

District Policies Applicable to LAUSD-Authorized Independent Charter Schools

The following list of District policies is subject to change with notice to charter schools. This list is in addition to all other legal and District requirements that are outlined in the document entitled “Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions.” Moreover, this list does not include District policies specific to facilities related agreements (e.g., Proposition 39, co-location, etc.)

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	DOCUMENT	PURPOSE
1.	LAUSD Policy and Procedures for Charter Schools	The LAUSD Policy and Procedures for Charter Schools (adopted by the Board of Education on August 11, 2020; amended on January 25, 2022) provides a framework to guide the LAUSD Board and District staff in establishing a coordinated and coherent approach to fulfilling its authorizing responsibilities effectively and promoting the quality and accountability of the schools it authorizes.
2.	Cumulative Records for Public School Choice and Charter Schools [BUL-5528.0]	The purpose of this Bulletin is to clarify the procedure for providing cumulative records to charter schools that are conversion charter schools or were chartered as part of Public School Choice.
3.	District Policy Regarding Transfer of Cumulative Records Between District and Charter Schools [BUL-6118]	When students transfer between district schools and charter schools, it is important to provide the complete cumulative records to the student’s new school. This bulletin outlines procedures regarding transfer of cumulative records including the requirement that charter schools provide a copy of the complete cumulative record of a student who has transferred as quickly as possible, no later than 10 schooldays after it is requested.
4.	Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice System [BUL-6718.0]	This Bulletin provides information related to the educational rights of identified Specialized Student Populations.

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5.	2018 Master Plan for English Learners and Standard English Learners	The Los Angeles Unified School District’s 2018 Master Plan for English Learners (ELs) and Standard English Learners (SELs) lays out the District’s vision for educating our culturally and linguistically diverse students, including increasing dual language education (DLE) programming to provide opportunities for all students in the District to become bilingual and biliterate. The Master Plan provides: (1) guiding principles that underlie and set the foundation for the content in the chapters; (2) discussion of topics relevant to understanding, supporting, and educating EL and SEL students; (3) details on the programming available for ELs and SELs; (4) resources for teachers and administrators implementing the curriculum and assessment for those programs; (5) ideas for family engagement; and, (6) selected resources for further information and assistance. Charter schools may adopt and implement the LAUSD Master Plan for English Learners and Standard English Learners, or implement the Charter School's own English Learner Master Plan. This policy document would apply to those charter schools who choose to adopt and comply with LAUSD's plan.
6.	Keeping Parents Informed: Charter Transparency (Res-017-15/16)	This LAUSD Board of Education Resolution requires charter schools to notify all parents, guardians and teachers in writing within 72 hours when the District issues a Notice of Violations, a Notice of Intent to Revoke and/or the Recommendation for Notice of Non-renewal; and that the notification include the District’s rationale for the action, if provided by the District. It further sets forth the requirement for charter schools to have information available to parents and staff regarding safety and facilities, curriculum, staff, governance structure and financial management, food services, admissions, student demographic rates, audited financial statements, and LCAP.

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7.	<p>School Discipline:</p> <ul style="list-style-type: none"> School Discipline Policy and School Climate Bill of Rights (Res-2013) Discipline Foundation Policy: Multi-Tiered Systems of Support for Behavior and Social-Emotional Well-Being using Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP)[BUL-133307] 	<p>Furthering the District’s commitment to create safe, supportive school environments, the Los Angeles Board of Education adopted the “School Discipline Policy and School Climate Bill of Rights” on May 14, 2013 and has been hard at work transforming discipline policies to build safe, respectful, positive school cultures. Los Angeles Unified is committed to providing every student, preschool through adult, and all members of our District and school communities with a safe, healthy, welcoming, affirming, inclusive, respectful, and restorative learning and working environment. Every member of our school district community has the right to a safe and inclusive learning environment through the adoption and implementation of a consistent trauma/resilience-informed Multi-Tiered Systems of Support (MTSS) framework. The Discipline Foundation Policy: Multi-Tiered Systems of Support for Behavior and Social-Emotional Well-Being using Positive Behavior Interventions and Supports/Restorative Practices policy bulletin (updated November 21, 2022) replaces BUL 6231 and aligns efforts and integrates initiatives to provide clarity on supports and interventions for ALL students.</p>
8.	<p>Special Education:</p> <ul style="list-style-type: none"> Electronic Special Education Policies and Procedures Manual (e-PPM) Section 504 of the Rehabilitation Act of 1973 [BUL-4692.9] 	<p>In February 2018, the District published the Electronic Special Education Policies and Procedures Manual (e-PPM) which is accessed on the Division of Special Education’s website, in the MCD/Special Education Policies and Procedures section at https://achieve.lausd.net/Page/14466. The e-PPM serves as the District’s primary resource for special education policies, procedures, and guidelines, and includes links to memoranda, reference guides, and bulletins. The components of the e-PPM include General Information, Parent-Related Information, The Special Education Process, Compilation of Policies and Procedures by Topic Area, and Supports for Substantial Compliance. Electronic updates of the various sections of the e-PPM are implemented as appropriate.</p>
9.	<p>Uniform Complaint Procedures (UCP) [BUL-5159.11]</p>	