the process is cyclical (1994, p.9). A student's own writing is often the genesis for more authentic and purposeful writing. Classrooms participate in Writing Workshop, as well. This structure can be a powerful avenue for students to write and find their personal voice. They support fellow writers in the process. "Writing groups provide a scaffold, or supportive environment, in which teachers and classmates can talk about plans and strategies for writing and revising (p.

17). Students use published authors as mentors, constantly connecting reading and writing. Teachers challenge students to read as a writer, that is to transfer an author's style and techniques into their own writing.

Writing instruction may include shared writing, modeled writing, journal writing, Writing Workshop, writing in all genres and extensively in the content areas, biographies, essays, and research writing. Teachers emphasize instruction in both mechanics and content. Technology is frequently used to facilitate the writing process.

## ***Mathematics***

Westwood Charter school students work to meet and exceed the Common Core State Standards in mathematics. We are committed to students' conceptual understanding of math concepts and recognize the immense value of true understanding and the importance of articulating that understanding. As stated in The Common Core State Standards Handbook, "One hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student's mathematical maturity, why a particular mathematical statement is true or where a mathematical rule comes from. There is a world of difference between a student who can summon a mnemonic device to expand a product such as  $(a+b)(x+y)$  and a student who can explain where the mnemonic comes from. The student who can explain the rule understands the mathematics, and may have a better chance to succeed at a less familiar task... (2010, p. 3). Westwood students are engaged in learning that emphasizes depth and meaning and the ability to prove how and why they know something to be true.

Along with firm concept understanding, our primary goals in mathematics education are to facilitate our students' mastery of basic computational and procedural skills and ensure that they are competent problem solvers. We want Westwood students to synthesize and apply these skills and conceptual understanding to all areas of their lives. Westwood recognizes that a commitment to standards-based curriculum will forward this goal.

Westwood teachers strive to balance computational instruction with conceptual and problem solving opportunities. Westwood teachers equip students with a variety of strategies to solve problems. Teachers guide students to develop logical thinking skills and use the language of mathematics to communicate about relationships and quantities using mathematical terms and symbols. Additionally, Westwood teachers strive to make connections between mathematics and other curricular areas. This integration of math with other core subjects occurs when possible and appropriate.

With these goals in mind, our mathematics curriculum is designed to introduce, practice reinforce, and extend such basic mathematical skills as counting, patterning, addition, subtraction, multiplication, and division, in order to apply these skills comfortably and appropriately in real-life situations and to other new and interesting problems. As stated in the second paragraph, we wish to enable all learners to develop proficiency in each of the three components of mathematics: basic computation and procedural skills, conceptual understanding, and problem solving.

As students progress through the curriculum, teachers build upon previously learned content in a recursive fashion, with extensions and more in-depth applications. Teachers schedule a daily block of uninterrupted mathematics instruction time and employ differentiated instruction so that all learners access and acquire skills and knowledge.

Westwood teachers are also guided by the Standards for Mathematical Practice and seek to foster these in the students:

- make sense of problems and persevere in solving them,
- reason abstractly and quantitatively,
- construct viable arguments and critique the reasoning of others, model with mathematics,
- use appropriate tools strategically,
- attend to precision,
- look for and make use of structure, and
- look for and express regularity in repeated reasoning.

From: Common Core State Standards, (pp.5-6)

We teach the domains outlined in the CCSS: Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations-- Fractions, Measurement and Data, and Geometry. We do this within the structure of developing children's conceptual understanding and mathematical reasoning. We do this through conceptually-based experiences that encourage students to actively participate in their learning by using prior knowledge, exploring, questioning, and posing problems of their own.

Throughout grade levels, our mathematics instruction progresses from concrete to abstract, where students develop skills and knowledge through the use of manipulative materials. This practice is supported by Mary Baratta-Lorton in *Mathematics Their Way*. "A page of abstract symbols no matter how carefully designed or simplified because of its very nature cannot involve the child's senses the way real materials can. Symbols are not the concept, they are only a representation of the concept, and as such are abstractions describing something that is not visible to the child. Real materials, on the other hand, can be manipulated to illustrate the concept completely, and can be experienced visually by the child." (1976, p. xiv). In upper grades, many of our students learn how to compute

algebraic equations and solve for a variable, using dice, pawns, and balance scales through the use of Hands-on Equations.

Teachers use Cognitively Guided Instruction (CGI) to allow students to share and use the knowledge that they bring to the math learning process. Students are encouraged to explain their math thinking and reasoning; emphasizing that there are multiple ways to solve a problem. Teachers facilitate problem solving and students' intuitive understandings about math are encouraged. Keeping in mind each child's mathematical thinking, teachers guide individuals towards reaching their highest potential within their zone of proximal development. Through CGI, "students not only need to learn the big ideas of mathematics; they need to learn the mathematical ways of thinking that are entailed in generating these ideas, in deciding how to express them in justifying that they are true, and in using them to justify the mathematical procedures they are learning." (Carpenter, et al., Thinking Mathematically, 2003, p. 6)

As stated earlier, our curriculum emphasizes the connection of mathematics to daily life and work to solve real-world problems. For example, in all grade levels, students participate in social studies simulations that encourage the development and application of skills in patterning, equivalent values, place value, graphing, money, and configuration of numbers. Within social studies units, students use these skills to purchase consumer items, make predictions about a variety of events in their lives based on patterns they have studied, and countless other real-world situations. Fosnot's Contexts for Learning provides another avenue for students to practice math skills and problem solving in realistic contexts.

We approach our mathematics curriculum using a variety of innovative strategies and materials to meet the needs of the students. These may include district-adopted textbooks, teacher-created materials, CGI strategies, manipulatives, and supplementary materials, such as Fosnot's Contexts for Learning, Engage NY, and Marilyn Burns resources.

## **Science**

*"There is no doubt that science - and therefore, science education - is central to the lives of all Americans. Never before has our world been so complex and scientific literacy is critical to making sense of it all. Science is also at the heart of America's ability to continue innovating, leading, and creating jobs for the future. That's why all students - regardless of whether they pursue college or STEM careers - should have access to a high-quality K-12 science education."*

- from <https://www.nextgenscience.org/understanding-standards/understanding-standards>

The TK-5th grade science program is to provide all students with challenging, standards-based science instruction that promotes state requirements while preparing college-ready, career-aware students who “learn science by doing science.”<sup>1</sup> This type of instruction in the science classroom provides students with multiple opportunities to practice reading, writing, listening and speaking skills thus promoting the four domains of literacy. Since mathematics is also the language of science, occasions to practice numeracy are frequent. The application to social studies assists students in making the very important decisions about how to preserve resources and protect our natural world, and about their responsibilities as global citizens. Teachers strive to highlight connections between social studies and science; that the study of the natural world influences the culture of the social and political world. Explicit instruction is based the four domains: Earth & Space, Life, Physical, and Engineering, Technology and Application of Sciences in grades TK-5th.

We also believe that solid science instruction challenges students to observe, analyze, question, and evaluate. The thinking skills that are honed through scientific experimentation and observation will hold students in good stead beyond their elementary years and in many areas of their life. "Science learning in school leads to citizens with the confidence, ability, and inclination to continue learning about issues, scientific and otherwise, that affect their lives and communities" (National Research Council [NRC] 2012a, Chapter 11).<sup>2</sup>

At each grade level, science instruction is driven by student inquiry, facilitated and guided by teachers, and based on the Next Generation Science Standards. Our content instruction reflects the three dimensions of science: Science and Engineering Practices (SEPs), Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs). In all grade levels, science is an exploration of phenomena - observable events in a natural or designated system.<sup>3</sup>

The NGSS also supports students in gaining an understanding and appreciation for the natural world as environmental education weaves these sciences together. California developed A Blueprint for Environmental Literacy: Educating Every Student in, about, and for the Environment to guide educators in the principles of environmental science and its interdisciplinary nature. The Environmental Principles and Concepts outlined therein might be investigated through both a social studies and/or scientific lens. Using the connections delineated in the Science Framework, Westwood teachers can make connections between

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<sup>1</sup> NGSS

<sup>2</sup> As cited in 2016 Science Framework for California Public Schools Kindergarten through Grade 12: Chapter 1 Overview of the California Next Generation Science Standards, p. 4

<sup>3</sup> 2016 Science Framework for California Public Schools Kindergarten through Grade 12: Chapter 1 Overview of the California Next Generation Science Standards



NGSS concepts and investigations and the California EP & Cs.<sup>4</sup> Teachers strive to instill an awareness of people's social responsibility to humanity and our interdependence with the environment so that students are conscious, thoughtful stewards of the earth.

Teachers use a variety of materials, with an emphasis on hands-on instruction and experimentation. These include trade books and literature, teacher resource books, guest speakers, textbooks, commercial kits (e.g. FOSS, Smithsonian's STC, Carolina Biological Supplies, Mystery Science, and California Science Center) as well as teacher-created materials. As much as possible, technology and technological tools are used in science investigations.

### ***History/Social Studies***

Our history-social science curriculum is based on our belief that social science is the interactive and integrated study of people, and therefore should be at the core of curricular planning. We believe that social science influences the selection and introduction of related and supporting concepts in language arts, mathematics, science, visual, and performing arts. For example, when students study habitats in science, they also study the Native Americans that have populated these habitats. We also believe that, "Now more than ever, students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn. And most importantly, they must possess the capability and commitment to repeat that process as long as is necessary. Young people need strong tools for, and methods of, clear and disciplined thinking in order to traverse successfully the worlds of college, career, and civic life" (College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History). Based on the students' understanding and exploration of these concepts and practices, they come to know that their individual actions can make a difference in the world.

At all grade levels, Westwood teachers use purposeful planning and curricular integration to guide students in common activities that promote the same social science theme or understandings. Through collaboration, each grade level has created a scope and sequence document the planning and curricular integration. The scope and sequence is a living document where teacher collaboration and curricular integration is recorded. While social studies is the foundation of our curriculum, the scope and sequence documents the integration of all curricular areas, State Standards and Frameworks, service learning,

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<sup>4</sup> 2016 Science Framework for California Public Schools Kindergarten through Grade 12: Chapter 1: Overview of the California Next Generation Science Standards, p. 64

experiential learning opportunities, and social-emotional connections. Teachers revisit the scope and sequence to plan instruction, reflect on instruction, and revise the document as needed. Westwood teachers foster a sense of cultural understanding, a sense of civic duty as part of a democratic society, and the skills necessary to participate as an effective and responsible citizen.

Westwood students demonstrate historical and social sciences analysis skills such as chronological and spatial thinking by placing key events and people of the historical era they are studying within a spatial context. They also demonstrate these skills by applying terms related to time such as past and present, explaining how the present and the past are interrelated, and how some things change and some things remain constant. They are engaged in using map and globe skills, and judging the relative location of a place. Students differentiate between primary and secondary resources in their research, pose relevant questions about historical events, and distinguish fact from fiction.

Students display historical interpretation skills by summarizing key events of eras, identifying the unique character of places that they are studying, identifying and interpreting multiple causes and effects in historical events, and conducting cost-benefit analyses of historical events.

We believe a balanced and integrated curriculum in all grades, based on our school-wide theme of interdependence, prepares our children for the world by allowing them to investigate the interdependence of elements in their own lives, as well as how their lives relate to the world around them. We continue to articulate and refine our curriculum, especially in regards to overarching themes and ideas.

“In order to be successful in most content areas, students must develop essential reading, writing, and analysis skills. Studying disciplines like history and the related social sciences requires students to employ complex vocabulary, understand discipline-specific patterns of language, and exercise analytical thinking skills” (P.3 *History-Social Science Framework, 2016*). Westwood students’ immersion in social studies provides time to practice and refine these essential skills, particularly those outlined in the CCSS/ELA. This practice parallels the instructional shifts outlined in the 2016 H/SS Framework.

Our social science curriculum is based on the History/Social Science Framework (2016), and the History-Social Science Content Standards and the Common Core State Standards that include standards for literacy in history/social science. Westwood’s theme of Interdependence also connects to The *College, Career, and Civic Life (C3) Framework for Social Studies State Standards* (C3 Framework) (<http://www.socialstudies.org/c3>). This document describes the Inquiry Arc that teachers may use when planning integrated units of study. We also draw from the research of Jean Piaget, Lev Vygotsky, and Jerome

Bruner and more recently, the work of Perkins and Salomon and their Transfer of Learning theory.

As a school community, teachers, students, and parents participate in Council. This is a practice that values the contributions of individuals--their feelings and their stories. Participation in Council has both social and academic benefits. Council encourages students to speak freely and share stories and thoughts based on their individual experiences. They grow to understand that everybody's life experience and perspective is different, but that we all share the common goals of being heard, understood, and respected. In the context of a social science lesson, students may assume the role of a specific historical figure such as John Smith or Powhatan, or a modern-day community worker such as a postal carrier or store merchant and share their story and their perspective in a Council forum.

We guide our students to gain a firm sense of civic values, rights, and responsibilities through the study of historical events such as the American Revolution, the writing of the Declaration of Independence, and the Bill of Rights. Students also evaluate historical figures such as Rosa Parks, Dolores Huerta, and Cesar Chavez who boldly fought for civil rights. Our social emotional learning curriculum reinforces civics lessons that are taught in the social science curriculum.

Historically literate students have a keen sense of historical empathy. Students read a variety of texts, including primary and secondary sources, historical fiction, and other documents as an essential part of their learning experiences. For example, fourth and fifth grade students read primary sources written in Revolutionary times, take on the role of a revolutionary and they debate whether to declare independence from England or not. When students study early California, they become Pobladores (the first people to travel to Los Angeles and settle there) and re-enact their journey from Mexico to Los Angeles, debating decisions made by these people that ultimately led to their success in the new Pueblo, failure, or death. Primary students interview family members across generations to learn about their own histories and to create family trees and timelines of their lives.

To help students build a sense of geographical literacy as well as cultural, economic, and historical literacy, children study the landscapes of our local, city, state, and national boundaries. Students build a model of the geographic features of the land. They build a replica of the local community with blocks and other materials. They take observational walks around the community, noting multicultural contributions and economic aspects, interviewing community workers, and exploring changes over time. They visit Downtown Los Angeles, noting the same features. They study our state and the states of the Union, gaining insight and appreciation. They also participate in activities to learn about and admire workers who shape today's world. They visit a working farm and pick crops while

exploring a farm unit. They sort mail and take on the jobs of postal workers as part of a post office unit. They visit commercial, residential, industrial, and rural areas within our community, developing an admiration for the natural world and the contribution and complex interaction of natural and man-made materials. In doing so, students will develop environmental literacy and understand that the interaction between people and environments has long term effects and has been a theme throughout history.

Our foundation of instructional methodology is the belief that children learn by creating in an experiential context that promotes social interaction. "[S]ocial exchange is seen as essential in learning. Throughout shared activity, communication, cooperation, and even conflict, children co-construct their knowledge of the world, using one child's ideas to develop another's, or to explore a path unexplored. Because social development is seen as an intrinsic part of cognitive development, the space is planned and set up to facilitate encounters, interactions, and exchanges among children" (from *First Steps to Toward Teaching the Reggio Way* by Carla Rinaldi). Westwood teachers understand that learning is a multi-sensory pursuit; we are dedicated to providing students with varied ways to access the curriculum. Field study is an integral part of social science curriculum at all grade levels at Westwood Charter School. Fieldwork ranges from trips to Riley's Farm, where students experience a re-enactment of the Revolutionary War, to exploring nineteenth-century rancho life at a working adobe ranch, to visiting a community business such as a restaurant and a fire station.

Teachers work as Families to plan and engage students in grade-level simulations, re-enactments, and dramatic representations to assist students to make connections to both current and historical events. Teachers may introduce units of study with initiations to spark children's interests, activate prior knowledge, and set the stage for further questions and explorations. We use multi-resource lessons to allow students with varying talents and skills to use a variety of resources to gather information. We may conclude units with culminations to promote internalization of concepts they have studied. First graders are introduced to a vital part of their community as they participate in an initiation of the restaurant. Students act as servers by setting a fancy table and as customers by ordering from the menu. They also create their own menu and sort food into its proper course. Finally, students culminate their study of restaurant by opening their own restaurant. They develop their menu, cook the food, and work in all positions involved in running a restaurant. Students participate and reflect, talk and construct, dramatize, and recreate. The students of Westwood Charter are not passive observers of history. Through these interactive and thoughtful simulations, students experience and feel what it could have been like during a particular time period. When passionately debating about whether or not to sign the Declaration of Independence, the students tap into the emotional drive of people from history and make meaning from these simulated experiences. An important component of our simulation process is in the debriefing; where students reflect on their

shared experiences and come together to collectively identify common themes, ideas, and concepts. In turn, these reflections provide a springboard for students to make connections to other avenues or contexts in past and current history.

To present, guide, and assess instructional content, teachers use a wide range of reference and media materials, including, but not limited to textbooks, literature, realia, internet sources, multimedia presentations, videos, and guest speakers. Our program materials reflect a balanced use of published and teacher-created materials.

Whenever possible teachers encourage children to use primary resources to access information. Primary sources are particularly useful in motivating children to challenge traditional notions of history and offer alternative perspectives.

### *Kindergarten Social Studies*

Children enter school with a wide range of experiences and knowledge about the world around them. Building on this wealth of knowledge allows them to develop a sense of place that is both anchored in what they know and firmly connected to their ever-expanding new knowledge. With this “child-center” in mind, the kindergarten curriculum begins with a study of the self as related to the community, in order to answer the question, “How am I affected by the community?” Students learn to work together, to take turns, share, problem solve, think critically, and analyze problems and consequences. They learn these norms by experiencing them in the group environment. There are many opportunities to integrate other curricular areas within the context of each unit. For example, on Election Day in September, students take part in a voting simulation, writing propositions for the ballot (ELA) to address a problem in the classroom, and then counting ballots and analyzing results (Mathematics).

The kindergarten curriculum continues with an exploration of the student’s relationship to the classroom and school, exploring school grounds, personnel, and environment. This foundation forms the basis for the next question, “How do I experience my community?” This includes a study of cultures, resources, and the surrounding neighborhood. Students hear and discuss stories from the past and become familiar with how people live and how communities have changed over time. The students act as researchers by going on field trips and applying their knowledge through Block Work, mapping, sketches, and dramatizations.

This leads to the next curricular question, “How do I affect my community?” as students investigate their social role through service learning projects, taking on both individual and group responsibilities to initiate change. Each spring, some kindergarten classes participate in a service learning project that addresses their understanding of

homelessness, and create supply boxes for community organizations. They create signs and speeches to teach the larger community about their endeavor (ELA) and then organize supplies and money for distribution. (Mathematics)

### *Grade One Social Studies*

Students explore rights and responsibilities in their world. Within the classroom setting, students learn about fair play, being a good sport, and examining and solving the social problems and dilemmas that arise in the classroom. This approach allows students to learn that problems are a normal recurring part of their social life.

Through these social studies units, there is integration with other content areas. In the election unit, students learn about respecting the rights and opinions of others and being a responsible citizen. Students choose a class candidate, through a class election process. They run a campaign for the candidate, and conduct a Family- wide election simulation. The students are responsible for counting and tabulating the results, announcing a winner.

Students learn about and understand American symbols such as the bald eagle, the Statue of Liberty, and the Liberty Bell. Students also learn about the importance of national holidays and the people associated with them. As students learn about these people, an emphasis will be placed on recognizing how certain aspects of life change over time while some things stay the same.

Students begin to develop a basic understanding of economics. Through the restaurant and post office units, students learn about the use of money to purchase goods and services and how these goods and services are manufactured, transported, and sold. Students also learn how the specialized work that people do contributes to the success of the business. The mapping unit helps build conceptual knowledge of the community and the world in which they live. Students develop a sense of place and spatial relationships as they build geographic literacy.

### *Grade Two Social Studies*

Students in second grade investigate people who make a difference in their own lives today and in the past. They explore history through primary and secondary resources, including members of their community as well as current and past heroes. Students compare understanding of the immigrant experience and appreciate lifestyle changes overtime. Students compare and contrast the lives of their ancestors with their own lives, creating timelines to develop an understanding of their own history and how they fit into the larger community. They create family trees to help them understand the hierarchy of generations. Once students have explored the history of their own families, they apply this

knowledge to the greater world. Students explore and create various maps after learning mapping skills, including geographic features and land uses. They connect their new learning with geographic knowledge of North America and the continents. Students are introduced to the ways countries are governed.

They explore geographic environments and types of communities. By taking walks in the school's surroundings, students compare and contrast the similarities and differences between the residential and commercial sections of the neighborhood while developing an understanding of rural, urban, and suburban communities. Within the community, they study community workers as well as the goods and services that people consume.

Students are taught basic economic concepts and their individual roles in the production and consumption process. They learn basic economic reasoning skills by applying these concepts in their everyday lives (e.g. allowance and spending; savings). They investigate a business in depth, such as a farm, restaurant, or the post office, and learn the importance of interdependence of jobs and systems within an institution. Their social studies units integrate skills and concepts taught across the disciplines. Servers at the class restaurant total up their customer's bill while the cashiers need to make change. Similarly, when students act as customers at the postal store, they determine if they have enough money to buy stamps, and if not, they budget their earnings to be able to buy them the following week. By working in each simulated business, students understand that each part contributes to a successful whole.

Science concepts are also integrated into the social studies units. In their farm study, students research farm animals, learning about life cycles, care, body parts, and animal history. Students create their own farms, integrating map skills, and then research solutions to a possible problem that could occur on this farm. Problems include pests, drought, floods, frost, and wild animals. The solutions are numerous, ranging from biological, chemical, to manual. Children learn to evaluate choices determining the best solution for the long-term health of the farm and the earth.

Students learn to appreciate and celebrate cultural diversity. They experience the various cultures within the classroom, school, and world throughout the school year. This instills both pride and value for the unique backgrounds of every individual. Their service learning projects emerge directly from the investigations in social science, including teaching the school about their model sustainable community or raising money to give help to farmers world-wide.

### *Grade Three Social Studies*

Grade Three students investigate the features of continuity and change in our local region. The physical and human geography of the region is explored in a thematically integrated curriculum that follows a timeline format, beginning about 20,000 years ago with prehistoric Los Angeles.

Students then investigate the Tongva tribe (indigenous people), European explorers in our region, the founding settlers of Los Angeles, The Rancho Period, industrialization, and civic expansion to modern day Los Angeles. We emphasize the ways in which environmental, cultural, and political systems have influenced regional development, both in the past and today. Experiential lesson design and multiple field trips support a deeper understanding of the Core Standards.

Students practice informational reading strategies related to each period of development for Los Angeles. When learning about European explorers, students engage in a simulation where they are a crew going to find treasures for the Spanish King. They use mapping skills and clues to find the items and bring them back “home.” They reflect on the successes and difficulties they experienced during the journey to make connections with the experiences of the explorers from the 1500-1600s. In studying the first settlers to the Los Angeles area, students interview family members to learn about the reasons and migratory patterns within our classes. Students may use the data to create graphs, charts, and maps. Data collected may be used to write narratives. During the study of the Rancho Period, students create diseños using the vara to measure their land. After, they write a persuasive letter to the “Governor” to ask for a land grant. When studying Industrialization of the Los Angeles area, students may design geometric nets to make a model of modern day Los Angeles, incorporating art and math standards.

### *Fourth Grade Social Studies*

In grade four, students learn the history of the land, the people, the cities, and the cultures that have combined to become present-day California. They begin with an analysis of California’s geography and then investigate the history of the first Californians. Later, they study the Spanish explorers and settlers and Mexican California. Students end the year by examining the effects of the California Gold Rush, Westward Movement, and the economic, the political, and the technological developments of California statehood.

Students see relationships of social studies themes within a variety of subject areas. Students read about the impact of exploration on indigenous cultures based on analysis of the literature book *Island of the Blue Dolphins*. After reading about Spanish colonization,



students write about the consequences of the mission system and its impact on native populations.

Students also research significant events that led to California's statehood. Lessons are fully integrated in a unit on Westward Movement as they become pioneers who travel west in wagon trains and must make decisions as a group. Students read about pioneer life, write diary entries from the perspective of people of the time, and calculate the mileage covered on the trail each day. Students also visit Catalina Island on a field trip to see how the geography affects the survival of people and species from the past and the present. Visiting the Wells Fargo Museum also allows students to see the evolution of transportation to learn about stagecoaches and railroads. Students participate in a Shindig where students sing songs and dance to music from the California Gold Rush Era.

### *Fifth Grade Social Studies*

In grade five, students extend their studies of the history and geography of the United States, focusing on making a new nation. They begin with the explorers and early settlers of the New World. They study colonial America, which in turn helps them understand the cause of the Revolutionary War. When they understand the issues and conflicts of that time period, they can understand the purpose behind our Constitution and the three branches of government. They study the many cultures and people that immigrated to form this country as they know it today.

Social Studies themes are integrated into other subject areas. Students read historical fiction like *Blood on the River* to analyze story elements within a historical context of the formation of the Jamestown Colony. Students also conduct research and read primary and secondary sources to investigate people, places, and events that revolve around the American Revolution. Students write persuasive arguments to share orally at a simulation when debating whether or not to sign the Declaration of Independence.

Field experiences are also a huge part of supporting the social studies curriculum. Students visit Riley's Farm to participate in a reenactment of the revolutionary war, spend time aboard a tall ship to learn about a sailor's life, and listen to an audio presentation about the Declaration of Independence in Buena Park. In addition, students find ways to promote civic engagement through school-wide activities and service learning.

For each grade level, there are complete listings of standards, materials, and assessments in our school handbook.

## *Social Emotional Learning*

At Westwood Charter School, we believe that social emotional learning is an essential part of a progressive curriculum. We believe in a community that fosters independence of thought, intellectual integrity, and personal and social morality. A vital component of our curriculum is encouraging our students to think independently and develop a positive self-concept and resolve conflicts effectively. Once our students understand and respect themselves, we expect them to accept and celebrate the differences of others. We strive to meet the six goals of the program.

*Celebrate a community in which all individuals recognize their interdependence with one another.* We believe in the development of good character in all students because, “when good character is the prevailing force in a school, discipline problems decline, academic performance improves and school pride is visible” (Brooks, 1998, p. 1). As students practice positive social behaviors, these “become part of a person’s self-concept, and indeed [part of] the whole school’s identity...these behaviors are unifying rather than divisive” (p. 1).

*Continue to use a school-wide shared vocabulary to identify positive behaviors that foster an inclusive community and promote character development.* We use common vocabulary that reflects our school values and expectations. Our school-wide expectation/vocabulary is based on our principles of PAWS. PAWS stands for: Practice Compassion, Act Responsibly, Work Hard and Stay Safe. PAWS represents behavioral and social expectations in a school environment as well as in the students’ everyday lives. We believe in empowering children to become positive influences in the community at large; as Mohandas Gandhi said, “If we are to teach real peace in this world...we shall have to begin with the children.”

*Recognize and celebrate students who exemplify positive behavior and school expectations, within the classroom and our school community.* Teachers visibly celebrate student achievement in the classroom setting through praise and positive reinforcement. We hold monthly school assemblies to recognize students for demonstrating good character and for those who “Practice PAWS.” These assemblies promote pro-social skills and reinforce our SWPBS (School-Wide Positive Behavior Support) plan. Students are given the opportunity to compose speeches, songs, and/or skits relating to behavioral expectations and perform them for the student body.

*Nurture an environment that embraces positive conflict resolution, pro-social skills and safety for all students and staff.* We have developed clear expectations for school wide student behavior in the classroom and on the yard, explained by our school-wide positive behavior support program. Teachers review these principles and expectations at the

beginning of each year through classroom discussions, lessons, and demonstrations. The PAWS Expectations and Safety Contract is sent home every August for parents and students to review together and sign. While on the yard, students can stay safe by visiting the problem solving station and/or filling out a “PAWS-itive Problem Solving Slip.” We have also developed an office referral form and grade level specific consequence guideline grids based on the principles of PAWS.

*Provide direct instruction in PAWS.* Instilling social and community ethics and values in our students has positive effects in the classroom. "Teachers who take the time to teach pro-social skills and conflict resolution techniques have much more cooperative and conflict-free classrooms." This instruction “promotes a calmer classroom environment... [and] creates a setting where consideration of others and trust is the norm” (Canter, 1995, p. 4). Teachers will define, explicitly teach, and acknowledge and reinforce behavior expectations.

*Provide the staff with the training and tools needed to ensure that all students’ character development is supported.* Teachers are given the opportunity to increase their skills and knowledge through staff and/or grade level professional development sessions. They have been provided with multiple trainings and grade appropriate curriculum including Second Step: A Violence Prevention Program - Committee for Children, Council for Educators/LAUSD and Health & Wellness by Macmillan/McGraw-Hill. Additionally, we have created a bank of PAWS based lessons for each grade level and have compiled a list of literature that highlights characters that promote PAWS. Teachers are encouraged to utilize these and other resources to support the education of our social emotional education.

### *Service Learning*

At Westwood Charter, service learning is a structured teaching approach that enriches learning by engaging students in connecting classroom content, literature, and skills to local and or global community needs. In the lower grades, teachers model the process. In the upper elementary grades, students are encouraged to lead the process with adults as partners, applying critical thinking and problem solving skills to issues of social justice.

Students grow as individuals, gain respect for their peers and enhance civic participation. Students will gain a deeper understanding of themselves, their community and society and experience success at every ability level. Our students will develop as leaders who take initiative with solving problems, work as team players, and demonstrate their abilities through service to others.

"Simply put service learning connects school based curriculum with the inherent caring and concern young people have for their world - whether on their school campus, at a local food bank, or in a distant rain forest. The results are memorable, lifelong lessons for students and foster a stronger society for us all" (from The Complete Guide to Service Learning, 2004). Because service learning stems from content, as well as from the hearts of young learners, the projects differ across grade levels and change over time.

The following are descriptions from past service learning projects:

Family 1 will focus on the importance of helping the environment and how we as individuals can do our part to make sure the Earth's natural beauty is available for everyone to enjoy. Our students will learn that taking positive actions, such as recycling and energy and water conservation, can help make a big impact on our earth. As a culminating activity to our Environmental Conservation Unit, each first grade class will create a book which will further educate others about ways they too can save the Earth. These books will be presented to the Kindergarten classes, so their students can also learn ways to care for and respect our world.

Family 1-2 conducts an integrated science and social studies investigation Farm to Table. The students study in depth where food comes from. This involves research, field trips, creating a realistic farm, and investigating possible problems faced by farmers. A unit on restaurant follows, culminating with the opening of class restaurants. Much of the food used in the restaurant is grown in the class garden. Students perform the cooking and additional restaurant related jobs and the parent community is invited as customers. Charges for the dining experience are donated to Heifer International - a fund that provides farm animals, garden materials, and training for agricultural families around the world. Upon completion of the unit, students calculate the profits and vote on which animal to purchase with their earned funds.

Family 4-5 engages in a science investigation of electricity and its role in our everyday lives. The students research fossil fuels, electric generators, the growing expense of electricity, and its effect upon society, as well as, pollution concerns for the environment. In addition, students are involved in a variety of research exercises, including interviews and field trips to DWP, Energy Star, and other environmental agencies. Students learn how to read meters, record, and graph energy usage within their households. After weekly comparisons they incorporate a conservation plan and analyze its effectiveness. Upon completion, students compose a list of ways in which people can reduce electricity usage and then distribute the lists throughout the local community. Students reflect before, during, and after providing service. Reflection encourages critical thinking and is a central force in the design and fulfillment of curricular objectives. We feel it is important that students' service work is acknowledged, celebrated, and validated. Some of the reflective

methods include: presentations, artwork, discussions, and written expression. It is through this reflection process that student learning is measured.

### *Health*

Physical, mental, emotional, and social health are critical components of a student's ability to learn, achieve and succeed. We believe that a positive, health-oriented school climate recognizes that health is intimately linked to learning. According to the state's Health Content Standards (CA Dept. of Education, 2008), "Health education is a continuum of learning experiences that enables students, as individuals and as members of society, to make informed decisions, modify behaviors, and change social conditions in ways that are health enhancing and increase health literacy" (p. vi).

Our health education curriculum is designed to help students develop attitudes, life skills, and practices furthering their health literacy. At Westwood, we integrate health concepts, such as personal health, environmental health, and drug prevention into the science curriculum. Units may include nutrition, the food pyramid, body systems and human development. Our school participates in health awareness activities like Red Ribbon Week and Jump Rope for Heart to support students who are becoming "[C]ritical thinkers and problem solvers when confronting health problems and issues" (2008 California Health Content Standards, p. vi). Our participation in Council and our positive behavior support program address the social and emotional aspects of health. Second Step, Macmillan/McGraw-Hill textbooks, and other science resource materials are used to support our health curriculum.

### *Physical Education*

We believe that every student in our school should have the opportunity to participate in quality physical education. As mandated by the California State Board of Education, our students receive a minimum of 200 minutes of physical education in a ten-day period. Our program allows our students to develop health-related fitness, physical competence, and cognitive understanding about physical activity so that they can adopt healthy and physically active lifestyles. Students are instructed in body management, locomotor movement, manipulative skills, rhythmic skills, movement concepts, aerobic capacity, muscular strength and endurance, flexibility, body composition, self-responsibility, social interaction, and group dynamics.

We also provide learning experiences that meet the developmental needs of young children, which help improve a child's mental alertness, academic performance, readiness to learn and enthusiasm for learning. Our physical education program includes the following components: opportunities to learn skills, meaningful content, appropriate

modeling and instruction, and the chance to apply this knowledge in a supervised setting. Children are also taught all rules and regulations associated with each sport, with a major emphasis on facilitating students to work as a group to achieve a common goal. Self-image, personal development, and social development are also a part of this program. Furthermore, participation in physical education and the development of sportsmanship skills are emphasized. Healthy competition and athletic ability are also acknowledged and supported.

Our physical education curriculum is integrated into regular classroom planning and is one of the elements of our enrichment program. A professional, certificated teacher teaches the physical education skills and standards to the students. Accordingly, physical education at Westwood focuses on students developing necessary skills and movement knowledge. To assess their mastery of these skills, fifth grade students participate in all state mandated physical fitness testing.

Through the curriculum, we fully endorse the belief that “Physical education is an integral part of the overall education program for every student and provides one of the few opportunities for every student to develop the skills, knowledge, and confidence necessary to lead a physically active lifestyle” (The Physical Education Framework for California Public Schools, CA Department of Education, 2009, p.7). Furthermore, students learn to work as a team resulting in the development of interdependence.

### *Visual and Performing Arts*

Westwood Charter School recognizes the essential role that the visual and performing arts (dance, drama/theater, and music) play in a visionary and well-rounded curriculum. We commit ourselves, through instruction and exploration, to provide children with these exceptionally powerful avenues for creative self-expression, self-discovery and for discovery about the world of which they are a part. Our visual and performing arts curriculum invites students to channel emotions into creative forms. We believe it is of great importance that our children develop a sense of beauty, truth, and tolerance provided by the very humanizing world of art. Our curriculum incorporates five components of arts education. These are: (1) artistic perception: processing, analyzing, and responding to sensory information through the language and skills unique to the arts, (2) creative expression: creating and performing in the arts, (3) understanding the historical and cultural contributions and cultural dimensions of the arts, (4) aesthetic valuing of the arts, (5) and connecting and applying what is learned in the arts to other art forms, subject areas, and to careers.

Our goal is for Westwood students to mature into culturally literate people whose value and pursuit of the arts is life-long. Through the visual and performing arts curriculum, students at Westwood will add to their body of knowledge in the core content areas, apply thinking skills, and acquire artistic skill and style. They will integrate skills and concepts amongst the arts disciplines and the core content areas. Our visual and performing arts instruction will engage students with varied learning styles and allow exceptional learners to fully participate in a curriculum that is often not dependent upon verbal or written responses. As stated in the Visual and Performing Arts Framework, "They [the arts] foster students' abilities to create, experience, analyze, and reorganize, thereby encouraging intuitive and emotional as well as verbal responses" (CA Dept. of Education, 2004, p. 2).

Our teachers and enrichment educators provide students with their music, drama, dance, and visual arts instruction.

### *Dance*

Children at Westwood Charter School are involved in dance and movement education. They engage in activities that encourage them to respond to sound through movement, strengthen motor efficiency and control, communicate ideas through movement, acknowledge the multicultural heritage of dance, and develop an appreciation for its aesthetic value.

### *Drama/Theatre*

Drama provides Westwood Charter School students with opportunities to explore language, refine communication skills, develop self-esteem, and further investigate their world and themselves. "Because drama is concerned with the uniqueness of the individual, students who are guided in drama and theatre activities acquire knowledge of and regard for themselves and others as individuals" (p. 37). Our drama education aims to expose students to the elements of drama, the development of skills in storytelling and playwriting, the appreciation for the multicultural and historical tradition, and the appreciation for the aesthetic value of theatre. Our children participate in classroom skits, reader's theater, poetry recitations, improvisational theater classes, and musical theater production. Additionally, dramatic play is used to reinforce and teach social studies and science concepts as well as facilitate conflict resolution.

We strive to maintain a balance between process and product. Some drama productions are "in process" and shared within the classroom and some are "produced" and shared with the larger community.

## *Music*

Our students learn about many aspects of music. We recognize the multiple benefits, both intellectual and spiritual, of such educational experiences. Music enriches the social studies program and reinforces math and language arts skills. "Music expresses spiritual and emotional values that are both personal and universal, expands the creative capabilities of each person, integrates and harmonizes the mind and body, promotes a sense of well-being, and contributes to increased learning capacities in diverse subject areas" (pg. 65).

Students at Westwood Charter School explore and analyze many of the elements of music, such as sound, pitch, rhythm, harmony, form, tempo, notation, and more. As with the other arts, Westwood students learn the important role and value of music in their lives and the lives of others. All students participate in weekly choral music classes and upper grade students have the opportunity to receive instrumental music instruction. Students enjoy viewing performances as well as engaging in their own performances of choral and instrumental music and musical theater productions. Music is often part of school-wide events and assemblies. Students identify, learn and perform songs that are from different historical time periods linked to the grade level social studies units.

## *Visual Arts*

Westwood Charter students take part in visual arts education, often in conjunction with their learning in the core content areas. The visual arts consist of two-dimensional and three-dimensional creative expressions, such as painting, drawing, graphic arts, printmaking, sculpture, photography, ceramics, architecture, and using technology to create art. A primary goal is to assist students in understanding the creativity of others as well as their own by emphasizing the creative process and the product. Students use the senses of sight, smell, sound, and touch to develop an understanding of the characteristics of artworks. They learn to identify the elements of art emphasizing line, color, shape/form, texture, and space. Students develop visual arts skills by creating developmentally appropriate, original works of art in a variety of media. Children analyze and respond to their own artworks and those of others in order to understand the feelings and ideas expressed in art created by artists of many cultures, places, and times.

Our students are involved in a variety of classroom-based visual arts activities as well as community-sponsored arts programs. These include visits to L.A. County Museum of Art, The Getty Museum, Watts Towers Art Center, The Skirball Museum, The Rediscover Center, and The UCLA Fowler Museum. In addition, many classes attend local school performances for drama, music, and dance.



## *Technology*

Our vision at Westwood Charter School is to use technology to globally connect with people and information, to enhance communication within our community, and to engage children, individually and cooperatively, in problem-solving activities that simulate real-life situations. “Over the last twenty years, computer technology has assumed an increasingly prominent role, and schools have gradually responded by helping children develop the computer technology skills needed in the global workplace” (Dooling, 2000, p. 21). We are aware that national and global information interdependence exists in our world and technology continues to play a central role in our lives as it becomes more powerful, accessible, convenient, and complex.

We believe that technology’s place in the curriculum is that of an integral resource for teachers and children. Students and teachers use technology as an essential everyday tool to support learning. “In the 21st century, technology in the elementary school classroom has not just become common place, but rather, it has become a staple. More than ever before, teachers are relying upon the latest technologies to actively engage their students in new lessons. Technology is now at the forefront of education and its role in the classroom has evolved from a mere distracting gadget to an integral teaching tool vital for effectively conveying information and knowledge” (Kennedy, 2011). At Westwood, technology enhances learning but does not direct it. We use technology to access information, write, create, problem solve, research, communicate, and publish. In addition, technology allows students to strategize, gather and organize ideas, and inspires students to share learning in a variety of ways. Technology is woven throughout the curriculum rather than being taught solely in isolation. By using technology as a tool, students see the big picture and use technology for the purpose of helping them learn (Roscorla, 2010). Today, students use complex multimedia products and advanced networking technologies to learn interactively and work collaboratively on projects; to gather, organize, and analyze information; to solve problems; and to communicate information (Ringstaff & Kelley, 2002). As a result, students have access to technology throughout the day to apply their skills.

As addressed in the California Common Core Standards, technology is integral to our instruction of the writing process and of information-gathering methods. “Effective tech integration must happen across the curriculum in ways that research shows deepen and enhance the learning process. In particular, it must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts (Edutopia, 2008). Russell and Sorge (1999) point to how technology can give students “more control over their own learning,” facilitating the analytical and critical thinking and the collaboration championed in the constructivist approach to education (pp. 1-2). Their conclusion, that integrating technology into

instruction tends to move classrooms from teacher-dominated environments to ones that are more student-centered, is supported repeatedly in the literature.

Although student achievement outcomes in these learning environments are difficult to measure because many existing assessments do not adequately capture higher order thinking skills, in such constructivist classrooms, students tend to work cooperatively, have more opportunities to make choices, and play a more active role in their learning (Mitz and Gibbons, 2000; Page, 2002; Waxman, Connell and Gray, 2002). Furthermore, technology allows teachers to differentiate instruction more efficiently by providing a wider variety of avenues for learning that reach students of divergent readiness levels, interests, and learning styles. For students who need academic intervention, online learning programs allow students to both learn independently and succeed at their own pace.

Westwood Charter School integrates technology into all curricular areas and addresses the California Common Core Standards. In grades Kindergarten through five, teachers use technology to deliver instruction. All teachers have a laptop, iPad, Apple TV and projector. Teacher laptops and iPads connect to the projector via Apple TV. In addition, all classrooms are equipped with Chromebooks for student use. Multiple class sets of iPads and laptops are also available for teachers to use with their classroom as needed. Therefore, you will see teachers using technology to show visual realia, primary source documents, and educational videos to support all content areas, particularly social studies and science. Often students take virtual field trips and visit sites of places that are relevant to student learning. In reading for all content areas, students read text from digital sources and determine the main ideas or key details. Students analyze primary and secondary sources online, conduct research, and compare and contrast different sources of digital information. For writing, students work individually and collaborate with peers to produce and publish pieces using a variety of digital tools. With technology, students use glossaries, dictionaries, and thesauri as tools to enhance the writing process. Paint programs enable students to provide illustrations and visuals for writing assignments. Students use oral language skills to document learning and publish Daily News that is shared with parents and the larger community. In addition, digital recorders are used to develop and sequence podcasts that are both aural and visual. Technology is used by students for communication in the form of email, blogging, and publishing ideas on classroom and school websites. In the upper grades, spreadsheets are used to organize data or to create charts and graphs so that results can be displayed and interpreted. Students in various grade levels use keyboarding software and applications to enhance technology use as well. Overall, technology resources help Westwood Charter students access information and address standards for learning and achievement. Teachers use technology for research and development of lessons and curricular units. Teachers search the internet for resources and information, use a variety of programs, and create engaging

multimedia presentations for their students. Teachers and students use the intranet to share files and information.

We continuously strive to actively seek out new opportunities to engage our students in the most cutting-edge technological experiences.

We are continuing to integrate new technology and to adapt as it becomes available to enhance our teaching and learning. Over the next five years, our goal is to use, but not limit ourselves to, the ideas on the following list:

### *Instruction with Technology*

- We will use tablets to enhance research and to facilitate whole group instruction of technology skills. Tablets will be available in the library and/or by checkout.
- Each classroom will utilize a projector, iPad, Apple TV, and laptop computer to facilitate instruction on a daily basis.
- There will be desktops/laptops/tablets in each classroom at a 4:1 student to computer ratio.
  - Access to technology enables students to immediately and efficiently apply skills modeled in the classroom.
- There will be networked laser printers with cartridges distributed throughout the school to provide ease with publishing student work.
- There will be space-saving furniture and mobile technology to be used more seamlessly within classrooms. Security for mobile technology has also been taken into account.
- There will be software to facilitate the teaching process. This includes updated versions of programs already in use, as well as new software that are applicable to meeting grade level standards in a variety of content areas. Applications can also be used for assessment and intervention purposes.
- There will be additional hardware equipment (Smartboards, webcams, digital video cameras, digital still cameras, microphones, audio recorders, NEOs) to enable teachers to enhance instruction and to give students other avenues for publishing work and communicating ideas to enhance the learning process.
- There will be increased opportunities to communicate with the community in the form of podcasting, video conferencing, blogging, and frequent updates to classroom and school websites.

## **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.

Our Transitional Kindergarten (TK) is a program that builds a bridge between early learning years and traditional kindergarten. TK is the first year of a two-year kindergarten program and provides children an opportunity to learn important academic and social skills in a hands-on manner that supports their development. The program is based on the [California Preschool Foundations](#) with focused instruction in literacy and numeracy along with a strong emphasis on self-regulation and social engagement. Our TK program follows the full day schedule of our kindergarten program.

## **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.

## **School Calendar**

Westwood will adhere to the LAUSD board approved yearly calendar.

August

14-First day of school

31-No School (Admissions Day)

September

3- No School Labor Day

10-No School Unassigned Day

19-No School Unassigned Day

October/November

Westwood will follow the conference dates set by LAUSD.

November

12- No School Veterans Day

19- 21-Unassigned

22 - 23 -Thanksgiving

December 17-January 4 -No School Winter Break

January

7 - Second Semester Begins

21-No School - Martin Luther King Jr. Day

February

18-No School - President's Day

February/March

Westwood will follow the conference dates set by LAUSD.

April

1-No School-Cesar Chavez Day

15-19-No School-Spring Break

May

27-No School-Memorial Day

June

7-Last Day of School

### **School Hours**

Grades 1–5

- Monday, Wednesday and Friday 8:00 am–2:45 pm
- Tuesday and Thursday 8:00 am–1:45 pm
- Minimum Days are observed during conference weeks - Monday, Wednesday, Friday 8:00 am - 12:45 pm

Kindergarten

- Monday, Wednesday and Friday 8:00 am–2:40 pm
- Tuesday and Thursday 8:00 –1:40 pm
- Minimum Days are observed during conference weeks - Monday, Wednesday, Friday 8:00 am - 12:45 pm

## **Sample Daily Schedules**

Individual classrooms vary somewhat, but this offers a general idea. As we strive for an integrated curriculum, many content area lessons are incorporated in language arts activities and vice versa.

### **Kindergarten/Transitional Kindergarten Schedule**

8:00-8:20 Morning Routine: Songs, Schedule, Share, Job Responsibilities, Daily News  
8:20-9:50 Readers/Writers Workshop\*  
9:50 – 10:10 Snack  
10:10 – 10:30 Yard/Play  
10:30 – 11:20 Mathematics  
11:20 – 11:40 Lunch  
11:40 – 12:00 Yard/Play  
12:00 – 12:15 Shared Reading  
12:15 – 1:15 Social Science / Science  
1:15 – 1:35 Second Step  
1:35-2:40 Council/Centers and Closing

**\*We adhere to the LAUSD Master Plan for ELD instruction.**

### **Lower Grade Sample Daily Schedule**

8:05 – 8:25 Opening Calendar and Daily Oral Language  
8:25 – 9:25 Reading Workshop/Word Study/Phonics\*  
9:25 – 9:45 Math Fluency  
9:45 – 10:05 Recess  
10:05 – 11:00 Writing Workshop  
11:00 – 12:00 Math Groups  
12:00 – 12:45 Lunch  
12:45 – 1:05 Independent Reading/Read Aloud  
1:05 – 1:25 Physical Education/Health  
1:25 – 2:30 Social Studies/Science/SEL  
2:30 – 2:45 Pack Up

**\*We adhere to the LAUSD Master Plan for ELD instruction.**

### **Third, Fourth and Fifth Grade Sample Daily Schedule**

8:10 – 10:10 Readers Workshop/Writing Workshop\*

10:10 – 10:30 Recess

10:30 – 11:30 Math

11:30 – 12:30 Social Studies/ P.E.

12:30 – 1:15 Lunch

1:15 – 1:40 Read Aloud/Council

1:40 – 2:40 Science/Health/SEL

2:40 – 2:45 Pack Up

**\*We adhere to the LAUSD Master Plan for ELD instruction.**

We provide large blocks of instructional time for language arts and mathematics. We instruct in the content areas daily and provide students with independent reading time. We read to our students every day and ask them to share orally with the class each day as well. Students participate in a weekly Council for approximately a half hour to an hour. They also participate in Second Step and health lessons weekly. Students participate in physical education for 100 minutes each week. While Physical education teachers provide the majority of this instruction, the classroom teachers provide the remaining instruction. All students participate in bi-monthly, one- hour art lessons given by the art instructor, as well as participating art lessons given by the classroom teacher. A music teacher offers music instruction weekly for 40-minute sessions; as with art, classroom teachers incorporate music instruction in the integrated curriculum. Students also participate in weekly technology lessons for 45 minutes and bi-monthly gardening lessons for 45 minutes. Children in grades four and five can participate in Instrumental Music instruction for 45 minutes weekly.

For each fiscal year, the total minutes for all grade levels slightly exceeds the required 55,100 as reflected on the following bell schedule submitted through the LAUSD Principal's Portal. Westwood continues to provide a 40-minute lunch period for kindergarten and a 45 minute lunch period for grades 1-5. The new online bell platform automatically applies the same minutes for lunch across all grade levels and does not allow kindergarten to reflect the correct lunch period. This information was included in the "Explanations, Exceptions, and Special Situations" field which was reviewed by Local District and Central staff prior to approval of our bell schedule.

# Bell Schedule

School Year: 2017-2018

School Name: Westwood CEI

School Type: Elementary

Cost Center: 1774001

M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	Instr. Days
	AUG 15 PD	AUG 16	AUG 17 PD	AUG 18	AUG 21	AUG 22 PD	AUG 23	AUG 24 PD	AUG 25	AUG 28	AUG 29 PD	AUG 30	AUG 31 PD	SEP 01 HOL	SEP 04 HOL	SEP 05 PD	SEP 06	SEP 07 PD	SEP 08	17
SEP 11	SEP 12 PD	SEP 13	SEP 14 PD	SEP 15	SEP 18	SEP 19 PD	SEP 20	SEP 21 HOL	SEP 22	SEP 25	SEP 26 PD	SEP 27	SEP 28 PD	SEP 29	OCT 02	OCT 03 PD	OCT 04	OCT 05 PD	OCT 06	19
OCT 09	OCT 10 PD	OCT 11	OCT 12 PD	OCT 13	OCT 16	OCT 17 PD	OCT 18	OCT 19 PD	OCT 20	OCT 23	OCT 24 PD	OCT 25	OCT 26 PD	OCT 27	OCT 30	OCT 31 PD	NOV 01	NOV 02 PD	NOV 03 MD	20
NOV 06 MD	NOV 07 PD	NOV 08 MD	NOV 09 PD	NOV 10 HOL	NOV 13	NOV 14 PD	NOV 15	NOV 16 PD	NOV 17	NOV 20 HOL	NOV 21 HOL	NOV 22 HOL	NOV 23 HOL	NOV 24 HOL	NOV 27	NOV 28 PD	NOV 29	NOV 30 PD	DEC 01	14
DEC 04	DEC 05 PD	DEC 06	DEC 07 PD	DEC 08	DEC 11	DEC 12 PD	DEC 13	DEC 14 PD	DEC 15	DEC 18 HOL	DEC 19 HOL	DEC 20 HOL	DEC 21 HOL	DEC 22 HOL	DEC 25 HOL	DEC 26 HOL	DEC 27 HOL	DEC 28 HOL	DEC 29 HOL	10
JAN 01 HOL	JAN 02 HOL	JAN 03 HOL	JAN 04 HOL	JAN 05 HOL	JAN 08	JAN 09 PD	JAN 10	JAN 11 PD	JAN 12	JAN 15 HOL	JAN 16 PD	JAN 17	JAN 18 PD	JAN 19	JAN 22	JAN 23 PD	JAN 24	JAN 25 PD	JAN 26	14
JAN 29	JAN 30 PD	JAN 31	FEB 01 PD	FEB 02	FEB 05	FEB 06 PD	FEB 07	FEB 08 PD	FEB 09	FEB 12	FEB 13 PD	FEB 14	FEB 15 PD	FEB 16	FEB 19 HOL	FEB 20 PD	FEB 21	FEB 22 PD	FEB 23 MD	19
FEB 26 MD	FEB 27 PD	FEB 28 MD	MAR 01 PD	MAR 02 MD	MAR 05	MAR 06 PD	MAR 07	MAR 08 PD	MAR 09	MAR 12	MAR 13 PD	MAR 14	MAR 15 PD	MAR 16	MAR 19	MAR 20 PD	MAR 21	MAR 22 PD	MAR 23	20
MAR 26 HOL	MAR 27 HOL	MAR 28 HOL	MAR 29 HOL	MAR 30 HOL	APR 02 HOL	APR 03 PD	APR 04	APR 05 PD	APR 06	APR 09	APR 10 PD	APR 11	APR 12 PD	APR 13	APR 16	APR 17 PD	APR 18	APR 19 PD	APR 20	14
APR 23	APR 24 PD	APR 25	APR 26 PD	APR 27	APR 30	MAY 01 PD	MAY 02	MAY 03 PD	MAY 04	MAY 07	MAY 08 PD	MAY 09	MAY 10 PD	MAY 11	MAY 14	MAY 15 PD	MAY 16	MAY 17 PD	MAY 18	20
MAY 21	MAY 22 PD	MAY 23	MAY 24 PD	MAY 25	MAY 28 HOL	MAY 29 PD	MAY 30	MAY 31 PD	JUN 01	JUN 04	JUN 05 PD	JUN 06	JUN 07 MD	JUN 08 PFD						13

98 - Regular Days(RD)
74 - Professional Development Days(PD)
8 - Minimum Days(MD)
0 - Shortened Days(SD)
0 - Common Planning Time(CPT)  
1 - Spring Pupil Free Day(PFD)
Non School Days
Other Schedule(OS)
0 - OS1 0 - OS2 0 - OS3 0 - OS4 0 - OS5 0 - OS6 0 - OS7 0 - OS8 0 - OS9 0 - OS10

## Regular Day Schedule

Grades	Class Start	Recess Start	Recess End	Lunch Start	Lunch End	Dismissal	Instruction Mins	Required Mins	Difference
Grades K	08:05 AM	09:20 AM	09:40 AM	11:00 AM	11:45 AM	02:40 PM	330	319	11
Grades 1,2	08:05 AM	09:45 AM	10:05 AM	12:00 PM	12:45 PM	02:45 PM	335	319	16
Grades 3,4,5	08:05 AM	10:10 AM	10:30 AM	12:30 PM	01:15 PM	02:45 PM	335	319	16

## Professional Development Schedule

Grades	Class Start	Recess Start	Recess End	Lunch Start	Lunch End	Dismissal	Instruction Mins	Required Mins	Difference
Grades K	08:05 AM	09:20 AM	09:40 AM	11:00 AM	11:45 AM	01:40 PM	270	259	11
Grades 1,2	08:05 AM	09:45 AM	10:05 AM	12:00 PM	12:45 PM	01:45 PM	275	259	16
Grades 3,4,5	08:05 AM	10:10 AM	10:30 AM	12:30 PM	01:15 PM	01:45 PM	275	259	16

## Minimum Day Schedule

Grades	Class Start	Recess Start	Recess End	Lunch Start	Lunch End	Dismissal	Instruction Mins	Required Mins	Difference
Grades K	08:05 AM			11:00 AM	11:30 AM	12:45 PM	250	249	1
Grades 1,2	08:05 AM			10:45 AM	11:15 AM	12:45 PM	250	249	1
Grades 3,4,5	08:05 AM			11:15 AM	11:45 AM	12:45 PM	250	249	1

## Total Annual Minutes

School must offer at least the minimum required annual instructional minutes. Red highlight indicates failure to meet this requirement for a specific grade level. Certification of the bell schedule is not possible until this error is resolved. Contact Attendance & Enrollment section for assistance.

Kindergarten, including Transitional Kindergarten and Expanded Transitional Kindergarten (Required Minutes: 55,100)	K : 54,320
Grades 1 - 6 (Required Minutes: 55,100)	1 : 55,180 2 : 55,180 3 : 55,180 4 : 55,180 5 : 55,180

## Explanations, Exceptions and Special Situations

We have a 45 minute lunch period for grades 1-5 and a 40 minute lunch period for kindergarten. This is the same schedule we have followed for the last 4 years. I am unable to differentiate the lunch duration which makes our kindergarten minutes under the minimum. Per our charter, Westwood banks time on Tuesdays and Thursdays. Annual waiver is submitted.



**Minimum and Shortened Day Certification**

- ☒ I have advised the Instructional Superintendent or designee at least three weeks in advance of these minimum and shortened day schedules.
- ☒ I have advised the following groups at least three weeks in advance of the purpose and plans for these minimum and shortened day schedules: School staff, Community Governing Council, Parents, Crossing guard coordinators, Playground directors and Youth Services, Neighboring School administrators, Local/county recreational center, Itinerant program staff, Children's Center Supervisors.
- ☒ I have informed the following offices and personnel at least two weeks in advance of these minimum and shortened day schedules: Division of Special Education, Transportation Branch, Student Integration Office, School Traffic & Safety, each sending / receiving school principal.
- ☒ I understand that the Transportation Branch is not authorized to transport, beyond cost neutral, on discretionary minimum or shortened days without a funding source.

**Spring Semester Pupil-Free Day**

- ☒ The Spring Semester Pupil Free Day has been established with the agreement of the Local School Leadership Council. All District offices affected by this selection (such as, Attendance & Enrollment Section, Transportation, Food Services, the Special Education Division, the Integration Office) have been notified.

**Provide the name, title, and contact phone number of the person who completed this form.**

Name of Person Completing this Form	KATHY FLORES
Position Title of Person Completing this Form	Principal
Contact Telephone Number (Including Area Code)	3104747788

**I have reviewed the above bell schedules, and I hereby certify that they are true and correct.**

Certified By:	AILEEN SANTOS
Certified Date:	06/13/2017 07:26

**School Certification Status:****Certified****I confirm that this school has obtained the appropriate approval/waiver for the items below, and that I approve the bell schedules as presented.**

Additional Professional Development Days	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Does Not Apply
Minimum Days/Shortened Days (if exceeds recommended combination)	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Does Not Apply
Additional Comments:	
Approved By:	AUTRI STREECK
Date:	06/13/2017 10:15

**LD Review and Approval Status:****Approved****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 all applicable requirements of Education Code sections 60850-60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

**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.

Our professional development program's effectiveness rests on its impact on student learning. With that goal in mind, our choices are driven by student achievement data, both formative and summative. The community provides feedback through such instruments as the LAUSD School Report Card and School Survey. We will continue to develop and improve our practice of Readers' Workshop, Writers' Workshop, Cognitively Guided Instruction (CGI), and Project Based Learning strategies. The next few years will be a time to engage in reflective practice, hone our new skills, and refine instruction to maximize student learning. With that in mind, we anticipate ongoing sessions devoted to examining student work and conducting lesson studies. Teachers will need the opportunity to assess student learning, design lessons, observe one another, and refine instruction based on their collaborative work.

Westwood teachers decide each spring for the following school year on one or two areas of professional development focus for the whole staff, based on school-wide need. Areas of need are determined by analyzing student work, assessment data, and annual teacher input. We first look for expertise within our staff. Next, we draw upon District personnel, as well as other outside resources to enhance our professional development. Based on recently collected data, our areas of focus for 2018-2019 will be: Next Generation Science Standards, the new Social Studies Framework, and Technology Integration.

Utilizing additional knowledge within the school, we may hold staff development sessions where teachers with expertise formally share what they know in a series of workshops that other teachers attend, according to their needs and interests. Administrators and the curriculum coordinator also provide staff development in their areas of expertise. Also, within the school, teachers identify an area in which they are particularly knowledgeable and may offer opportunities for peer observation. Teachers support colleagues in various areas by volunteering to serve as unofficial mentors, thus extending the mentoring process beyond what the District is currently able to provide new teachers. We also build into our staff professional development schedule time to discuss articulation across grade levels, to ensure consistency from kindergarten through grade five.

The role of teachers is central to student learning and other community members play an important role as well. We provide regular professional development for our special education assistants, both in group training sessions each month and in conferences and mentoring sessions held with the resource specialist teachers. Paraprofessionals and

supervision aides are trained at the beginning of the year and periodically throughout the school year in safety and social skill facilitation such as conflict resolution.

Substantial time and resources are essential to supporting a quality professional development program. In addition to our Tuesday afternoon professional development time, teachers meet on Thursdays to plan and collaborate with their grade level. Funds are also allocated for teachers to seek outside professional development.

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

Westwood Charter School is dedicated to meeting the needs of all learners in an inclusive environment. Our goal is that all students meet their full potential.

### **English Learners**

Westwood will continue to follow California state guidelines, the LAUSD Master Plan (2012), and current legislation for the identification, instruction, and redesignation of all ELL students. We will comply with all laws regarding meeting the needs of these students as required.

Westwood will use LAUSD's process for initial identification, parent notification, and assessment. Program placement of ELs is standardized for consistency and equity throughout the District. This process is responsive to the educational needs of ELs and the preferences of parents and guardians. The District's overall goal is to ensure consistency in enrollment, assessment, and sharing of information regarding the instructional programs, services, and program placement options so that all parents can make informed decisions.

The District provides various instructional program options tailored to meet the diverse needs of ELs and the educational preferences of the parents of ELs. All program options guarantee access to a full, comprehensive curriculum with scaffolds and support for students at different English language proficiency levels. Each option ensures that ELs with disabilities have an equal opportunity to participate in a program consistent with their IEP. All program options also allow for equal access to gifted and talented program opportunities and do not exclude ELs based solely on their English language proficiency level.

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*.

Westwood currently offers two programs for English Learners, Structured English Immersion and Mainstream English in the classroom by the general education teachers at each grade level. The program options could change based on parent interest and enrollment.

### *Structured English Immersion*

The goal of the Structured English Immersion (SEI) program is acquisition of English language skills and access to core content so that ELs can succeed in a Mainstream English classroom. This program option is designed to ensure that ELs meet ELD and grade-level standards through high-quality instruction. In addition to designated ELD, students are provided integrated grade-level core content instruction that is appropriately differentiated and scaffolded in English, with primary language support for clarification throughout the day. The focus of the SEI program is to accelerate English Language Development in order to minimize academic deficits that may occur, as students are not yet proficient in the language of instruction. ELs that are “less than reasonably fluent” are placed in the SEI program, unless another instructional program option is requested by the parent/guardian.

### *Mainstream English Instructional Program*

The goal of this program is to ensure that ELs that have transitioned from a SEI (or have been opted into the mainstream program via a parental withdrawal from services) continue to progress linguistically and academically to meet ELD and grade-level content standards. These students receive appropriately differentiated ELD instruction and scaffolded academic content instruction and support. This program option also meets the needs of reclassified students to ensure that their linguistic and academic skills are comparable to the performance of their native English-proficient peers.

Mandated instructional minutes are delivered as stated in district policy for both programs. Westwood is committed to monitoring the implementation of our EL policies, programs and services, and to evaluating their implementation as well as their effectiveness in order to continuously improve them and to hold ourselves accountable. Teachers, along with the administrative team, review the outcomes of EL, LTELs, and recently reclassified student performance (CELDT/ELPAC data, grades) relative to expected linguistic and academic progress. In grade level teams, we discuss student work, and identify areas of instructional practice that need strengthening based on student performance evidence. Key points of discussion include effective feedback to students, and the effective use of observational protocols (e.g., Teaching and Learning Framework rubrics, ELD observation tools, SDAIE/access to core instructional observation tools) as a way to continually strengthen instructional practice. Priorities for professional development will be identified, with support requested of Local Educational Service Center as needed.

### *Accountability for Implementation of Instruction*

In order to ensure accountability for implementing effective instructional services for ELs, Westwood will do the following:

#### *Teachers*

- Consistently implement with fidelity designated ELD Frame of Practice as outlined in the LAUSD English Learner Master Plan and any other Central Office directives regarding ELD instruction. Teachers will: foster academic interactions using constructive conversations, use complex text to model complex sentences, and fortify complex output to increase the quantity and quality of language production
- Provide integrated instruction during core content so that the ELD standards work in tandem with the ELA and other content area standards. Teachers have a content and language objective during integrated ELD and use research-based strategies and scaffolds to ensure students are able to access grade level instruction and do not incur academic deficits while they learn English. LAUSD has provided high impact essential practices that teachers use in the classroom during both integrated and designated ELD
- Attend all professional development and professional learning community sessions.
- Monitor student progress in ELD for progress towards expected benchmark achievement
- Refer to SSPT for intervention when students do not make adequate progress; participate in SSPT process and implement SSPT recommendations
- Maintain contact with the students' families and keep them apprised of their children's progress
- Maintain a system of information on student progress that is well organized, efficient, and tracks student progress towards learning language outcomes. System allows for tracking individual student growth over time and communication with parents.
- Participate in maintaining records and in communicating with parents

#### *Principal*

- Supervise classroom instruction for content and pedagogy to ensure the delivery of ELD through designated and integrated instruction
- Provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of LTELs, ELs, and recently reclassified students.
- Conduct regular classroom walkthroughs to ensure that designated and integrated ELD support are being delivered in the manner outlined in the LAUSD English Learner Master Plan
- Evaluate program objectives and outcomes of all relevant staff using the Teaching

and Learning Framework Identify, design and implement appropriate interventions for ELs when they do not meet minimum progress benchmark achievement.

- Utilize multiple sources of data to monitor EL program implementation

#### *EL Coordinator*

- Provide professional development to all stakeholders, which support the LAUSD Master Plan program implementation. This may include but is not limited to:
- Identification and placement of ELs
- Effective designated and integrated instruction and intervention services for ELs
- Effective ELD and access to core methodologies
- Use of ELD Assessment Profiles available on the LAUSD Focus Dashboard
- Reclassification criteria process and procedures as defined by LAUSD Reclassification Policy
- Collaborate with teachers and principal to ensure that the professional development plan and intervention services are aligned with the SPSA and address the linguistic and academic needs of ELs
- Facilitate grade-level team/department meetings to analyze EL assessment data, review student work, debrief classroom observations and best practices, identify student needs, and plan differentiated instruction
- Facilitate peer coaching by working with teachers to plan, deliver, and analyze lessons
- Provide support to teachers and staff to improve student achievement and accelerate the learning of ELs and SELs
- Serve as faculty member designated to monitor the language status, test results, goals for meeting grade level standards and reclassification for assigned LTEL students
- Convene and participate in SSPTs for students not making adequate progress

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

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

Westwood Charter School will continue to use LAUSD's GATE identification policy and reimburse the District for testing and processing on a fee-for-service basis. Students who participate in the Gifted and Talented Program (GATE) are clustered with academic peer groups within each class. General education teachers deliver whole class instruction at or above grade level, and differentiate the curriculum to include higher level instruction. Differentiation based on individual learning interests, needs, and abilities can take the form of student and teacher initiated individualized extension of the curriculum combined with depth and complexity of curriculum. Instruction for students who are identified gifted and

talented includes opportunities for them to practice critical thinking and creative problem solving in conjunction with subject matter acquisition and content mastery. The GATE coordinator provides support to the classroom teacher in meeting the needs of the gifted population. Classroom teachers monitor progress regularly using data from DIBELS, TRC, individual student/teacher conferencing as well as curriculum-based assessments in each subject area.

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

Westwood Charter School supports all students achieving below grade level with a multi-tiered system of support. Students are identified as being below grade level by universal screening using DIBELS, TRC, CORE Assessing Reading, Math Expressions, and Benchmark assessments as well as informal assessments. This data is analyzed by classroom teachers, grade level teams, and in collaboration with previous teachers. In addition, students are identified by team members that may include the Intervention Coordinator, Curriculum Coordinator, School Psychologist, Resource Specialist and other Designated Instructional Specialists. Once identified, a data driven plan is created and put into action. Based on data analysis, differentiated instruction is provided for explicit instruction and specifically focused skills. In the general education classroom, teachers utilize Reader's and Writer's Workshop to give students the opportunity to access the curriculum at their own level. Teachers deliver multi-tiered small group instruction and intervention using M-Class lessons, Explode The Code, Benchmark intervention materials, sight word practice, Fountas and Pinnell, Expressions review lessons, leveled readers, Read Naturally, Practice Readers, Burst lessons, and evidence based strategies. Flexible groups are used to target instruction for below grade level students (tier II and III) and are monitored regularly to address specific skill gaps. Teachers provide individualized reading support, daily targeted drills, fluency practice, pre and post review, and facilitate targeted games and activities. Simultaneously, teachers with tier II and III students seek out support staff and utilize the Student Support and Progress Team (SSPT) process to develop highly targeted instruction and intervention. We progress monitor student growth on a regular basis using the M-Class system reports, DIBELS Progress Monitoring, TRC Progress Monitoring, Curriculum-Based Measurements, DRA, CORE Assessing Reading, and Running Records. Teachers continue to collaborate in a team meeting setting to track student progress and adapt instruction and intervention.

### **Socioeconomically Disadvantaged Students**

We ensure that the educational needs of all students with low socioeconomic status are met. Students are identified using the Free and Reduced Lunch Program data. These students are provided the appropriate supplies and materials and are given the same educational opportunities as their peers. Within the classroom, teachers provide additional resources including a lending library to give children the opportunity to read at home with

their parents. In addition, teachers regularly meet with parents to provide strategies for individual support at home. Within the community, Westwood also provides a plethora of support which includes tickets to school events and scholarships for field trips and other programs. Teachers monitor low socioeconomic student's academic achievement by regular classroom assessments, monitoring basic needs, and communication with families.

## **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:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

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**

We ensure that the educational needs of all students in other subgroups are met, including students identified as Foster Youth. These students are provided the appropriate supplies and materials and are given the same educational opportunities as their peers. Within the classroom, teachers provide additional resources including a lending library to give children the opportunity to read outside school. In addition, teachers regularly meet with guardians to provide strategies for individual support outside of school. Within the community, Westwood also provides a plethora of support which includes tickets to school events and scholarships for field trips and other programs. Teachers monitor students' academic achievement with regular classroom assessments, by monitoring basic needs, and maintaining communication with families and guardians.

## **“A TYPICAL DAY”**

### **Lower Grades**

A visitor may see the following on any given day at Westwood Charter School. Students at all grade levels are engaged and learning actively as teachers facilitate the process.

Each morning, primary students are involved in daily calendar work, tracking the number of school days and then using this number in math thinking and activities such as tallying the days in groups of fives, tens, and ones, creating money combinations, exploring odd and even, and creating number sentences that equal that number. Students create word problems based on weather graphs and fellow students solve them. Language arts instruction follows the daily calendar routine. Students are engaged daily in language activities wherein they correct sentences by applying proper punctuation, grammar, spelling, and capitalization. The lessons allow students to practice proofreading skills and to share grammar rules with fellow students. Talking, sharing, and explaining ensure that all students practice communication skills in meaningful contexts. Students are exposed to McCracken Spelling, and *The Fountas & Pinnell Phonics, Spelling, and Word Study System*. The students learn and efficiently use information about sounds, letters, and words. During phonics, spelling, and word study lessons, the teacher presents short, explicit instruction to help children learn about and efficiently use sounds, letters, and words.

Students participate in Reading and Writing Workshops. Teachers present a mini-lesson, often using a piece of quality literature as a springboard, and then students spend long uninterrupted blocks of time reading and writing. Teachers circulate the room, conferencing with students, making anecdotal notes and recording observations regarding the student's progress. Teachers conduct small group lessons in phonics, spelling, fluency, literary elements, and comprehension strategies. These lessons are based on the students' developmental levels and areas of need. Instructional aides assist and support the classroom teachers and the students. Students are reading and writing, sharing observations with partners, small groups, and the class. They move about the room independently, retrieving books and supplies as needed. They use Thinking Maps for reading comprehension and for the organization of their ideas. They learn in a print rich and talk rich environment, making connections and discoveries all the time. Students share their reading observations and writing with the class. Students also sing, chant poetry, and are involved in dramatic play. Teachers support students who are learning English by providing hands-on activities and using Sheltered English techniques, such as Specifically Designed Academic Instruction in English (SDAIE). Parent and community volunteers are welcome. They read with children and support classroom activities.

Mathematics instruction follows language arts. Teachers provide direct instruction in mathematics guided by the California Common Core State Standards. Children engage in problem solving, such as the problem of the day. The students share how they reach solutions, constantly talking about ideas and strategies with classmates. They may record these thoughts and strategies in math journals. Talking about math is an essential part of the instructional day. Teachers are always asking questions and children are always encouraged to share their thinking. Other math activities and investigations follow. Often, games and manipulatives are used to engage children. Children participate in timed drills to practice fluency with known operations and number facts. Teachers use a variety of additional resources to enhance their instruction including Math Expressions, Everyday Math, Marilyn Burns, Math Their Way, Number Talks (which focuses on mental math), and Developing Number Concepts by Kathy Richardson.

Students participate in social science and science in the afternoon. Students may be constructing a model community using blockwork or recycled materials or learning about and acting out the parts and functions of a tree. They may sort rocks by size, run their own post office or restaurant, or teach another class about the layers of the earth. Teachers are transitioning instruction to help students meet the goals of Next Generation Science Standards. Students will start to develop an understanding of physical, life, earth and space sciences, engineering, technology and applications of science. Students in the primary grades will begin by recognizing patterns and formulating answers to questions about the world around them.

Council and Second Step are also part of the primary school day. Students participate in Council which is a positive communication method that cultivates empathic listening and heartfelt dialogue among the students. Teachers also teach social and community ethics and values through the Second Step Program. The Second Step program is a universal, classroom-based program designed to increase students' school success and decrease problem behaviors by promoting social-emotional competence and self-regulation. Students strengthen their ability to learn, have empathy, manage and control their emotions and to positively solve problems. Council and Second Step give our students the tools to create a safer, more respectful learning environment which should promote school success. At the end of the day, classrooms compose Daily News as they reflect upon the events of their day. The environment is inclusive. Children of varied abilities work together in their educational pursuits.

Students also study the works of contemporary artists, participate in physical education, music, gardening, drama, and Planet Bravo (technology). Children are engaged and actively learning in all our specialized classes. The teachers make learning meaningful to the real world and also prepare them to be capable, independent, and empathetic citizens.

Program Support Personnel may be present and work in collaboration with the classroom teachers to facilitate the learning process. Children work individually, in pairs, small groups, and as a whole class. Teachers provide direct instruction or circulate the room, working with groups, encouraging and giving feedback. Children are busy; they are thinking, talking, moving, writing, singing, drawing, connecting, and constructing.

### **Upper Grades**

A visitor may see the following at any given day in an upper grade classroom at Westwood Charter School.

Children are engaged and active in upper elementary classrooms as well. The day begins with language arts activities. These include word study activities, Readers' Workshop, and Writers' Workshop. Many teachers follow the Lucy Calkins' Units of Study. Students read, write and conference with peers as well as their teachers. They study fine literature as models for writing. They use a variety of writing techniques in a low risk, supportive environment. Oral language skills are incorporated throughout language arts, as students share rough draft and published pieces with the class. Students also use technology to research, edit, and present work. Teachers provide direct instruction to the whole class and small groups. Teachers also guide and facilitate learning activities and investigations. Criteria charts, rubrics and modeling are used to provide explicit instruction and promote quality standards. The school day often includes Literature Circles and/or Readers' Workshop. In Readers' Workshop, the teacher presents a mini-lesson, often using a fine work of literature to teach a strategy, skill, or literary technique. Students spend long periods of uninterrupted reading time, applying the skills they have learned while the teacher circulates and conferences with students. Students reflect on their reading and share thoughts with partners and with the class. In Literature Circles, students read and reflect upon fine literary works in pairs or in small groups. When students finish reading a novel, they complete a reflection or culminating project, such as creating a multimedia presentation on literary elements or turning the novel into a short picture book to share with young readers. Students spend time silently reading books of their choosing, as teachers recognize the importance of individual book choice in creating lifelong readers. Students enjoy classroom libraries as well as weekly visits to the school library.

Math instruction follows. In math instruction, students may be grouped by ability. Common Core Standards guide the instruction, and teachers and students focus on the Math Practices found within these standards. Each group's pacing is set by the needs of the students, as are supplementary activities. Writing, connecting, and talking about math are an integral part of the Westwood Charter math curriculum. As with primary classrooms, many students begin with a problem of the day. Students problem solve, share their strategies and new thinking emerges. Students participate in hands-on activities,



employing manipulatives to demonstrate their mathematical thinking. Lessons are often taken from several sources, including Math Expressions, Engage New York, Contexts for Learning, and Marilyn Burns math books. New concepts are presented and homework may be corrected together with the students. Students participate in timed multiplication tests to promote fluency with facts.

Students participate in social science and science instruction in the afternoon. Social Science themes and units are often reflected in the works that students read. Students conduct social science research and share their findings and analysis with the class. They may be studying the Westward Movement or The Age of Exploration. They may be reading My Brother Sam is Dead and then participate in a simulation where members of the class are Loyalists, Patriots, or Neutralists who debate whether or not the colonies should declare their independence from England. After experiencing a hands-on initiation, the students read The Chumash Through a Child's Eyes to understand how their daily lives compare and contrast with that of an indigenous child. The students examine artifacts used by the Tongva and make inferences about how they were used, based on their shapes and materials.

Students are transitioning to the Next Generation Science Standards, formulating questions, conducting investigations, and employing the scientific method. Students create pendulums to investigate the relationship between its length and the number of cycles it will complete within a set time period. Here they are studying the effects of different variables on a scientific outcome. Students research the animal adaptations that allow them to survive within their biomes. They apply researched information about ecosystems to create their own food chains and food webs, determining which animals in the chain are producers, consumers, decomposers, etc. Whenever possible, field trips, such as the California Science Center or the Ballona Wetlands, are scheduled to coincide with these investigations.

Students are also involved in music, art, physical education, gardening, technology (Planet Bravo), Council, social and community ethics and values (Second Step), and health. In our outdoor classroom, the Garden Specialist plans lessons around the grade's science curriculum reinforcing central ideas. In music, fourth and fifth grade students learn songs and dances that were performed by pioneers traveling along the Oregon Trail. Weekly technology lessons provide opportunities for students to hone their skills in keyboarding and navigating the Internet, as well as preparing them for taking computerized district and state assessments. In any given day, you will find each classroom involved in one or more of these enriching activities.

Students learn in an inclusive environment where all thoughts are valued. Here, too, Resource Specialist Teachers and aides work cooperatively with classroom teachers to

ensure that all children access the curriculum. Teachers keep in mind the needs of students who are learning English by employing various ESL strategies. Instructional aides and parents assist in supporting the educational program.

Students use an assortment of resources to build and share knowledge and information. They collaborate, use technology, research books and websites, query teachers and other adults, make connections, construct new learning and share this with the larger learning community of which they are a part.

We provide large blocks of instructional time for language arts and mathematics. We instruct in the content areas daily and provide students with independent reading time. We read to our students every day and ask them to share orally with the class each day, as well. Students participate in weekly Council for approximately a half hour to an hour. They also participate in Second Step and health lessons weekly. Students participate in physical education for 100 minutes each week. Physical education teachers provide the majority of this instruction; the classroom teachers provide the remaining instruction. All students participate in bi-monthly, one-hour art lessons given by the art instructor, as well as participating in art lessons given by the classroom teacher. A music teacher offers music instruction weekly for 45-minute sessions; as with art, classroom teachers incorporate music instruction in the integrated curriculum. Children in grades four and five can participate in Instrumental Music instruction for 45 minutes weekly. All students spend 40 weeks in physical education.

## **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 school and student data in MiSiS and other data systems used or required by the District, and otherwise ensure that Charter School reports complete, accurate, and up-to-date data for all purposes related to the California Longitudinal Pupil Achievement Data System (CALPADS) in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

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

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§47605(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) and Strategic Plan, as they may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

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

As an affiliated charter, Westwood’s student achievement shall be measured in the same manner as any elementary school that is part of the LAUSD using SBAC as a measure to determine growth and proficiency. Westwood will monitor and measure student progress toward mastery of state standards using both formative and summative assessments.

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

Westwood will administer the Smarter Balanced Assessments (or other State Assessment) to students in grades 3-5 (or other grades as required) to assess student mastery of grade-level standards. Students in fifth grade will be assessed using the California Science Test (CAST). As with Smarter Balanced Assessments, mastery will be measured by results of students scoring at proficient (standards met) and advanced levels (standards exceeded) on these assessments. During the year, teachers will analyze interim assessment data, class work, and teacher created assessments to ensure students are making progress throughout the school year. Feedback from formal and informal assessments, individual reading, writing, and math conferences with students, portfolios, and exit tickets strategies allow students to effectively understand their proficient and deficit skills towards mastery of the Common Core State Standards, and provide teachers with data to guide instructional needs. The LCFF State Priorities tables provided in Element 1 of this petition include student performance targets by subgroup.

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

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

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

Westwood uses a wide variety of assessment tools and strategies. Assessments are conducted regularly in all academic areas to determine student progress in mastering grade-level standards. These assessments encompass a variety of instruments including publisher-provided tests, teacher-developed tests, portfolio assessments, writing samples based on a given prompt, demonstrations, performance assignments, and rubric-scored assessments and presentations.

In addition to the assessments listed above, teachers have an expansive repertoire of diagnostic tools to use as necessary. Teacher selected assessments include, but are not limited to the following. (See Curriculum Charts in our Handbook, for a complete list):

**Kindergarten:**

Letter Name/Sound Assessment  
Fifty Sight words  
Writing Benchmark  
Portfolios  
Student Conferences  
Teacher-Created Assessments for Language Arts  
Fountas and Pinnell Phonics Assessments  
Reading Workshop Teacher-Student Conferences  
Writing Workshop Teacher-Student Conferences  
Teacher-Created Math Assessments  
Fry Oral  
Dynamic Indicators of Basic Literacy Skills (DIBELS *Next*)  
CORE K-12 Math Assessment  
Words Their Way- Kindergarten/Primary Spelling Inventories  
Bridges Yearlong Skills Assessment  
TRC Reading

**Family 1:**

Fry Oral  
Reading Assessment Dolch 150 Sight Word List  
Developmental Reading Assessment Running Records for Progress Monitoring  
Mad Minute  
Teacher Created Math Quizzes  
Writing Benchmark  
Pre and Post On-Demand Writing Assessments  
Words Their Way Primary Spelling Inventory  
Spelling and Dictation Tests  
Teacher-Created Science and Social Studies Assessments  
Dynamic Indicators of Basic Literacy Skills (DIBELS *Next*)  
TRC Reading

**Family 2:**

Dynamic Indicators of Basic Literacy Skills  
(DIBELS *Next*)  
Developmental Reading Assessment  
TRC Reading  
Informal Reading Assessments  
Student Conferences  
Running Records  
CORE Phonics Survey

CORE Graded High Frequency Word Survey  
San Diego Quick Assessment  
Writing On-Demand Assessment  
Words Their Way Primary Spelling Inventory  
Spelling and Dictation Test  
Teacher-Created Math Assessments  
Math Expressions Assessments  
Mad Minute Math Drills  
Teacher-Created Social Studies and Science Assessments  
Science Journals  
Scholastic News Comprehension Check  
Exit Tickets

**Family 3:**

CORE Phonics Survey  
CORE Reading Fluency  
Measures CORE Vocabulary Assessment  
Dynamic Indicators of Basic Literacy Skills (DIBELS *Next*)  
Language Arts LAUSD Periodic Assessment  
San Diego Quick  
Scholastic Fry Oral Reading Assessment  
Classroom Oral Presentations  
Spelling Word Study  
Writing Benchmarks  
Published Textbook Math Inventory  
Timed Math Fact Quizzes  
Teacher Created Social Science and Science  
Assessments  
FOSS Science Assessments  
Core Subject Unit Projects  
Mystery Science Assessments

**Family 4/5:**

CORE Reading DAZE Comprehension Test CORE MASI-R Oral Reading  
Fluency Measures CORE Vocabulary Assessment  
Oral Reading (TRC, DRA, and/or equivalent)  
Language Arts/Math LAUSD Interim Assessment: Smarter Balance and IAB  
Reading/Writing Assessments Portfolios-ongoing  
Assessment Timed Multiplication Quizzes  
Math Expressions  
Engage NY

Contexts for Learning  
North Carolina Math Department of Public Instruction  
Teacher Created Unit Math Benchmarks  
Teacher Created Unit Assessments as Needed  
Social science projects throughout and at the conclusion of each Unit  
End-of-the-unit social science exams  
Embedded Science Assessments Throughout and at the Conclusion of Each Unit  
Science Journals

## **DATA ANALYSIS AND REPORTING**

A process is in place for collecting, analyzing, using, sharing, and reporting academic performance and other data.

A data platform is in place for teachers, support personnel, and administrators to use to monitor and improve the charter school's educational program and operations. Relevant data is used by the staff, school site leadership, executive leadership, and governing councils. Educators use the data to drive curriculum and instruction, as well as to create tiered intervention, and enrichment activities.

Teachers collect and analyze data regarding student achievement on a mid-trimester and the end of each trimester. In addition, teachers often analyze data during weekly Family Meetings, particularly data for students who need extra support. Teachers formally conference with parents, and also schedule informal conferences as needed. Some grade level families have students, parents, and teachers participate in student-led conferences, as well. Each year parents receive three progress reports. When necessary, parents receive academic progress monitoring notices.

At the beginning of the school year, Westwood Charter's staff analyzes the Smarter Balanced Test scores from the previous school year. Teachers note students who scored at the Below Standard, Near Standard, and Above Standard levels in specific subjects such as language arts and mathematics. These scores, in addition to benchmark and initial assessments, are used to identify at-risk students who would benefit from extra support during the school year. At this time teachers also note high-achieving students and identify other student achievement subgroups.

Teachers analyze data on subgroups such as students who participated in intervention programs the previous year, students in Special Education, GATE students, and English Language Learners. Teachers use this information to plan and differentiate instruction across the curriculum. Students who are at-risk are monitored consistently in both formal and informal ways, and are provided targeted intervention and support.

Assessment data influences professional development at Westwood Charter School. Teachers identify student needs, resources, the teacher support, and training necessary to best assist all student populations. Often, the staff focuses on one or two areas of curriculum each year that will help improve instruction and student achievement. School leaders and teachers participate in quality professional development whose goals are consistent with a constructivist, integrated, and inclusive social science based curriculum.

The role and use of data to inform stakeholders of school performance is shared in multiple ways. The School Report Card, California Dashboard, Principal's Coffee, and School Based Management are all components that keep stakeholders up-to-date.

### **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

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**

In order to develop the school's LCAP, Westwood convenes two informational meetings as part of our Site/Governance meeting agendas in March and April. The principal presents introductory information about the LCFF and the LCAP at these meetings. Meeting notification and information are sent via the school's newsletter and email system. Staff is provided information during staff meetings also on those dates. An overview of the LCFF and the eight state priorities and the process of local development and District approval of the LCAP are reviewed as well. It is also explained that the school would align the LCAP to the school's charter as well as the Single Plan for Student Achievement (SPSA), which together identify our school's goals, needs and corresponding plans to meet those needs through various expenditures. To aid discussion, the school presents information relevant to the state priorities, including data regarding attendance, suspension, EL progress and reclassification, academic performance in English and math, and parent engagement.

Based in part on stakeholder input provided during the process of updating the school's SPSA, budget and LCAP, the school leadership team then proceeds to draft a proposed LCAP, aligned to the charter and SPSA, on the required template. School leadership also presents and discusses the proposal at a weekly staff meeting and School Based Management Council, in order to gather additional stakeholder input. Substantial oral feedback is received from staff members and parents.

As a final step, the school leadership presents the final proposal to the School Based Management council for its review and approval to submit the proposed LCAP to the District for LAUSD Board of Education consideration and approval.

Over the next five years we plan to continue with our strong, effective, and collaborative School Based Management. The following goals were created by a joint group of parents and staff who will continue to meet and develop the structure further:

- Maintain a structure that promotes collaboration among SBM, WISE (parent organization) and staff
- Adhere to the scope of policy decisions to be made in regards to school operations
- Maintain the communication structure to share information needed for decision making to and from each party (faculty liaisons/ SBM Chair/ WISE President)
- Promote collaboration among stakeholders
- Increase SBM Council participation of community members

Parents and stakeholders are provided multiple meaningful opportunities to be involved in various aspects of our school program. As mentioned earlier, parent participation in our school governance continues to increase. In addition, parents attend monthly “Principal’s Coffee” sessions where the principal presents information, often time sensitive information, and ends each coffee with a general Q&A from participants. Information shared at the monthly coffee is posted on our website to allow parents who are unable to attend an opportunity to review the information. Parent feedback has been very positive in regards to both the content shared and the format. Parents also participate as volunteers by supporting the classroom or specific programs. Ongoing volunteers are processed through the district volunteer application

Concerns, questions, and feedback from parents, students, or other stakeholders are received by the main office staff and through the contact form on our website Westwood readily provides a general “communication form” on the counter in the main office and the office staff readily provides email contact information for the principal, APEIS, Coordinators and Title IX support staff. Students have access to a similar process in which they can complete a “positive solutions” form to bring attention to a general concern or to provide a solution to a concern. One of our Student Council Committees supports our school-wide positive behavior support program (PAWS). The committee is supported by our Intervention Coordinator and they review the positive solution forms submitted and identifies the solution to be implemented. The committee presents to classrooms when a specific grade level needs support and to the entire student body during our monthly PAWS assemblies. Students are also encouraged to write the principal or support team a note if the matter is confidential.

Clear communication is the foundation for transparency at Westwood. We have continued to build the information available on our website and continue to send weekly emails, stand-alone emails, and use our marquee to share information with our stakeholders. We strive to frontload information to help our stakeholders have a global understanding of our work and the connections to student achievement.

The Westwood school community is based on collaboration with and between stakeholders. Our staff members are responsive to stakeholder concerns and provide information to build an understanding of our school curriculum, operational systems, district policies and protocols.

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

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

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

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

## **SUICIDE PREVENTION**

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

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

*“The means by which the school will achieve a 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).)

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

Our student recruitment includes our Kindergarten Conversation; an “Open House” meeting at Westwood for prospective TK and Kindergarten families, notices on our marquee and website, and flyers distributed to the school community, communities with socio-economically disadvantage students, and communities with a history of low academic performance. We have identified multiple community agencies in Los Angeles

that will receive our flyer, including but not limited to Crenshaw United Methodist, Crenshaw Church of Christ, West Angeles Church of God in Christ, Challenger Boys' and Girls' Club, Boys' and Girls' Club of North Hollywood, and Boys' and Girls' Club of Venice. Prospective parents are welcome to visit the school and information about our tours is available on our website. We have increased the information posted to our website and enhanced the site so it is easier to navigate. The majority of our applications are from families who learned about Westwood by word of mouth.

### **Lottery Preferences and Procedures**

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

- **Resident Students**

Prospective students who reside within the former attendance boundaries<sup>5</sup> of Charter School ("resident students") 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 TK-4 at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance boundaries of Charter School, shall have **second** admission preference.

- **Other LAUSD Students**

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

- **California Students**

- **Siblings**

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

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist in the same priority order as above. As seats become available,

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<sup>5</sup> For all District affiliated charter schools, which are conversion charter schools, the term "former attendance boundaries" includes those sending areas designated under the District's PWT and CAP programs.

Charter School shall fill the seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

Charter School's lottery applications will be made available each year on the first Monday in February. Charter School will accept completed application, delivered in person or received by mail or delivery service, through close of business on the first Friday of April. On the third Wednesday following the close of this application period, Charter School shall conduct its public random drawing (lottery). Application forms and information regarding the date and procedures of the lottery shall be posted on Charter School's website and made readily available in the main office.

Charter School shall hold its lottery in the library, or equivalent alternative space on campus. Any interested party or member of the public may attend, but attendance is not required to participate in the lottery. At the designated place, date, and time of the lottery, the principal and another school employee selected by mutual agreement of the principal and the UTLA chapter chair, will randomly select student applicants until all have been given a priority number for admission. A school employee shall publicly record the results in real time.

Parents of applicants being offered admission through the lottery will be notified in writing by mail within twenty-four hours following the lottery, and will be provided three school days to accept the offered seat.

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

Non-resident students who apply for admission after the lottery is conducted will be added to the bottom of the waitlist in the order in which their applications are received.

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

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

### **MAGNET PROGRAM**

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

## **HOMELESS AND FOSTER YOUTH**

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

## **NON-DISCRIMINATION**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, 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, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

## **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, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, to be determined in coordination with the LAUSD Division of Special Education.

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



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

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

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

### **OUTCOME DATA**

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

### **READMISSION**

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

### **GUN FREE SCHOOLS ACT**

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

## ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

*“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(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 systems and benefits (including CalSTRS and CalPERS), health insurance, life insurance, and all other assigned compensation and benefits.

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

## ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(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 that school’s charter.

## ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

*“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(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: Westwood Charter Elementary  
c/o School Principal  
2050 Selby Avenue  
Los Angeles, CA 90025

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

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

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

## ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

*“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(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 District policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992, as it may be amended from time to time. The 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 (2013), Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils, or otherwise takes specific Board action

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

### **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 comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

### **FISCAL MATTERS**

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

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

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

## **ADDENDUM**

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

Westwood Charter Elementary (also referred to herein as “Westwood Charter”, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(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); Ed. Code § 220.)
- 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* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

## **ELEMENT 1 – THE EDUCATIONAL PROGRAM**

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(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 all applicable requirements of Education Code sections 60850-60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

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

## **Students with Disabilities**

### **Special Education**

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District, and shall be responsible for 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:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

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 school and student data in MiSiS and other data systems used or required by the District, and otherwise ensure that Charter School reports complete, accurate, and up-to-date data for all purposes related to the California Longitudinal Pupil Achievement Data System (CALPADS) in accordance with

District policies and procedures and the requirements of California Code of Regulations, title 5, section 861.

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

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§47605(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) and Strategic Plan, as they may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

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

## **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**

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



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

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

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



## **SUICIDE PREVENTION**

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

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

*“The means by which the school will achieve a 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).)

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

## **NON-DISCRIMINATION**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, 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, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

## **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, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, to be determined in coordination with the LAUSD Division of Special Education.

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

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

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

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b). Charter School shall

comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

## **OUTCOME DATA**

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

## **READMISSION**

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

## **GUN FREE SCHOOLS ACT**

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

## **ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS**

*“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(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 systems and benefits (including CalSTRS and CalPERS), health insurance, life insurance, and all other assigned compensation and benefits.

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

## **ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(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 that school's charter.

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

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

[Enter name of school here.]  
c/o School Principal

[Enter street address of school here.]  
[Enter city, state, and zip code here.]

To District:

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

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

## **ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES**

*"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (Ed. Code § 47605(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 District policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992, as it may be amended from time to time. The 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 (2013), Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

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

## **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 comply with all applicable federal and state laws and regulations, and District policies and procedures, regarding facilities.

### **FISCAL MATTERS**

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

### **Local Control and Accountability Plan**

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