



# **LOS ANGELES UNIFIED SCHOOL DISTRICT**

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## **ENADIA WAY TECHNOLOGY CHARTER**

A DISTRICT AFFILIATED CHARTER SCHOOL  
22944 ENADIA WAY, WEST HILLS, CA 91307

### **Renewal Charter Petition**

Submitted  
MARCH 6, 2025

#### **TERM OF CHARTER**

**JULY 1, 2025 TO JUNE 30, 2031**

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## ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Enadia Way Technology Charter (also referred to herein as “Enadia Way”, “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(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil’s 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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils 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”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- 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(e)(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(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(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 "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL 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(c)(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(c)(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(c)(5)(A)(iii).)***

### GENERAL INFORMATION

• The name and title of the contact person for Charter School is:	HEATHER JEANNE
• The contact address of Charter School is:	22944 Enadia Way, West Hills, CA 91307
• The contact phone number for Charter School is:	818-595-3900
• Charter School is located in LAUSD Board District:	3
• Charter School is located in LAUSD Region:	NORTH
• The grade configuration of Charter School is:	TK-5
• The number of students in the first year of this charter term will be:	236
• The grade level(s) of the students in the first year will be:	TK-5
• Charter School’s scheduled first day of instruction in 2025-2026 is:	AUGUST 14, 2025
• 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 a Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.	236
• Key features	TRADITIONAL

• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	
• The bell schedule (e.g. daily hours) for Charter School will be:	<i>8:00-2:35 M,W-F, 8:00-1:25 TUESDAYS</i>
• The term of this Charter shall be from:	July 1, 2025-June 30, 2031

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

Enadia Way Technology Charter School is an existing affiliated charter elementary school within the Los Angeles Unified School District. Enadia Way Technology Charter School has consistently demonstrated a strong commitment to academic excellence and community needs throughout its charter term. The school's performance reflects both its strengths and areas of growth, with a clear trajectory toward continued improvement.

Based on the most current data, over the last two years, Enadia Way's performance in English Language Arts (ELA) and mathematics has remained steady, with notable improvements in student achievement across multiple groups. The school has seen significant growth in Hispanic and socioeconomically disadvantaged students. According to the California Dashboard, Hispanic students experienced a 20.5-point increase in ELA, and socioeconomically disadvantaged students saw a 14.5-point increase, both in the 2023-2024 school year. Additionally, iReady data shows that from the beginning of the year (BOY) to the middle of the year (MOY) 2024-25, there was a 16% increase in students reading at or above grade level, and a 9% decrease in those reading two or more grade levels below. In mathematics, although overall performance showed a slight decline of 3.1 points, Hispanic students experienced a 12.8-point increase, and socioeconomically disadvantaged students showed a 6.6-point improvement. iReady results further confirm this progress, with a 14% increase in students performing at or above grade level.

Enadia Way's small, connected community has been a key factor in its success. The inclusion model, which integrates students with disabilities into general education classrooms, is a vital aspect of the school's approach to ensuring all students thrive. Additionally, the school's use of cutting-edge technology and individualized instruction allows for strong teacher-student relationships, fostering an environment where diverse learners can succeed. The school's emphasis on social-emotional learning (SEL) supports students' holistic development, contributing to their academic success.

The school has also made progress in meeting the needs of its English Learners (ELs), increasing its reclassification rate from 15% in 2022-2023 to 19% in 2023-2024. With 14% of the student population being ELs, including 29% Newcomers, targeted interventions are essential to addressing achievement gaps. The school's ongoing commitment to these students is evident in its academic and language support strategies seen in the classrooms. While the performance of ELs declined by 13.3

points on the CA Dashboard, the school has implemented targeted in school and after school interventions, which are expected to continue bridging this gap.

One of the challenges Enadia Way has faced is the issue of chronic absenteeism. The school saw a decrease in chronic absenteeism from 35.1% in 2021-2022 to 23.8% in 2022-2023, but this increased again to 25.8% in 2023-2024. To address this, Enadia Way is prioritizing attendance initiatives and incentives, including increased outreach to families and targeted social emotional support for our students. This focus on improving attendance, alongside academic growth, will help ensure sustained success.

An additional challenge the school faces due to its small size is the large number of combination grade classrooms. With only 11 classrooms in the school, Enadia Way consistently has one and a half grades at each grade level. Combination grade classrooms pose many challenges for the teachers, not only in common grade level planning time, but in meeting the content specific standards for the students in all curriculum areas. To address this challenge, the student composition of each classroom is very carefully considered to ensure the same student is not placed in a split level classroom more than once and to ensure that students are clustered homogeneously based on academic and social-emotional needs. When conducting the annual lottery, the number of students at each grade level is selected to offset any potential split grade levels whenever possible. In addition, the school plans to ensure teachers are given adequate planning time with their colleagues to align the standards across the curricular areas, additional paraprofessional support, and to fund itinerant support teachers to assist with departmentalizing the curricular areas whenever possible.

Enadia Way Technology Charter has consistently met and exceeded the needs of its community by fostering strong academic growth and creating a supportive, inclusive educational environment. The school's small size allows for personalized instruction and strong teacher-student relationships, ensuring that students receive the individualized support they need to succeed. The inclusion model, which supports students with disabilities in general education classrooms, alongside cutting-edge technology integration, enables Enadia Way to provide a high-quality education to all students. With a dedicated staff, thriving school garden, and state-of-the-art technology, Enadia Way attracts and retains committed families who value the school's welcoming, close-knit community. Many parents describe Enadia as an extended family, offering a competitive alternative to local private schools. By maintaining a focus on data-driven instruction, social-emotional learning, and targeted interventions—particularly for English learners—Enadia Way remains a vital, valued part of the community, ensuring that all students thrive both academically and socially.

### **STUDENT POPULATION TO BE SERVED**

Enadia Way Technology Charter serves students in Grades UTK through 5, providing a technology-rich curriculum designed to engage a diverse student population. The school operates on a single-track, traditional calendar and follows a fully inclusive model, integrating students with disabilities into the general education setting without separate special day classes. For the 2025-2026 school year, Enadia Way will have 10 general

education classrooms and one inclusion program, ensuring that all students receive equitable access to rigorous academic instruction and support services.

The school's student population is ethnically diverse and socio-economically varied, with 69.63% of students coming from disadvantaged backgrounds. Enadia Way is a PHBAO-designated school, with a demographic composition of 60.2% Hispanic, 15.8% White, 7.9% Two or More Races, 5.6% Asian, 2.3% Black, and 1% Filipino. English Learners comprise 14% of the student body, with a significant portion being Newcomers or Potential Long-Term English Learners (P-LTEs). Additionally, 5% of students are identified as GATE, and 15% have disabilities.

## **GOALS AND PHILOSOPHY**

### **Mission Statement:**

At Enadia Way Technology Charter, our mission is to cultivate an inclusive community where diverse learners thrive in a supportive learning environment.

### **Vision Statement**

Enadia is a leading elementary school that is recognized for empowering every child to reach their fullest potential through rigorous academics, social-emotional growth, diverse enrichment opportunities, and skills for a rapidly evolving world. We aim to develop culturally responsive and globally responsible citizens who are adaptable, thoughtful, and engaged contributors in their community.

### **Motto:**

Soaring High with Spirit and Pride

#soaringhigh #eaglespirit

### **Mascot:**

Bald Eagle

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

In the 21st century, an educated person is someone who not only masters academic content but also possesses a range of skills critical for success in an interconnected, technology-driven world. At Enadia Way Technology Charter, we believe that being educated means having the capacity to think critically, adapt, and engage effectively in a rapidly changing society. This includes the ability to access and apply information from various sources, especially in digital and media-rich environments.

The skills needed for 21st-century education extend beyond traditional academics. According to Tony Wagner (2008), essential skills include critical thinking, problem-solving, collaboration, adaptability, and effective communication. Students also learn to



be curious, imaginative, and open to trying new ideas—skills that help them thrive in today’s multicultural world. Building on this idea, the book *Infusing Creativity and Technology in 21st Century Education: A Systemic View for Change* highlights how combining creativity and technology skills is essential for modern education. Creativity, which means coming up with ideas that are new, useful, and make sense for the situation, is especially important for keeping up with the fast-paced changes in society and technology today. By integrating these skills into education, students become adaptable, critical thinkers capable of engaging with complex, global challenges in innovative ways. This approach moves beyond rote memorization, fostering an educational setting that values interdisciplinary problem-solving and real-world applications.

With technology as a cornerstone of education, our students are empowered to take an active role in their learning through digital literacy and responsible media use. They learn to navigate complex information, collaborate across networks, and lead with influence, making them prepared for higher education and future careers. Enadia Way prepares students for this dynamic world by integrating technology and project-based learning into daily instruction, fostering not only technical skills, but also self-confidence and resilience.

Ultimately, our aim is for students to become lifelong learners who are self-aware, community-oriented, and equipped to contribute meaningfully to society. An educated person today is technologically savvy, globally minded, and able to bridge cultural and intellectual divides, ready to tackle the challenges of both college and career. Through a commitment to these educational goals, Enadia Way Technology Charter prepares students to be the informed, adaptive, and engaged citizens of tomorrow.

**Wagner, T. (2008).** *The global achievement gap: Why even our best schools don't teach the new survival skills our children need—and what we can do about it.* Basic Books.

**Henriksen, D., Mishra, P., & Fisser, P. (2014).** Infusing creativity and technology in 21st century education: A systemic view for change. *Education and Information Technologies*, 19(4), 787-800.

### **How Learning Best Occurs**

Learning best occurs when there is a shared commitment among teachers, staff, parents, and community members to create a supportive, challenging, and culturally responsive environment. At Enadia Way Technology Charter, our approach emphasizes collaborative responsibility with all stakeholders to nurture each child. This partnership is vital to meet students' social, emotional, and academic needs.

Research demonstrates that project-based learning (PBL) significantly enhances students' math skills, problem-solving abilities, collaboration, and engagement. For example, studies by the Cognition and Technology Group at Vanderbilt (1992) showed that situating learning in meaningful, real-world contexts improves planning and critical thinking. Additionally, research by Krajcik and Blumenfeld (2006) highlights how PBL

fosters confidence and a sense of ownership over learning, encouraging active participation. Grounded in Vygotsky's social constructivism and Bruner's constructivist theory, collaborative dialogue in PBL classrooms not only supports cognitive development but also ensures students feel valued and heard. This dynamic and interactive environment promotes both confidence and critical thinking skills.

Enadia Way also integrates culturally responsive pedagogy, drawing on frameworks by Gholdy Muhammad, Sharroky Hollie, and Zaretta Hammond. By honoring students' cultural identities and building on their linguistic and cultural strengths, we create a learning environment that is inclusive, equitable, and engaging. Teachers design lessons to reflect students' diverse backgrounds and to encourage curiosity and relevance, making learning more meaningful and connected to their experiences.

Universal Design for Learning (UDL) ensures that our instruction is accessible and effective for all students, accommodating diverse learning needs, and preferences. We strive to create a safe, comfortable space where students feel secure to explore and embrace both challenges and successes. By encouraging active learning, including hands-on projects, problem-solving, and reflective discussion, we help students engage deeply in their learning.

Enadia Way supports the social-emotional development of each child, recognizing the importance of positive relationships and reinforcement. Building connections with teachers, peers, and the community helps students feel valued, fostering a sense of belonging and motivation to learn.

Our commitment to continuous professional development allows teachers to collaborate, reflect, and refine instructional practices. By examining data and adjusting our methods, we ensure that our teaching remains impactful and responsive. At Enadia Way, learning best occurs in a positive, inclusive environment where every stakeholder is dedicated to students' growth, preparing them for a bright future.

**Cognition and Technology Group at Vanderbilt. (1992).** The impact of technology on cognitive development. *Educational Psychologist*, 27(3), 291-315.

**Krajcik, J. S., & Blumenfeld, P. C. (2006).** Project-based learning. In R. K. Sawyer (Ed.), *The Cambridge Handbook of the Learning Sciences* (pp. 317-334). Cambridge University Press.

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

Enadia Way Technology Charter's program is designed to develop self-motivation, competence, and a love for lifelong learning in every student. By creating a safe, engaging environment and providing high-quality instruction, Enadia Way empowers students to take ownership of their education. Teachers have high expectations and build confidence, fostering curiosity, resilience, and independence.

The curriculum, rooted in Common Core Standards and enriched with activities like garden classes, martial arts, dance, music, theatre, visual arts, robotics, coding, and technology, enhances critical thinking, teamwork, and adaptability. These hands-on learning experiences—from robotics to the media lab and learning garden—encourage discovery and prepare students for real-world challenges, college, and future careers.

By embedding technology and practical skills in daily instruction, Enadia Way equips students with the tools they need to thrive in a global society. Our dedicated teachers, staff, and enrichment specialists model excellence and enthusiasm for learning, inspiring students to become self-driven, competent individuals ready to contribute meaningfully to their communities.

### **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(d).)

<b>LCFF STATE PRIORITIES</b> <b>(Charter Term Commencing July 1, 2025)</b>	
<b>GOAL #1 ACADEMIC EXCELLENCE</b>	
<ul style="list-style-type: none"> <li>The school will annually maintain or increase the number of students achieving proficiency or above on the CAASPP SBA English Language Arts and Mathematics assessments.</li> <li>All students will achieve proficiency in English Language Arts and Mathematics through high-quality instruction, targeted interventions, and data-driven decision-making.</li> <li>The school will meet or exceed state targets schoolwide for English learners, low-income students, foster youth, and all numerically significant subgroups, as required by law.</li> </ul>	<p>Related State Priorities:</p> <ul style="list-style-type: none"> <li>● 1      X 4      7</li> <li>X 2      □ 5      X 8</li> <li>□ 3      □ 6</li> </ul> <p>Local Priorities:</p> <p>□:</p> <p>□:</p>
<b>Specific Annual Actions to Achieve Goal</b>	
<ul style="list-style-type: none"> <li>Review Curriculum &amp; Data: Continuously analyze academic achievement data to refine instruction, set performance targets, and design effective professional development.</li> <li>Provide Professional Development: Train staff on culturally relevant curriculum, project-based learning, integrated lessons with social studies and science, CGI math practices, and standards-aligned strategies for ELA, Math, and ELD.</li> <li>Implement Targeted Interventions: Use push-in co-teaching and small-group instruction to support English Learners and students with disabilities.</li> </ul>	

Expected Annual Measurable Outcomes

**Outcome #1:**

The school will annually increase the number of students achieving proficiency in English Language Arts.

**Metric/Method for Measuring:**

CAASPP ELA SBA Data (3-5)- Distance From Standard (DFS)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized as Low Performing)	Year 4 of Term  (Not applicable if categorized as Low Performing)	Year 5 of Term  (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	-9.6	-7.6	-5.6	-3.6	-1.6	1.6
English Learners Students	-215.3	-213.3	-211.3	-209.3	-207.3	-205.3
Socioeconomically Disadvantaged Students	-23.6	-21.6	-19.6	-17.6	-15.6	-13.6
Foster Youth Students	-196.0	-194.0	-192.0	- 190.2	-188.2	-186.2
Students with Disabilities	-106.4	-104.4	-102.4	- 100.4	-98.4	-96.4
African American Students	60.0	62.0	64.0	66.0	68.0	70.0
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	-79.7	-77.7	-75.7	- 73.7	-71.7	-69.7
Filipino Students	-30.5	-28.5	-26.5	-24.5	-22.5	-20.5
Latino Students	-12.6	-10.6	-8.6	-6.6	-4.6	-2.6
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	38.4	40.4	42.4	44.4	46.4	48.4
White Students	-12.2	-10.2	-8.2	-6.2	-4.2	-2.2

*\* Student group is not numerically significant at this time.*

**Outcome #2:**

The school will annually increase the number of students achieving proficiency in Mathematics.

**Metric/Method for Measuring:**

CAASPP Mathematics SBA Data (3-5)

APPLICABLE STUDENT GROUPS	Baseline (Based on most	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not	Year 4 of Term  (Not	Year 5 of Term  (Not
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	recent data available)			applicable if categorized as Low Performing)	applicable if categorized as Low Performing)	applicable if categorized as Low Performing)
All Students (Schoolwide)	-30.1	-28.1	-26.1	-24.1	-22.1	-20.1
English Learners Students	-150.0	-148.0	-146.0	- 144.0	1	-140.0
Socioeconomically Disadvantaged Students	-41.0	-39.0	-37.0	- 35.0	-33.0	-31.0
Foster Youth Students	-70.0	-68.0	-66.0	- 64.0	-62.0	-60.0
Students with Disabilities	-77.1	-75.1	-73.1	-71.1	-69.1	-67.1
African American Students	-6.0	-4.0	-2.0	0.0	2.0	4.0
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	-70.3	-68.3	-66.3	- 64.3	-62.3	-60.3
Filipino Students	-37.0	-35.0	-33.0	- 31.0	-29.0	-27.0
Latino Students	-26.8	-24.8	-22.8	-20.8	-18.8	-16.8
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	-11.0	-9.0	-7.0	-5.0	-3.0	-1.0
White Students	-43.2	-41.2	-39.2	-37.2	-35.2	-33.2

**\* Student group is not numerically significant at this time.**

**Outcome #3:**

The school will annually increase the number of students achieving proficiency in science.

**Metric/Method for Measuring:**

CAST Science Data (5th Grade)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (5th)-Exceeded/Met Standard	36%	38%	40%	42%	44%	46%
English Learners Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
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	*	*	*	*	*	*

*\* Student group is not numerically significant at this time.*

**Outcome #4:**

The school will annually increase the number of students in K-2 achieving proficiency in early literacy skills.

**Metric/Method for Measuring:**

Amplify (DIBELS) Measure Data (K-2)- End of Year (% At/Above Benchmark)

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	85%	87%	89%	91%	93%	95%
English Learners Students	28%	30%	32%	34%	36%	38%

Socioeconomically Disadvantaged Students	25%	27%	29%	31%	33%	35%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	50%	52%	54%	56%	58%	60%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	0%	2%	4%	6%	8%	10%
Filipino Students	*	*	*	*	*	*
Latino Students	40%	42%	44%	46%	48%	50%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	0%	2%	4%	6%	8%	10%

**\* Student group is not numerically significant at this time.**

#### **Outcome #5:**

The school will annually increase the number of students who reclassify as fluent in English.

#### **Metric/Method for Measuring:**

EL Reclassification Rate Data

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	8%	10%	12%	14%	16%	18%
English Learners Students	8%	10%	12%	14%	16%	18%
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
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	*	*	*	*	*	*

**\* Student group is not numerically significant at this time.**

#### **Outcome #6:**

The school will annually increase the number of students who progress in English proficiency.

#### **Metric/Method for Measuring:**

English Learner ELPI Level Data

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized as Low Performing)	Year 4 of Term  (Not applicable if categorized as Low Performing)	Year 5 of Term  (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	0%	2%	4%	6%	8%	10%
English Learners Students	0%	2%	4%	6%	8%	10%
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
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	*	*	*	*	*	*

**\* Student group is not numerically significant at this time.**

#### **Outcome #7:**

The school will annually increase the number of English learners who are reaching performance Level 4 on ELPAC.

#### **Metric/Method for Measuring:**

Performance Level 4 ELPAC Data

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized	Year 4 of Term  (Not applicable if categorized	Year 5 of Term  (Not applicable if categorized
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	data available)			as Low Performing)	as Low Performing)	as Low Performing)
All Students (Schoolwide)	13%	15%	17%	19%	21%	23%
English Learners Students	13%	15%	17%	19%	21%	23%
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
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	*	*	*	*	*	*

**\* Student group is not numerically significant at this time.**

#### **Outcome #8:**

The school will annually increase the number of students with disabilities who spend at least 80% of their day in the general education program.

#### **Metric/Method for Measuring:**

SWD Performance Indicator Data

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized as Low Performing)	Year 4 of Term  (Not applicable if categorized as Low Performing)	Year 5 of Term  (Not applicable if categorized as Low Performing)
All Students (Schoolwide)- SWD	100%	<i>maintain 100%</i>	<i>maintain 100%</i>	<i>maintain 100%</i>	<i>maintain 100%</i>	<i>maintain 100%</i>
English Learners Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	<i>maintain 100%</i>	<i>maintain 100%</i>	<i>maintain 100%</i>	<i>maintain 100%</i>	<i>maintain 100%</i>
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	*	*	*	*	*	*

**\* Student group is not numerically significant at this time.**

#### **Outcome #9:**

The school will annually increase the percentage of students whose eligibility for SPED services were determined within 60 days of guidelines.

#### **Metric/Method for Measuring:**

Special Education Services Welligent Data

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized as Low Performing)	Year 4 of Term  (Not applicable if categorized as Low Performing)	Year 5 of Term  (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	<i>maintain 100%</i>	<i>maintain 100%</i>	<i>maintain 100%</i>	<i>maintain 100%</i>	<i>maintain 100%</i>
English Learners Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	<i>maintain 100%</i>	<i>maintain 100%</i>	<i>maintain 100%</i>	<i>maintain 100%</i>	<i>maintain 100%</i>
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	*	*	*	*	*	*

**\* Student group is not numerically significant at this time.**

#### **Outcome #10:**

The school will annually increase the number of students with disabilities who receive the services specified in their IEP.

**Metric/Method for Measuring:**

**SWD Performance Indicator Data**

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized as Low Performing)	Year 4 of Term  (Not applicable if categorized as Low Performing)	Year 5 of Term  (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	<i>maintain 100%</i>	<i>maintain 100%</i>	<i>maintain 100%</i>	<i>maintain 100%</i>	<i>maintain 100%</i>
English Learners Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	<i>maintain 100%</i>	<i>maintain 100%</i>	<i>maintain 100%</i>	<i>maintain 100%</i>	<i>maintain 100%</i>
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	*	*	*	*	*	*

**\* Student group is not numerically significant at this time.**

## GOAL #2 JOY & WELLNESS

- The school will achieve proficient attendance by reducing chronic absenteeism through targeted interventions and incentives.
- The school will ensure excellent staff attendance by supporting well-being and engagement.
- The school will reduce instructional days lost by minimizing suspensions and promoting positive behavior supports.
- The school will foster a welcoming and safe school environment where parents, students, and staff feel valued and included.

### 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 | X 6                        |                            |

### Local Priorities:

- ☐:
- ☐:

## Specific Annual Actions to Achieve Goal

- Implement Attendance Incentives: Recognize students and staff with perfect and improved attendance through awards, celebrations, and prizes.
- Strengthen Parent Engagement: Host parent workshops on the importance of attendance, send regular reminders via multiple communication channels, and provide resources for families facing attendance barriers.
- Offer PD on Wellness & SEL: Provide professional development on staff well-being, stress management, and social-emotional learning.
- Create Shared Lunch/Recess Times: Foster staff rapport and collaboration by scheduling shared break periods.
- Reduce Suspensions & Lost Instructional Time: Implement restorative practices, SEL programs, and positive behavior interventions to address behavior proactively.
- Enhance School Climate & Safety: Utilize the School Experience Survey to assess perceptions of safety, belonging, and overall school climate, and implement improvements based on feedback.

## Expected Annual Measurable Outcomes

### Outcome #1:

The school will annually increase the number of students with proficient attendance (96% or higher).

### Metric/Method for Measuring:

Student Attendance Rate (96% or above) Data

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
				(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)	(Not applicable if categorized as Low Performing)
All Students (Schoolwide)	45%	47%	49%	51%	53%	55%
English Learners Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
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	*	*	*	*	*	*

**\* Student group is not numerically significant at this time**

## Outcome #2

The school will annually decrease the number of students with chronic absenteeism (91% or Lower).

### Metric/Method for Measuring:

Student Chronic Absenteeism Rate (91% or Lower) Data

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized as Low Performing)	Year 4 of Term  (Not applicable if categorized as Low Performing)	Year 5 of Term  (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	23%	21%	19%	17%	15%	13%
English Learners Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
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	*	*	*	*	*	*

**\* Student group is not numerically significant at this time.**

**Outcome #3:**

The school will annually increase the number of staff with excellent attendance (96% or higher).

**Metric/Method for Measuring:**

Staff Attendance Rate (96% or above) Data

APPLICABLE STAFF GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized as Low Performing)	Year 4 of Term  (Not applicable if categorized as Low Performing)	Year 5 of Term  (Not applicable if categorized as Low Performing)
All Staff (Certificated)		79%	81%	83%	85%	87%
All Staff (Classified)	77%	79%	81%	83%	85%	87%
English Learners Students	na	na	na	na	na	na
Socioeconomically Disadvantaged Students	na	na	na	na	na	na
Foster Youth Students	na	na	na	na	na	na
Students with Disabilities	na	na	na	na	na	na
African American Students	na	na	na	na	na	na
American Indian/Alaska Native Students	na	na	na	na	na	na
Asian Students	na	na	na	na	na	na
Filipino Students	na	na	na	na	na	na
Latino Students	na	na	na	na	na	na
Native Hawaiian/Pacific Islander Students	na	na	na	na	na	na
Students of Two or More Races	na	na	na	na	na	na
White Students	na	na	na	na	na	na

**Outcome #4:**

The school will annually decrease the number of single student suspensions to 0% across all sub groups.

**Metric/Method for Measuring:**

Single Student Suspension Rate Data

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized as Low Performing)	Year 4 of Term  (Not applicable if categorized as Low Performing)	Year 5 of Term  (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%

English Learners Students	0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%
Socioeconomically Disadvantaged Students	0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%
Foster Youth Students	0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%
Students with Disabilities	0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%
African American Students	0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%
American Indian/Alaska Native Students	0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%
Asian Students	0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%
Filipino Students	0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%
Latino Students	0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%
Native Hawaiian/Pacific Islander Students	0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%
Students of Two or More Races	0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%
White Students	0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%

#### **Outcome #5:**

The school will annually decrease the number of instructional days lost to suspension to 0% across all subgroups.

#### **Metric/Method for Measuring:**

Instructional Days Lost to Suspension Data

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%
English Learners Students	0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%
Socioeconomically Disadvantaged Students	0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%

Foster Youth Students	0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%
Students with Disabilities	0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%
African American Students	0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%
American Indian/Alaska Native Students	0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%
Asian Students	0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%
Filipino Students	0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%
Latino Students	0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%
Native Hawaiian/Pacific Islander Students	0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%
Students of Two or More Races	0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%
White Students	0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%	<i>maintain</i> 0%

#### **Outcome #6:**

The school will annually decrease expulsion incidents to 0% across all subgroups.

#### **Metric/Method for Measuring:**

Expulsion Rate Data

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized as Low Performing)	Year 4 of Term  (Not applicable if categorized as Low Performing)	Year 5 of Term  (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners Students	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth Students	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	0%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%
Asian Students	0%	0%	0%	0%	0%	0%
Filipino Students	0%	0%	0%	0%	0%	0%
Latino Students	0%	0%	0%	0%	0%	0%



Native Hawaiian/Pacific Islander Students	0%	0%	0%	0%	0%	0%
Students of Two or More Races	0%	0%	0%	0%	0%	0%
White Students	0%	0%	0%	0%	0%	0%

#### **Outcome #7:**

The school will annually increase the number of students who agree/strongly agree they feel safe at school.

#### **Metric/Method for Measuring:**

LAUSD School Experience Survey (Students-4th/5th)-School Climate

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized as Low Performing)	Year 4 of Term  (Not applicable if categorized as Low Performing)	Year 5 of Term  (Not applicable if categorized as Low Performing)
All Students (Schoolwide) 4th-5th	93%	95%	97%	99%	100%	<i>maintain 100%</i>
English Learners Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Socioeconomically Disadvantaged Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Foster Youth Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Students with Disabilities	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
African American Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
American Indian/Alaska Native Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Asian Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Filipino Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Latino Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Native Hawaiian/Pacific Islander Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Students of Two or More Races	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
White Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>

#### **Outcome #8:**

The school will annually increase the number of parents who agree/strongly agree they feel their child is safe on school grounds.

#### **Metric/Method for Measuring:**

LAUSD School Experience Survey (Parents)-School Climate

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized	Year 4 of Term  (Not applicable if categorized	Year 5 of Term  (Not applicable if categorized
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	available)			as Low Performing)	as Low Performing)	as Low Performing)
All Parents (Schoolwide)	96%	98%	100%	Maintain 100%	Maintain 100%	Maintain 100%
English Learners Students	na	na	na	na	na	na
Socioeconomically Disadvantaged Students	na	na	na	na	na	na
Foster Youth Students	na	na	na	na	na	na
Students with Disabilities	na	na	na	na	na	na
African American Students	na	na	na	na	na	na
American Indian/Alaska Native Students	na	na	na	na	na	na
Asian Students	na	na	na	na	na	na
Filipino Students	na	na	na	na	na	na
Latino Students	na	na	na	na	na	na
Native Hawaiian/Pacific Islander Students	na	na	na	na	na	na
Students of Two or More Races	na	na	na	na	na	na
White Students	na	na	na	na	na	na

#### **Outcome #9:**

The school will annually maintain the number of staff who agree/strongly agree they feel safe at school.

#### **Metric/Method for Measuring:**

LAUSD School Experience Survey (Staff)-School Climate

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Staff (Schoolwide)	100%	Maintain 100%	Maintain 100%	Maintain 100%	Maintain 100%	Maintain 100%
English Learners Students	na	na	na	na	na	na
Socioeconomically Disadvantaged Students	na	na	na	na	na	na
Foster Youth Students	na	na	na	na	na	na
Students with Disabilities	na	na	na	na	na	na
African American Students	na	na	na	na	na	na
American Indian/Alaska Native Students	na	na	na	na	na	na
Asian Students	na	na	na	na	na	na
Filipino Students	na	na	na	na	na	na

Latino Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Native Hawaiian/Pacific Islander Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Students of Two or More Races	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
White Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>

**Outcome #10:**

The school will annually increase the number of students who agree/strongly agree that they feel they are part of their school.

**Metric/Method for Measuring:**

LAUSD School Experience Survey (Students-4th/5th)-School Climate

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized as Low Performing)	Year 4 of Term  (Not applicable if categorized as Low Performing)	Year 5 of Term  (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	79%	81%	83%	85%	87%	89%
English Learners Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Socioeconomically Disadvantaged Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Foster Youth Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Students with Disabilities	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
African American Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
American Indian/Alaska Native Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Asian Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Filipino Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Latino Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Native Hawaiian/Pacific Islander Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Students of Two or More Races	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
White Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>

**Outcome #11:**

The school will annually increase the number of parents who agree/strongly agree they feel welcomed to participate in their child's school.

**Metric/Method for Measuring:**

LAUSD School Experience Survey (Parent)-School Climate

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized	Year 4 of Term  (Not applicable if categorized	Year 5 of Term  (Not applicable if categorized
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	data available)			as Low Performing)	as Low Performing)	as Low Performing)
All Parents (Schoolwide)	97%	99%	100%	<i>maintain 100%</i>	<i>maintain 100%</i>	<i>maintain 100%</i>
English Learners Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Socioeconomically Disadvantaged Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Foster Youth Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Students with Disabilities	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
African American Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
American Indian/Alaska Native Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Asian Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Filipino Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Latino Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Native Hawaiian/Pacific Islander Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Students of Two or More Races	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
White Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>

#### **Outcome #12:**

The school will annually maintain the number of staff members who agree/strongly agree that their school is a supportive and inviting place to work.

#### **Metric/Method for Measuring:**

LAUSD School Experience Survey (Staff) -School Climate

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term (Not applicable if categorized as Low Performing)	Year 4 of Term (Not applicable if categorized as Low Performing)	Year 5 of Term (Not applicable if categorized as Low Performing)
All Staff (Schoolwide)	100%	<i>maintain 100%</i>	<i>maintain 100%</i>	<i>maintain 100%</i>	<i>maintain 100%</i>	<i>maintain 100%</i>
English Learners Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Socioeconomically Disadvantaged Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Foster Youth Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Students with Disabilities	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
African American Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
American Indian/Alaska Native Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Asian Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Filipino Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>

Latino Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Native Hawaiian/Pacific Islander Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Students of Two or More Races	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
White Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>

GOAL #3 ENGAGEMENT & COLLABORATION						
<b>Parent Involvement and Education Awareness</b> <ul style="list-style-type: none"> <li>The school will increase parent engagement by ensuring they are well-informed about their child's education, including regular updates on academic progress, school activities, and available resources.</li> <li>The school will enhance accessibility of information regarding parent workshops and other school programs, fostering an environment where parents can actively participate in their child's learning journey.</li> </ul>				<b>Related State Priorities:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2      X 5 <input type="checkbox"/> 8 X 3      X 6		
				<b>Local Priorities:</b> <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> <li>Promote and encourage parent completion of the School Experience Survey through multiple communication channels and incentives.</li> <li>Offer regular parent workshops, school meetings, volunteer opportunities, and participation in SSC and ELAC meetings to engage parents in decision-making processes regarding their child's education.</li> <li>Provide events and activities that allow parents to feel involved and connected with the school, promoting a sense of belonging.</li> <li>Provide guidelines and clear channels for parents to express concerns and seek resolutions in alignment with the charter, ensuring all voices are heard and valued.</li> <li>Regularly communicate with parents through newsletters, emails, signage, and informational meetings about programs that support students, such as tutoring and school-based interventions.</li> </ul>						
Expected Annual Measurable Outcomes						
<b>Outcome #1:</b> The school will annually increase the number of parents who agree/strongly agree they feel the school includes them in important decisions about their child's education.						
<b>Metric/Method for Measuring:</b> LAUSD School Experience Survey (Parents)- School Climate/Parent Engagement						
APPLICABLE STUDENT GROUPS	Baseline  (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized as Low Performing)	Year 4 of Term  (Not applicable if categorized as Low Performing)	Year 5 of Term  (Not applicable if categorized as Low Performing)
All (Schoolwide)	93%	95%	97%	99%	100%	<i>maintain 100%</i>
English Learners Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Socioeconomically Disadvantaged Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Foster Youth Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>

Students with Disabilities	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
African American Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
American Indian/Alaska Native Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Asian Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Filipino Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Latino Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Native Hawaiian/Pacific Islander Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Students of Two or More Races	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
White Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>

## **Outcome #2:**

The school will annually increase the percentage of parents who agree/strongly agree the school offers extra academic support for their child.

### **Metric/Method for Measuring:**

LAUSD School Experience Survey (Parent)-School Climate

APPLICABLE STUDENT GROUPS	Baseline  (Based on most recent data available )	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicabl e if categoriz ed as Low Performi ng)	Year 4 of Term  (Not applicabl e if categoriz ed as Low Performi ng)	Year 5 of Term  (Not applicabl e if categoriz ed as Low Performi ng)
All Students (Schoolwide)	88%	90%	92%	94%	96%	98%
English Learners Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Socioeconomically Disadvantaged Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Foster Youth Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Students with Disabilities	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
African American Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
American Indian/Alaska Native Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Asian Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Filipino Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Latino Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Native Hawaiian/Pacific Islander Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Students of Two or More Races	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
White Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>

**Outcome #3:**

The school will annually increase the percentage of parents who agree/strongly agree that they receive assistance from parent center personnel, website, or resource pages available.

**Metric/Method for Measuring:**

LAUSD School Experience Survey (Parent) -School Climate

APPLICABLE STUDENT GROUPS	Baseline  (Based on most recent data available )	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicabl e if categoriz ed as Low Performi ng)	Year 4 of Term  (Not applicabl e if categoriz ed as Low Performi ng)	Year 5 of Term  (Not applicabl e if categoriz ed as Low Performi ng)
All Parent (Schoolwide)	82%	84%	86%	88%	90%	92%
English Learners Students	na	na	na	na	na	na
Socioeconomically Disadvantaged Students	na	na	na	na	na	na
Foster Youth Students	na	na	na	na	na	na
Students with Disabilities	na	na	na	na	na	na
African American Students	na	na	na	na	na	na
American Indian/Alaska Native Students	na	na	na	na	na	na
Asian Students	na	na	na	na	na	na
Filipino Students	na	na	na	na	na	na
Latino Students	na	na	na	na	na	na
Native Hawaiian/Pacific Islander Students	na	na	na	na	na	na
Students of Two or More Races	na	na	na	na	na	na
White Students	na	na	na	na	na	na

**Outcome #4:**

The school will annually increase percentage of parents who agree/strongly agree that the school provides information (both verbal and written) they can understand.

**Metric/Method for Measuring:**

LAUSD School Experience Survey (Parents)-School Climate

APPLICABLE STUDENT GROUPS	Baseline  (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized as Low Performing)	Year 4 of Term  (Not applicable if categorized as Low Performing)	Year 5 of Term  (Not applicable if categorized as Low Performing)
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All Parents (Schoolwide)	98%	100%	<i>maintain</i> 100%	<i>maintain</i> 100%	<i>maintain</i> 100%	<i>maintain</i> 100%
English Learners Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Socioeconomically Disadvantaged Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Foster Youth Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Students with Disabilities	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
African American Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
American Indian/Alaska Native Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Asian Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Filipino Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Latino Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Native Hawaiian/Pacific Islander Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Students of Two or More Races	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
White Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>

#### GOAL #4 OPERATIONAL EFFECTIVENESS & INVESTING IN STAFF

##### Provide for Basic Services

- Ensure that 100% of teachers are appropriately credentialed for the students they are assigned to teach.
- Guarantee that 100% of instructional materials meet Williams Act requirements and are standards-based.
- Ensure that 100% of facilities are in good repair, providing a safe and conducive learning environment for all students.

##### Related State Priorities:

X 1      ☐ 4      ☐ 7  
X 2      ☐ 5      ☐ 8  
☐ 3      X 6

##### Local Priorities:

☐:  
☐:

#### Specific Annual Actions to Achieve Goal

- Regularly review and verify teacher credentials through HR records to ensure alignment with state requirements.
- Offer support and resources for teachers to maintain and renew credentials.
- Conduct annual evaluation of supplies to ensure all classrooms are equipped with updated, standards-based instructional materials.
- Ensure instructional materials are aligned with the Williams Act requirements and meet state and district standards.
- Perform routine inspections of all school facilities to identify and address maintenance needs.
- Develop and follow a preventive maintenance schedule to ensure all facilities remain in good condition.
- Coordinate with custodial and facilities staff to ensure timely repairs and maintenance.

#### Expected Annual Measurable Outcomes

##### Outcome #1:

The school will annually increase the facilities' maintenance and improvements to ensure that 100% of facilities are in good repair, providing a safe and conducive learning environment for all students.



**Metric/Method for Measuring:**  
Percent of Facilities in Good Repair

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized as Low Performing)	Year 4 of Term  (Not applicable if categorized as Low Performing)	Year 5 of Term  (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	na	na	na	na	na	na
Socioeconomically Disadvantaged Students	na	na	na	na	na	na
Foster Youth Students	na	na	na	na	na	na
Students with Disabilities	na	na	na	na	na	na
African American Students	na	na	na	na	na	na
American Indian/Alaska Native Students	na	na	na	na	na	na
Asian Students	na	na	na	na	na	na
Filipino Students	na	na	na	na	na	na
Latino Students	na	na	na	na	na	na
Native Hawaiian/Pacific Islander Students	na	na	na	na	na	na
Students of Two or More Races	na	na	na	na	na	na
White Students	na	na	na	na	na	na

**Outcome #2:**

The school will annually increase the percentage of teachers who are appropriately credentialed for the students they are assigned to teach.

**Metric/Method for Measuring:**  
Appropriately Credentials of Teachers

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized as Low Performing)	Year 4 of Term  (Not applicable if categorized as Low Performing)	Year 5 of Term  (Not applicable if categorized as Low Performing)
All Teachers (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	na	na	na	na		na
Socioeconomically Disadvantaged Students	na	na	na	na		na
Foster Youth Students	na	na	na	na		na
Students with Disabilities	na	na	na	na		na

African American Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
American Indian/Alaska Native Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Asian Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Filipino Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Latino Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Native Hawaiian/Pacific Islander Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
Students of Two or More Races	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>
White Students	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>	<i>na</i>

### **Outcome #3:**

The school will annually increase the percentage of classrooms providing students with standards-based instructional materials by meeting Williams Act requirements.

#### **Metric/Method for Measuring:**

Annual Williams Act requirements

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term	Year 3 of Term  (Not applicable if categorized as Low Performing)	Year 4 of Term  (Not applicable if categorized as Low Performing)	Year 5 of Term  (Not applicable if categorized as Low Performing)
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

### **INSTRUCTIONAL DESIGN**

Enadia Way Technology Charter's educational program is designed to provide a rigorous, inquiry-based learning experience that integrates research-based instructional strategies and innovative teaching methods. The curriculum is grounded in

Constructivist Learning Theory (Piaget, Vygotsky), Bloom's Taxonomy, and the Universal Design for Learning (UDL) framework, ensuring accessibility, higher-order thinking, and hands-on engagement. Core subjects—including English Language Arts, Mathematics, Science, and Social Studies—are taught using structured literacy (aligned with the *Science of Reading* and the *Science of Writing*), Cognitively Guided Instruction (CGI) in math, and STEM-based learning through hands-on experimentation with FOSS kits and classroom seedling grow kits. Social-emotional learning (SEL) is embedded throughout instruction, fostering self-regulation, emotional awareness, and positive relationships.

The school structures staffing to support differentiated instruction and student success. Highly qualified teachers receive ongoing professional development in instructional improvement, technology integration, and data-driven decision-making. Instructional support staff—including interventionists, paraprofessionals, and instructional aides—provide targeted small-group and one-on-one support, ensuring students receive individualized attention. Weekly Professional Learning Communities (PLCs) allow teachers to collaborate, analyze student data, and refine instructional practices to meet the needs of all learners.

Innovation is a core component of the school's approach. Technology is seamlessly integrated into learning, allowing students to engage with collaborative online platforms, develop digital literacy, and create and share projects in real-world contexts. The curriculum prioritizes culturally relevant teaching, ensuring instructional materials reflect students' diverse backgrounds and experiences. Inquiry-based learning fosters critical thinking and problem-solving, while project-based learning encourages creativity and collaboration. These approaches empower students to take ownership of their learning, develop a growth mindset, and build essential skills for the future.

Key features of the program include a commitment to academic rigor, SEL support, and preparing students for a technology-driven world. Students are encouraged to work both independently and collaboratively in a safe, engaging environment, where they develop critical thinking, problem-solving, and communication skills needed for success in the 21st century.

### **Curriculum and Instruction**

Charter School shall have autonomy in their instructional programs and choice of curricular materials pursuant to District policy and consistent with the requirements of section 60000, et seq. of the Education Code, the *Williams* settlement, and aligned with California content and performance standards, including the Common Core State Standards, and CAASPP.

### **English Language Arts**

Enadia Way Technology Charter's English Language Arts (ELA) program supports the Common Core State Standards (CCSS) for grades K-5 through a dynamic, multi-disciplinary approach that integrates reading, writing, speaking, and listening. Using state-adopted textbooks, strategically selected core literature with Lexile levels, and digital resources like *ReadWorks*, *Scholastic News*, *Accelerated Reader*, and *EPIC Books*, we

design projects that enrich students' comprehension and engagement with texts. Grammar, spelling, oral language, and listening skills are strengthened through direct instruction and vocabulary development, while comprehension skills—such as summarizing, analyzing story structure, understanding author's purpose, sequencing, and inferring—are taught through close reading strategies.

The ELA curriculum is rooted in the *Science of Reading*, incorporating *Scarborough's Reading Rope* model and explicit, targeted lessons that facilitate students' foundational literacy skills. Small-group instruction allows for differentiation based on data from state, district, and school-wide assessments, enabling teachers to focus on specific skills or provide advanced challenges. Teachers meet in Professional Learning Communities (PLCs) to analyze this data, revising groups and instruction as needed for optimal student support.

We integrate the *Depth of Knowledge* (Webb) framework and employ *Depth and Complexity Icons* (Kaplan) to ensure a more complete understanding of the curriculum for all learners. Graphic organizers, both digital and print, support students in crafting narratives, opinions, expository pieces, poetry, and build the students' capacity in writing. Our one-to-one technology environment, with daily access to computers and iPads, further enables students to refine writing and develop inquiry and research skills through platforms like Google Suite, where they respond to literature and engage in inquiry-based projects.

At Enadia Way Technology Charter, our English Language Arts (ELA) program supports students through engaging, relevant instruction that emphasizes culturally relevant teaching practices (CLRP), project-based learning, and Universal Design for Learning (UDL). Students explore ELA in connection with other subjects through grade-level projects like the Vocabulary Parade and Pumpkin Book Character Projects, making learning meaningful and fun. Events such as the Multicultural Arts Fair allow students to showcase their knowledge and skills through the study of various cultures, fostering appreciation and understanding of diverse backgrounds. Field trips further enrich learning by building essential background knowledge, exposing students to new topics and experiences. Weekly library visits and novel studies encourage a love of reading, providing access to diverse genres and developing research skills. Through this comprehensive approach, we prepare students to think critically, communicate effectively, and participate confidently in a diverse, interconnected world.

### **English Language Development**

Enadia Way Technology Charter remains committed to supporting English Learners (EL) by ensuring they develop the English language skills necessary to succeed in a mainstream classroom. Students will participate in at least 30 minutes of daily Designated English Language Development (dELD) instruction, as well as Integrated ELD (iELD) to access core curriculum with appropriate scaffolding using rigorous ELD materials and strategies. Teachers monitor EL student progress using English Learner Proficiency Indicator (ELPI) levels towards reclassification criteria in order to ensure they are making adequate progress. Our school will fully comply with applicable federal and state laws, as well as District policies and procedures, related to implementing the English Learner Master Plan. As a District-affiliated charter school, Enadia Way

Technology Charter will adhere to any provision of the District's English Learner Master Plan, including all future updates.

Enadia Way Technology Charter will incorporate the Home Language Survey as part of the enrollment process during a student's initial registration. Students who indicate a home language other than English will be assessed using the English Language Proficiency Assessment of California (ELPAC), which determines if students qualify as English Learners. The Initial ELPAC will be administered each fall or upon enrollment. Students will continue to take the ELPAC annually until they meet the LAUSD Reclassification criteria and are reclassified as Fluent English Proficient.

Enadia Way Technology Charter adheres to the Los Angeles Unified School District's Master Plan for English Learners to provide opportunities for non-English speaking students to achieve fluency and literacy in English. Due to the low number of EL students at each grade level, students are grouped together in respective grades. The classroom teacher delivers EL instruction to meet the daily dELD 30-minute guideline. Enadia Way Technology Charter ensures that its English Learner program is of high quality, providing students with the support they need to become proficient in English while building confidence and skills in the ELD domains of reading, writing, speaking, and listening.

The Principal and EL Designee collaborate with teachers, EL parents, ELAC, and EL students to ensure compliance with the District's English Learner Master Plan and accountability measures. They provide ongoing support to teachers in achieving student goals by regularly reviewing English Learner rosters and EL Progress Profiles available on MISIS/FOCUS. Students not demonstrating adequate progress are referred to the Student Success and Progress Team (SSPT) for additional support as needed. Open communication with parents is maintained through monthly ELAC/Council meetings, covering topics such as ELPAC testing, CAASPP SBA testing, Common Core State Standards, California State ELD Standards, program elements, Reclassification criteria, the importance of consistent school attendance, and Master Plan Program options.

Enadia Way Technology Charter ensures that all English Learners receive an effective English language acquisition program that enables meaningful access to the school's academic core curriculum. Instructional plans for English Learners are developed to align with evidence-based educational theories, be supported by skilled educators with adequate materials and resources, and undergo continuous evaluation to ensure their effectiveness and success. Adjustments are informed by classroom observations for Designated and Integrated ELD practices, along with regular monitoring of ELD schedules.

Enadia will promote LAUSDs *High Impact Practices* and *EL Instructional Approaches* including fostering academic interactions, fortifying complex output, and using complex texts. Instruction will be guided by the California ELA Standards and aligned with ELD Standards to promote language acquisition and academic success. Translanguaging, which allows students to use their native language(s) alongside English, is important for English learners because it recognizes and leverages the full linguistic repertoire of

students, fostering deeper learning and engagement. By integrating students' linguistic and cultural backgrounds, translanguaging creates a more inclusive environment that values diversity and promotes mutual understanding among peers. Strategies employed include culturally responsive teaching, scaffolded instruction, collaborative learning, constructive conversation practices and Think-Pair-Share, content-based language instruction, Total Physical Response, visual and multimodal supports, reciprocal teaching, thinking maps, blended learning, sheltered instruction and realia, explicit vocabulary instruction, and multifaceted presentations. Additionally, teachers will utilize the District-adopted reading series to design standards-based lessons aligned with ELA standards, incorporating visual and mentor texts, as well as specific fiction and nonfiction passages appropriate to each grade level.

By evaluating the results of the formative assessments, such as IAs, DIBELS, iReady, along with classroom performance, the teacher tailors EL instruction based on whether students are emerging, expanding, or bridging in key areas of the ELD standards. These areas include: Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills. This targeted approach ensures that instruction is aligned with the students' current language development stages, providing appropriate support for each learner's progress. Based on the student's communication level—whether collaborative, interpretive, or productive—teachers design lessons tailored to meet their specific needs.

ELD lessons are structured to provide ample opportunities for students to engage in dialogue, exchange information, share ideas, and express opinions on both fictional and non-fictional topics using the *Constructive Conversation Skills and Norms*. This approach ensures that all students, regardless of their language proficiency, are actively involved in meaningful communication, which fosters language development and critical thinking. They read stories aloud while English Learners actively listen, engage in discussions, and respond to questions about the reading, demonstrating their comprehension and ability to explain ideas. The ELD standards are integrated with the California Common Core State Standards (CA CCSS) to ensure a comprehensive and effective language development program for all English Learners. This combined approach fosters deeper understanding, language skills, and the ability to articulate ideas clearly.

Enadia Way Technology Charter plans to maintain funding for an Intervention Teacher who will collaborate closely with classroom teachers to provide targeted support and intervention for English Learners. Struggling EL students will be identified through various assessments, including the annual ELPAC results, DIBELS, iReady, Smarter Balanced Assessments, and classroom performance. These students will receive tailored instruction to address specific areas of difficulty, ensuring that they receive the necessary support to improve their language proficiency and academic achievement.

To identify Potential Long-Term English Learners (PLTEs), the school will examine the number of years a student has been enrolled in the English Learner program. Teachers, in collaboration with the Targeted Student Population Coordinator, will review the student's ELPAC results, DIBELS and iReady scores, and Reclassification criteria to

determine if new strategies are needed to support their English proficiency. Additionally, students will be assessed for any potential learning disabilities that could be affecting their ability to acquire English. This evaluation helps ensure that appropriate supports are provided for both language development and any underlying academic challenges. This process ensures that tailored interventions and support strategies are implemented to assist students in achieving proficiency in English. Through a thorough evaluation of their academic performance and needs, appropriate measures are taken to address potential challenges, providing these students with the resources necessary for success.

Enadia Way Technology Charter's goals for English Learners are to facilitate growth by advancing students at least one English development level annually, all while fostering a positive self-image that embraces their cultural background. To ensure continuous improvement and alignment with best practices, the school collaborates annually with the principal, EL Designee, and teachers to evaluate and assess the effectiveness of the EL program. This evaluation process includes reviewing student progress and considering potential adjustments to enhance the quality of instruction and support for English Learners.

Monitoring of our English Learners (ELs) can be framed as follows:

- Ensuring all students identified as potential English Learners on the Home Language Survey take the ELPAC in order to assess their language proficiency
- Guaranteeing all students take the annual ELPAC as required, supporting their continued English language development at the end of each academic year
- Tracking the Reclassification process for English Learners, making sure they meet the criteria for transitioning to fluent English proficiency
- Monitoring that the minimum required daily EL instructional minutes are met, ensuring consistent and equitable language development opportunities
- Ensuring ELD standards are meaningfully integrated into classroom lessons, respecting students' diverse linguistic and cultural backgrounds
- Tracking the performance of English Learners through the analysis of ELPAC, DIBELS, and iReady scores, and grades, reflecting their language acquisition progress

The teacher will collaborate with the Principal and EL Designee to reclassify English Learners in alignment with the LAUSD reclassification criteria, which include:

- Achieving an annual ELPAC overall score of 4
- Attaining a composite progress report grade of 3 or 4 in ELA, covering reading, writing, listening, and speaking
- Earning passing scores on assessments such as DIBELS and/or iReady ELA

The school will engage in consultation with the student's parent or guardian to secure their input and final approval. Once it is confirmed that the student meets all reclassification criteria, the school will officially reclassify the student through MiSiS.

## **Mathematics**

At Enadia Way Technology Charter, we offer a rigorous K-5 mathematics curriculum that exceeds Common Core State Standards (CCSS). Our program, built on state-adopted textbooks and mandated curriculum, ensures comprehensive coverage of key mathematical domains, including Number and Operations in Base Ten, Operations and Algebraic Thinking, Measurement and Data, and Geometry. Additionally, we incorporate *Building Fact Fluency Kits* to strengthen students' computational skills and Cognitively Guided Instruction pedagogy (CGI) to foster deeper mathematical understanding and problem-solving strategies.

Our curriculum is deeply aligned with the eight Mathematical Practices from the CCSS, which emphasize reasoning, perseverance, and mathematical thinking. Through engaging, hands-on learning experiences, students develop the ability to make sense of problems, reason abstractly and quantitatively, construct viable arguments, and apply mathematical concepts to real-world situations.

Our curriculum is aligned with the eight Mathematical Practices from the CCSS, which empower students to:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

These practices foster problem-solving skills, critical thinking, and mathematical fluency, preparing students for both academic challenges and real-world applications. Students develop proficiency with essential mathematical tools such as rulers, compasses, calculators, and computers, learning to use them effectively as they progress.

Math is integrated across disciplines to enhance student engagement and understanding. In the Garden Lab, for example, students apply math concepts in science. They use measurement tools to track plant growth, collect data, and analyze results. These hands-on experiences reinforce math as a tool for understanding the world around them and connect mathematical concepts to real-world contexts.

We believe in making math engaging and tangible through hands-on projects like counting collections and the 5th Grade Volume Zoo. In counting collections, students collaboratively develop number sense by grouping, counting, and organizing everyday objects, helping them develop a deeper understanding of place value, addition, subtraction, and efficiency. Similarly, the 5th Grade Volume Zoo allows students to research an animal and to consolidate their understanding of volume by creating animals from recycled boxes and calculating the volumes of the composite parts to determine the animal's total volume. 4th Grade students design pens for the Volume Zoo and calculate the perimeter and area of the animal enclosures. This project not only reinforces key math concepts but also promotes environmental responsibility through



recycling and creativity. Every student in the school visits the Volume Zoo and learns from the “zookeepers” about the animals and how they determined the total volume.

To deepen conceptual understanding, we employ a variety of **Cognitively Guided Instruction (CGI)** instructional strategies:

- **Cognitively Guided Instruction (CGI):** Focuses on understanding how students think about math, building on their existing knowledge.
- **The Three Reads Strategy:** Helps students tackle complex word problems by encouraging multiple readings and varied interpretations.
- **Notice and Wonder:** Promotes inquiry-based learning, where students explore and discuss mathematical ideas.
- **Choral Counts:** A practice that encourages students to explore counting strategies, number patterns, and mathematical reasoning. In a Choral Count, the teacher leads the class in counting aloud in a structured way, often by ones, twos, fives, tens, or other increments. The numbers are recorded in a visual format allowing students to analyze patterns and make connections.
- **Counting Collections:** Students count a set of objects in different ways, developing number sense, grouping strategies, and place value understanding. They explain their thinking and share the different ways they counted.
- **Which One Doesn’t Belong:** Students analyze four numbers, shapes, or objects and justify why one is different, promoting mathematical reasoning and multiple perspectives.
- **Image/Tool Talks:** Students observe and discuss mathematical images or tools, sharing their thinking and strategies to deepen conceptual understanding.

We also integrate skill-based games, manipulatives, and math communication exercises—such as writing about mathematical ideas and engaging in peer discussions—to build both conceptual understanding and fluency.

To meet the needs of all students, including gifted learners and English Learners (ELD), we differentiate instruction through Sandra Kaplan’s Math Icons framework, which emphasizes strategies, applications, balance, conversion, inquiry, and proofs. For ELD students, we use the ELD/Mathematics Three-Phase Lesson Framework, developed by LAUSD’s Multilingual and Multicultural Education Department, to seamlessly integrate language development with math instruction.

We regularly analyze data from assessments, classroom observations, and student performance to guide instruction. This allows us to identify at-risk students and provide targeted interventions, ensuring that every student is supported in achieving success.

### **History-Social Studies**

A rigorous history/social studies curriculum is provided at Enadia Way Technology Charter that supports the CCSS by utilizing state adopted textbooks and teacher created lessons. Students acquire and develop knowledge about important topics such as civics, history, cultures, geography, economics, and communities. The instruction promotes the skills necessary for responsible participation in a diverse society. Through the use of blended learning, other content areas are infused alongside the social studies

curriculum while utilizing technology and collaborative projects. Through reader's theater, students use role play activities and interactive units to gain first-hand experiences. Students interact with primary and secondary sources as historical evidence to understand the people and time periods being studied. The prompts of depth and complexity and content imperatives are applied to the history/social studies curriculum to help the students understand changes over time, patterns of historical events, ethics, details, trends, the big ideas, and parallels among events and to develop their critical thinking skills.

## **Science**

At Enadia Way Technology Charter, teachers provide a rigorous curriculum that incorporates and utilizes the Next Generation Science Standards (NGSS). Students develop an understanding of life, earth, and physical science from a balanced curriculum. Teachers provide real world context by introducing a “phenomenon” for students to explore by engaging in scientific and engineering practices. This develops the core ideas based on the NGSS standards to develop critical thinking with crosscutting concepts. As supplemental resources, instructional staff use textbooks (FOSS Science Resource), FOSS science kits, and teacher created materials. Lessons are also enhanced by the use of online resources such as *Scholastic News*, *Discovery Education*, and *Mystery Science* all of which provide extensive and detailed lessons based on the NGSS. Students use hands-on experiments based on scientific methods to further research and prove/disprove hypotheses as well as increase their understanding of scientific concepts. Science is taught as a cumulative learning process that scaffolds and builds upon students' prior knowledge, understanding of science concepts, and making and understanding real-world connections to science. Students develop and use critical thinking skills such as observing, comparing, organizing, inferring, relating, and applying. Science vocabulary and academic language are enhanced by implementing Sandra Kaplan's Depth and Complexity icons, which include language of the discipline. This enables students to think like a disciplinarian. Assessments occur through teacher observation, informal assessment, group projects, and teacher-created assessments.

## **Visual and Performing Arts**

At Enadia Way Technology Charter, teachers believe in educating the whole child. All children need to be provided enrichment that meets their physical and expressive needs. The arts allow children to be exposed to and be successful in subject areas other than academics. They address the needs of all learners including special needs students, English Learners, and gifted students. They allow children to gain self-confidence, develop their imagination, and express themselves using a variety of mediums. The skills learned in the visual and performing arts transfer to academic success, as well. In *The Impact of Arts Education on Academic and Social-Emotional Development: A Review of the Literature*, the authors state that, “Arts education improves critical thinking, problem-solving skills, and academic performance, particularly in math, reading, and language arts. Participation in arts programs also enhances students' social-emotional learning (SEL), including increased empathy, self-regulation, and collaborative skills. The integration of arts in the curriculum is shown to engage students more deeply, fostering motivation and a positive school environment.”

(Garcia, Smith, & Thompson, 2023). The study highlights that arts education provides far-reaching benefits not only for academic achievement but also for the development of emotional intelligence, collaboration, and other critical life skills.

### **Music**

It has been shown that students who have early musical training will develop the areas of the brain related to language and reasoning. Through music education, students develop auditory skills, teamwork, emotional intelligence, self-esteem, and coping mechanisms. Enadia Way Technology Charter music program includes enrichment for individual students (3rd-5th) instrumental orchestra instruction and the entire student body through a school-based music program. In addition, teachers and students utilize and apply what has been learned in music class and orchestra to music shows for special celebrations, which include a Halloween parade, winter holiday performance, spring orchestral performance, culturally relevant songs, patriotic songs, multicultural arts fair, and school culminations. Music is also utilized for transitions, classroom management, and standards-based concepts.

### **Drama**

Drama is also an integral part of our school. Brian Edminston, Professor of Drama in Education explains the importance of theater arts in education, "Dramatic playing is essential for children's learning empathy and self-control. Children learn to empathize as they view the world from other people's perspectives including those of peers, adults, and people in stories." At Enadia Way Technology Charter, teachers integrate the California VAPA Standards into the drama program by utilizing the standards in reading, listening, speaking, and writing by reflecting on dramatic activities, creating and performing short skits and plays, and through Reader's Theater. Skits and plays are performed for both the students and parents. Teachers use the role play and drama activities incorporated in The Great Body Shop health curriculum. Additionally, students are exposed to live theater. When available, Enadia Way Technology Charter partners with residency programs such as 24th ST Theatre and the LA Opera and theatre teachers employed through the Arts Education Branch of LAUSD. Students are able to experience a professional theatre working with performers as well as behind the scenes with sets, lighting, and stage crew. This experience extends beyond theater arts; it naturally links theater with CCSS in both social sciences and language arts.

### **Visual Arts**

Visual Arts are implemented by the teachers in accordance with the Los Angeles Unified School District's VAPA standards. The program is organized by grade level with instructional modules in each grade containing focus on artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections/relationships/applications. The visual arts curriculum is taught both through direct art instruction and integrated into other curricular areas in the classroom. The benefits of this is highlighted in *The Benefits of Visual Arts Education in Promoting Academic Achievement and Emotional Well-Being in K-12 Students* by S. K. Thompson, L. J. Ross, & H. T. Lee. This article examines the multitude of positive effects visual arts education has on both academic performance and emotional development. The authors argue that visual arts help students develop critical thinking, creativity, and problem-

solving skills, all of which contribute to improved performance in other subjects, particularly in areas such as literacy and STEAM. These benefits are particularly important in fostering and caring for the overall well-being of students, making a strong case for why visual arts should be an integral part of the curriculum. At Enadia Way Technology Charter, we use visual arts to illustrate what we learn in ELA, Math, Science and Social Studies to convey students' thoughts and ideas as well as self-expression to promote social and emotional well-being. Student art work is proudly exhibited throughout the school during the year, as well as at our annual cultural fair.

## **Dance**

At Enadia Way Technology Charter, dance is incorporated into the curriculum via California's VAPA standards as well as the physical education standards. As in the other arts, dance addresses the needs of the whole child. According to Dr. Ann Biddle, Professor of Dance Education at the University of California, "Dance is an essential part of a child's education, offering a unique way to foster creativity, teamwork, and self-expression. It engages the body and mind, helping children develop important skills such as focus, discipline, and emotional intelligence, which are crucial for success both inside and outside the classroom." At Enadia Way Technology Charter, students learn locomotive moves, folk dances, and circle dances during arts and physical education instruction. During the process of learning, students provide and accept feedback, so they learn to adapt and revise their choreography. Students perform at the school's Halloween Dance Parade, winter concert, and the multicultural fair. In addition, the school offers an after-school hula program which also teaches the culture and language of indigenous Hawaiian people. When available, students in the upper grades participate in ballroom dance residency programs to explore a variety of Latin, European, American and traditional partner dances as part of their comprehensive arts instruction.

## **Enadia Way Technology Charter Physical Education and Health Program Overview**

Our Physical Education and Health program is aligned with the Common Core State Standards for each grade level, ensuring a comprehensive approach to student development. At Enadia Way Technology Charter, we recognize that a healthy body and mind are essential for a child's success. Our dedicated teachers provide students with the required 200 minutes of standardized physical education skills every 10 days, fostering both physical and emotional well-being.

There is a significant positive relationship between physical activity and academic performance. Additionally, research indicates that students involved in school-based physical activities show improvements in concentration, memory, self-esteem, and verbal skills. To encourage school based physical activities, Enadia students participate in weekly YMCA led psychomotor activities, engaging in games and tasks that promote cardiovascular health, balance, physical agility and sportsmanship.

Enadia Way's campus fills an entire city block. Students have access to a massive playground painted with solar reflective "cooling" paint with a large covered play structure, track, relay race track, and expansive grassy fields. All of which are essential for promoting activities like walking and running that enhance endurance and cardiovascular health. This space provides students with a safe and supportive environment to engage in physical activities, which not only helps improve their fitness levels but also encourages social interaction and teamwork. Walking and running on the track promotes student learning about pacing and self-regulation while the grass area allows for diverse activities such as team games and sports. Our grassy fields and track are utilized daily by both students and staff for nature walks and movement breaks and fosters imaginative play amongst students. Prioritizing these outdoor spaces in our school fosters a culture of health and wellness, encouraging students to make physical activity a regular part of their lives.

Our fifth-grade students take part in the state-mandated FitnessGram, assessing their flexibility, muscular strength, and cardiovascular efficiency. The Beyond the Bell/YDP (Youth Development Program) also offers an after-school playground program where students can compete in intramural games such as football and basketball. Our commitment to physical fitness was recognized when our school received a Bronze Award from Mrs. Obama's *Let's Move!* initiative, acknowledging our efforts to combat childhood obesity.

Each spring, all students engage in the Eagle Trot walk-a-thon during the P.E. instructional day. This exercise event culminates a two week fundraising period and celebrates physical fitness and encourages parental participation, fostering a sense of community. All students participate in the Eagle Trot while being cheered on by their buddies and parents to DJ'd music in a festive celebration. All parents are encouraged to cheer on the students, pass out water bottles and celebrate the students' success.

Enadia Way promotes a healthy lifestyle and was awarded the USDA Healthier US School Challenge Bronze level of recognition from 2015 to 2019. Teachers utilize the District's Health curriculum, alongside LAUSD social-emotional health resources, such as Second Step and Inner Explorer, GoNoodle, and Class Dojo SEL lessons. The entire school adheres to the mantra, "Be Safe, Be Respectful, Be Responsible, and BE HEALTHY and KIND!"

Enadia Way also prides itself on outstanding Physical Education facilities, including a dedicated ballroom for physical activities and high-quality physical education supplies. We are committed to integrating 21st-century physical fitness skills and emphasizing social-emotional learning (SEL) as a core component of our health and physical education program, ensuring our students thrive both physically and emotionally.

Enadia Way emphasizes social emotional learning (SEL) as part of a well-rounded health curriculum. By implementing SEL programs such as Restorative Justice, Restorative Rainbows, Second Step, The Body Shop, and Inner Explorer, we strive to create a powerful and well-rounded approach to social-emotional health and wellness. By implementing these practices, we strive to build empathy and understanding,

develop conflict resolution skills, promote self-awareness and self-regulation as well as foster a safe and inclusive classroom environment.

The schoolwide Big Buddies program pairs upper-grade students with lower-grade students to engage in academic and social-emotional activities together. This collaboration not only helps meet the social-emotional needs of younger students but also encourages older students to become positive role models. Through shared experiences, such as reading together, playing games, attending assemblies, and participating in group projects, both age groups develop a stronger sense of belonging and community within the school. As they learn from each other and support one another, students enhance their interpersonal skills, build friendships, and foster a nurturing school environment that benefits everyone involved.

### **Garden Lab/Environmental Study**

Enadia Way Technology Charter has distinguished itself in garden education by receiving the USDA's "Healthier US School" Bronze Level Award. This recognition highlights the school's leadership in fostering a healthier school nutrition environment, as endorsed by the Secretary of the United States Department of Agriculture. Garden education is a vital aspect of the school's culture, with students visiting the garden weekly. Referred to as Enadia Way's Secret Garden, teachers create lessons that span various curriculum areas, aligning with common core standards through hands-on activities in the garden.

Garden time nurtures students' appreciation for nature, fosters a love for the outdoors, and promotes self-sustainability. The Climate Literacy Champion at Enadia establishes connections between the garden and the environmental benefits of growing plants, vegetables, and fruits. Monthly newsletters keep teachers and students informed about what is growing in the garden and what can be harvested.

Science naturally connects to the garden experience, where students explore concepts such as life cycles and metamorphosis, the differences between organic and inorganic substances, seed germination, plant and animal structures, the role of consumers, producers, and decomposers, soil analysis, and weather patterns. Students keep Garden Lab journals to document their learning and observations, which adhere to common core standards. Each classroom has an indoor seed sprouter and warmer, enabling students to observe plant cycles on a daily basis within their own classrooms.

Environmental science is a focal point at Enadia Way Technology Charter as the school promotes conservation practices through composting and recycling efforts. Each year, students learn how to reduce landfill waste, guided by school staff. Daily activities include recycling breakfast and lunch liquids, containers, and produce. During garden time, students discover how their waste contributes to creating organic nutrients for the plants in Enadia's Secret Garden. This hands-on approach fosters global and environmental awareness, enhancing the curriculum with real-world connections.

Mathematics is also integrated into garden activities, with students measuring the area, perimeter, and volume of various planting beds. They apply area models for multiplication and division to calculate the costs of materials needed for garden maintenance. Younger students utilize both non-standard and standard units of measurement to assess the heights of growing plants and to recognize shapes.

For English Language Arts, teachers draw inspiration from the garden to engage students in activities that involve identifying parts of speech and creative writing, ranging from descriptive paragraphs to poetry. The garden provides real-life experiences that enhance health education. According to lifelab.org, "Studies have shown that garden-enhanced nutrition education is a profoundly engaging and effective way to establish healthy eating habits with youth." During garden visits, students have the opportunity to sample a variety of fruits and vegetables, including mustard greens, kale, Swiss chard, and eggplant, which they may not have encountered before. Lessons are crafted to educate students on the nutritional benefits of different produce, incorporating weekly garden lessons with Enrich LA that each class participates in throughout the year. These lessons are aligned with our FOSS science curriculum to meet NGSS standards.

The Chicken Tenders Leadership Club is an exciting opportunity for students to take on responsibilities that promote the health of our school chickens and their environment. Members of this club learn about student leadership by feeding the chickens daily, collecting eggs, using lunch compost items to supplement their diet and to reduce food waste, and maintaining the chicken coop to ensure a clean and safe habitat for the animals. This hands-on experience not only teaches problem-solving skills as they address any challenges that arise but also fosters a sense of community and responsibility among students. By participating in the club, students contribute to a sustainable practice that benefits both their school and the planet. The Chicken Tenders extend to the weekends and school holidays as parents and neighbors sign up to care for the chickens on a rotating basis. The eggs produced by the chickens are offered to staff for a weekly donation and given to the parents and neighbors who donate their weekends and evenings to tending the chickens.

Composting cafeteria scraps in our school garden not only helps reduce waste but also enhances our sense of school community. When students actively participate in this initiative, they learn about the environment, teamwork, and responsibility. By collecting food scraps like fruit peels, vegetable trimmings, and leftover bread, we transform these materials into nutrient-rich compost that supports our garden's growth. This hands-on experience fosters connections among students as they work together, share ideas, and take pride in nurturing our garden. As we see the fruits of our labor flourish, we strengthen our bond with each other and the Earth, creating a vibrant and sustainable school community and culture.

Enadia's California Garden is a beautiful space located in the center of the campus and adjacent to the lunch pavilion. It showcases drought resistant succulent plants unique to drought prone habitats. These plants are not only stunning but also beneficial for the environment, attracting bees, hummingbirds, and butterflies. They are designed to thrive in our local climate, making them excellent choices for sustainability and drought

tolerance. By using these plants, Enadia has created a tranquil oasis that helps students relax and decompress emotionally. The garden serves as a reminder of the beauty of nature and the importance of preserving our local ecosystems while providing a peaceful place for reflection and enjoyment.

## **Intervention and Enrichment Programs**

### **Intervention and Tutoring Programs:**

Enadia Way Technology Charter offers targeted support for students struggling in English Language Arts (ELA) through a comprehensive intervention program. Within the classroom, teachers use small group differentiation, supported by instructional aides and special ed. assistants, to address specific student needs. For those identified as below proficient, based on district ELA assessments, an intervention teacher provides 60 minutes of focused instruction weekly. This targeted instruction utilizes research-based literacy programs such as UFLI and 95% Group, grounded in the Science of Reading, to deliver explicit, skill-specific support. Additionally, an after-school high-dose tutoring program is available, specifically for students who are below benchmarks on district assessment in mathematics. This district-funded program offers rigorous, 30-45 minute tutoring sessions three times a week over a 10-week period, providing intensive math intervention with trained tutors.

### **Enrichment Programs:**

Enadia Way Technology Charter offers a range of enrichment programs to enhance students' learning experiences beyond core academics. For 3rd-5th graders interested in technology, the Robotics and Coding Club provides hands-on exploration and skill-building in programming and engineering. Martial arts classes, led by trained professionals, offer developmentally appropriate karate training that promotes discipline, focus, and physical fitness. Hula lessons introduce students to Hawaiian cultural traditions while providing physical activity in dance. The school actively seeks to bring diverse enrichment opportunities to campus to support students' holistic development through arts, technology, and physical movement. Additionally, the Youth Development Program (YDP) offers after-school support, combining homework assistance, academic activities aligned with Common Core state standards, and opportunities to engage in arts and sports. YDP allows students to participate in intramural competitions and performances, fostering teamwork and school spirit.

### **Curricular and Instructional Materials**

Enadia Way Technology Charter ensures comprehensive, standards-aligned instruction using district-approved textbooks for language arts, mathematics, science, health, and social studies, all aligned with Common Core Standards. To enhance and personalize learning, these materials are supplemented with core literature selections and a variety of digital resources.

Platforms like *Scholastic News* and *ReadWorks* provide leveled reading content that helps teachers meet each student's individual reading level with integrated curriculum in social studies, science and health, while iReady offers targeted practice in math and language arts. *Discovery Education* supports interactive science learning, and *Rosetta*



*Stone* assists English Learners with language development. Programs like *Accelerated Reader* and *EPIC Books* promote independent reading and a love for literature, encouraging literacy growth.

This diverse mix of instructional resources enables Enadia Way to provide a rich, engaging curriculum that builds essential skills and prepares students for success in a global, digital world.

## **Technology**

At Enadia Way Technology Charter, technology is seamlessly integrated into instruction to enhance student learning, build essential 21st-century skills, and ensure students develop the technological fluency needed for success in academics and beyond. Students engage in a strong curriculum that meets state technology and ITSE (The International Society for Technology in Education) standards. Students effectively employ a range of digital tools and platforms for the purpose of accessing, demonstrating, and applying their understanding of academic content.

Beginning in kindergarten, students use technology to develop foundational skills in word processing, keyboarding, and digital literacy. They learn to identify, locate, and use letters, numbers, and special keys, as well as understand basic computer functions, troubleshooting, and responsible internet use. iPads are incorporated into early elementary classrooms (K-2) to foster creativity and collaboration. Students use programs like Keynote to create multimedia presentations, Pages to type friendly letters, and video features to dramatize vocabulary and bring learning to life. Assistive technology ensures all students can access literature, current events, and digital texts, helping them build reading and comprehension skills in an interactive format.

In grades 3-5, students transition to using laptops, gaining proficiency with Google Suite applications such as Docs, Slides, and Sheets to conduct research, analyze data, and collaborate on digital projects. These tools empower students to collaborate with peers and present their learning effectively, develop critical thinking skills, and prepare for future academic and professional settings. Teachers employ a blended learning approach, using platforms such as iReady, Amplify, Accelerated Reader, Epic! and Rosetta Stone to differentiate instruction and support individual student growth in core subjects. Emerging Bilingual students receive targeted language support through Rosetta Stone, ensuring they develop English proficiency alongside their peers.

Beyond traditional academic applications, students learn to navigate digital resources critically and responsibly. They develop essential internet research skills, including evaluating website credibility, synthesizing information, and applying their findings to problem-solving tasks. By engaging in these real-world applications, students gain confidence in using technology for both academic and personal purposes, preparing them for a future where digital literacy is essential.

Through structured, grade-appropriate lessons meeting STEAM and technology standards, students receive direct technology instruction. Lessons focus on Digital Citizenship, keyboarding, typing, digital design, digital productivity, coding and robotics,

all facilitated by teachers who integrate student 1:1 device, Enadia Way's robotics (Sphero, Piper Kits, Vex Robotics), and 3D printers.

Additionally, Enadia Way provides students the opportunity to participate in after-school Coding Club and Robotics Club. In Coding Club, students learn the programming fundamentals, develop problem solving skills and software development. During Robotics Club, they are instructed in robotics design, construction, programming and control and engineering principles.

Teachers at Enadia Way have embraced artificial intelligence (AI) as a powerful tool for deepening student learning and fostering high-level thinking. AI applications are used to support critical thinking, generate inquiry-based discussions, and expand students' ability to analyze complex topics. Teachers participate in ongoing AI training to explore innovative ways to integrate AI into instruction, broadening the depth of their units, making interdisciplinary connections, and enhancing engagement with real-world problem-solving. Through these AI-driven approaches, students are encouraged to ask deeper questions, explore diverse perspectives, and develop the analytical skills needed for lifelong learning.

Interactive tools such as interactive whiteboards and document cameras further enhance instruction, allowing students to engage with digital materials collaboratively. Teachers and students use these tools to model problem-solving strategies, analyze student work, and facilitate discussions that deepen comprehension across all subject areas. Programs such as GoNoodle also provide interactive movement breaks, supporting student engagement and well-being.

By integrating technology, artificial intelligence, and interactive learning tools across the curriculum, Enadia Way Technology Charter equips students with the skills necessary to succeed in an increasingly digital world. From mastering academic content to preparing for future careers, students develop confidence in using technology as a tool for learning, problem-solving, and real-world application.

### **Elementary Technology Plan for Digital Literacy (Grades K-5)**

Enadia Way Technology Charter has developed its own technology plan utilizing the Computer Science Standards for California Public Schools and the ISTE (The International Society for Technology in Education) standards. The plan includes key skills in technology use, digital citizenship, and creative expression at each grade level. The plan is designed to build foundational digital literacy skills gradually, ensuring that by the end of elementary school, students are confident, safe, and capable technology users. The plan includes a range of technology resources provided by Enadia Way.

#### **Vision:**

Equip K-5 students with grade-level-appropriate digital literacy skills that support critical thinking, creativity, communication, and responsible technology use. This plan uses the California Common Core Standards for Digital Literacy as a guide to prepare students for a digital world, integrating skills progressively across subjects.

### **Grade-Level Standards and Objectives**

## **Kindergarten (K)**

- **Foundational Skills:**
  - Basic Operations: Identify and use basic components of digital devices (e.g., mouse, keyboard, touch screen).
  - Introduction to Digital Tools: Use simple, teacher-selected educational software for reading and math exercises.
  - Visual Representation: Engage in basic digital drawing or storytelling software to express ideas.
  - Typing Skills: Begin learning letter identification on keyboards.
- **Digital Citizenship:**
  - Online Safety Basics: Begin to understand the concept of personal information and why it should not be shared online.
  - Respectful Use: Learn respectful digital behavior (e.g., taking turns with devices, following rules).
- **Technology:**
  - 1:1 technology such as iPads or Chromebooks
  - Sphero Robotics for basic coding concepts
  - Multimedia storytelling apps (e.g., Book Creator)

## **1st Grade**

- **Foundational Skills:**
  - Navigational Skills: Develop basic mouse skills and use icons to navigate software and websites.
  - Introduction to Digital Media: Create simple digital presentations and illustrations.
  - Typing Skills: Practice typing skills to identify letters, numbers, and simple punctuation.
- **Digital Citizenship:**
  - Safe Online Interactions: Understand safe browsing practices (e.g., staying on teacher-approved websites).
  - Respect for Digital Work: Learn to respect classmates' work by not deleting or changing it without permission.
- **Technology:**
  - 1:1 technology such as iPads or Chromebooks
  - Sphero Robotics for interactive coding activities
  - Basic 3D drawing using beginner-friendly apps (e.g., Tinkercad Jr.)

## **2nd Grade**

- **Foundational Skills:**
  - Typing Basics: Practice typing skills to begin to develop accuracy and speed in typing.
  - Media and Communication: Create a digital story using text and images, combining media to express ideas.
  - Internet Basics: Understand basic internet vocabulary (browser, search, link).
- **Digital Citizenship:**
  - Privacy and Safety: Learn about privacy basics, including not sharing personal information.
  - Digital Responsibility: Begin to understand the concept of digital footprints.

- Technology:
  - 1:1 technology such as iPads or Chromebooks
  - Sphero Robotics for coding progression
  - Basic 3D modeling and design using apps like Tinkercad Jr.
  - Introduction to 3D printing through teacher-guided projects

### **3rd Grade**

- Foundational Skills:
  - Improved Typing Skills: Develop greater accuracy and speed in typing.
  - Online Research Skills: Begin using search engines under teacher guidance, learning to identify keywords.
  - Digital Organization: Introduce file creation and organization in digital folders.
- Digital Citizenship:
  - Introduction to Copyright: Understand that creative work on the internet has owners and requires respect.
  - Cyberbullying Awareness: Learn to recognize and report bullying behaviors in digital spaces.
- Technology:
  - 1:1 technology such as MacBooks or Chromebooks
  - Sphero and VEX Robotics for problem-solving and introductory engineering concepts
  - 3D printing: Hands-on design creating simple 3D-printed objects
  - Multimedia: Use animation tools (e.g. iMovie) to create presentations

### **4th Grade**

- Foundational Skills:
  - Research and Evaluation: Practice finding information online, focusing on evaluating credible sources with teacher support.
  - Presentation Skills: Create multimedia presentations that combine text, images, and video.
  - Advanced Typing: Develop typing fluency to support research and presentation tasks.
- Digital Citizenship:
  - Digital Footprint Awareness: Understand how online behavior creates a lasting impact (digital footprint).
  - Respect and Empathy Online: Practice respectful, empathetic interactions in online discussions or projects.
- Technology:
  - 1:1 technology such as MacBooks or Chromebooks
  - Sphero and VEX Robotics, Piper Kits for more complex engineering challenges
  - 3D printing: Design and print functional objects and problem-solving prototypes
  - Digital Design: Use programs like Canva, Adobe Express, and Sketchbook for graphic design projects
  - Multimedia Production: Introduce video creation

### **5th Grade**

- Foundational Skills:

- Independent Research: Conduct research projects independently, using search engines, databases, and library resources.
- Critical Analysis of Sources: Learn to assess information for bias, reliability, and credibility.
- Collaborative Projects: Use collaborative platforms to work on group projects, using tools such as Google Slides or digital whiteboards.
- Digital Citizenship:
  - Advanced Cyber Safety: Explore cyber safety topics such as recognizing phishing and protecting personal data.
  - Responsible Content Creation: Understand and respect copyright laws and practice citing sources.
- Technology:
  - 1:1 technology such as MacBooks or Chromebooks
  - Sphero and VEX Robotics, Piper Kits for advanced robotics programming
  - 3D printing: Design, iterate, and print complex models for real-world applications
  - Digital Design: Create advanced infographics, logos, and visual storytelling projects using programs like Adobe Express and Canva
  - Multimedia Production: Develop full video projects

Enadia Way Technology Charter ensures students develop essential digital skills through ongoing teacher training, classroom technology resources, curriculum integration, and parent engagement, all aligned with district policies. Teachers receive professional development on digital literacy, online safety, and AI integration to adapt to evolving technology. Classrooms are equipped with tablets (K-2) and laptops (3-5) to support learning. Technology is embedded in all subjects, enhancing research, storytelling, and data analysis. Parents are engaged through workshops and take-home resources on digital safety. By following district-aligned policies and continuous training, our strategy prepares students to navigate and succeed in an ever-changing digital world.

### **Transitional Kindergarten**

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

The Universal Transitional Kindergarten (UTK) program at Enadia Way offers high-quality early learning opportunities for children aged 4-5, focusing on foundational language, literacy, and math skills utilizing the Creative Curriculum. The program is led by a fully credentialed teacher, instructional aide, and limited to no more than 20 students. The small class size allows teachers to actively engage students in hands-on and investigative learning opportunities in both social and academic learning.

The transitional kindergarten curriculum is designed to be developmentally appropriate and tailored to the needs of young learners. It spans a full day and focuses on critical areas such as oral language development, English Language Development (ELD), mathematics, emotional and physical growth, the arts, science, and social studies. This play-based approach allows students to acquire both academic knowledge and essential social skills through interactive, hands-on learning experiences.

Enadia Way emphasizes self-regulation, social engagement, and inclusion. By using the California Preschool Learning Foundations and Frameworks curriculum, with modifications to align with the California Preschool Learning Foundations, it ensures a smooth transition to kindergarten. This approach supports academic, emotional, and social growth, fostering lifelong learning. Transitional Kindergarten students also interact with older students through assemblies, shared schedules, and the Buddy 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, including but not limited to provisions related to work year, academic calendars, and schedules

#### **Academic Calendar:**

As an LAUSD affiliated charter school, Charter School follows LAUSD's academic calendar.

#### **Instructional Days and Minutes:**

Grade s	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimu m Days	Number of Instr. Minutes Per Minimu m Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	130	325	39	265	6	255	8	290	183	36000	56435	20435
1	Yes	130	325	39	265	6	255	8	290	183	50400	56435	6035
2	Yes	130	325	39	265	6	255	8	290	183	50400	56435	6035
3	Yes	130	325	39	265	6	255	8	290	183	50400	56435	6035
4	Yes	130	325	39	265	6	255	8	290	183	54000	56435	2435
5	Yes	130	325	39	265	6	255	8	290	183	54000	56435	2435

#### **Schedules by Grade Level:**

UTK Schedule							
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
8:00-9:00	SEL/Math	SEL/Math	SEL/Math	SEL/Math	SEL/Math	SEL/Math	SEL/Math
9:00-10:10	Integrated Curriculum	Integrated Curriculum	Integrated Curriculum	Integrated Curriculum	Integrated Curriculum	Integrated Curriculum	Integrated Curriculum
10:10-10:30	Recess						9:55-10:30 Brunch
10:30-11:30	Music/Arts	Music/Arts	Music/Arts	Music/Arts	Music/Arts	Music/Arts	Music/Arts
11:30-12:00	ELA Centers	ELA Centers	ELA Centers	ELA Centers	ELA Centers	ELA Centers	ELA Centers
12:00-12:40	Lunch						Read Aloud
12:40-1:30	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Dismissal 12:50
1:30-2:25	Integrated Curriculum	Dismissal 1:25	Integrated Curriculum	Integrated Curriculum	Integrated Curriculum	Dismissal 1:50	
Dismissal	Dismissal 2:25		Dismissal 2:25				

UTK In School Enrichment				
Monday	Tuesday	Wednesday	Thursday	Friday
Library		Library		Buddies

Kindergarten Schedule							
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
8:00-9:00	ELA	ELA	ELA	ELA	ELA	ELA	ELA
9:00-10:10	ELD/ Centers	ELD/ Centers	ELD/ Centers	ELD/ Centers	ELD/ Centers	ELD/ Centers	ELD/ Centers
10:10-10:30	Recess						9:55-10:30 Brunch
10:30-11:30	Math	Math	Math	Math	Math	Math	Math
11:30-12:00	Technology	Technology	Technology	Technology	Technology	Technology	Technology
12:00-12:40	Lunch						Science/ Social Studies

12:40-1:30	Writing Workshop	Reading Workshop	Writing Workshop	Reading Workshop	Choice Time	Science/ Social Studies	Dismissal 12:50
1:30-2:25	Health	Dismissal 1:25	Science	Social Studies	Art	Dismissal 1:50	
Dismissal	Dismissal 2:25		Dismissal 2:25				

Kindergarten In School Enrichment				
Monday	Tuesday	Wednesday	Thursday	Friday
Garden Lab	Arts	Physical Education	Buddies	Library

1st Grade Schedule							
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
8:00-9:00	Math	Math	Math	Math	Math	Math	Math
9:00-10:10	Sm.Group ELA/ELD	Sm.Group ELA/ELD	Sm.Group ELA/ELD	Sm.Group ELA/ELD	Sm.Group ELA/ELD	Sm.Group ELA/ELD	Sm.Group ELA/ELD
10:10-10:30	Recess						9:55-10:30 Brunch
10:30-11:30	ELA	ELA	ELA	ELA	ELA	ELA	ELA
11:30-12:00	PE	ELA	ELA	ELA	PE	ELA	ELA
12:00-12:40	Lunch						Science Social Studies
12:40-1:30	Writing	Health	Writing	Writing	Writing	Writing	Dismissal 12:50
1:30-2:25	Science Social Studies	Dismissal 1:25	Science Social Studies	Science Social Studies	Science Social Studies	Dismissal 1:50	
Dismissal	Dismissal 2:25		Dismissal 2:25				

1st Grade In School Enrichment				
Monday	Tuesday	Wednesday	Thursday	Friday
Garden Lab	Arts	Physical Education	Buddies	Library



2nd Grade Schedule							
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
8:00-9:00	Math	Math	Math	Math	Math	Math	Math
9:00-10:10	Math Small Group/ELA	Math Small Group/ELA	Math Small Group/ELA	Math Small Group/ELA	Math Small Group/ELA	Math Small Group/ELA	Math Small Group/ELA
10:10-10:30	Recess						9:55-10:30 Brunch
10:30-11:30	PE/ELA	ELA	PE/ELA	ELA	PE/ELA	ELA	ELA
11:30-12:00	Small Group/ELD	Small Group/ELD	Small Group/ELD	Small Group/ELD	Small Group/ELD	Small Group/ELD	Small Group/ELD
12:00-12:40	Lunch						PE/SEL
12:40-1:30	Independent Reading/ Small Group	Independent Reading/ Small Group	Independent Reading/ Small Group	Independent Reading/ Small Group	Independent Reading/ Small Group	PE/SEL	Dismissal 12:50
1:30-2:25	Science/ Social Studies	Dismissal 1:25	Science/ Social Studies	Science/ Social Studies	Science/ Social Studies	Dismissal 1:50	
Dismissal	Dismissal 2:25		Dismissal 2:25				

2nd Grade In School Enrichment				
Monday	Tuesday	Wednesday	Thursday	Friday
Garden Lab	Arts	Physical Education	Library	Buddies

3rd Grade Schedule							
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
8:00-9:00	Math	Math	Math	Math	Math	Math	Math
9:00-10:10	Math Small Group/ Begin ELA	Math Small Group/ Begin ELA	Math Small Group/ Begin ELA	Math Small Group/ Begin ELA	Math Small Group/ Begin ELA	Math Small Group/ Begin ELA	Math Small Group/ Begin ELA
10:10-10:30	Recess						9:55-10:30 Brunch

10:30-11:30	P.E / ELA	P.E / ELA	P.E / ELA	P.E / ELA	P.E / ELA	ELA	ELA
11:30-12:00	ELD Small Group	ELD Small Group	ELD Small Group	ELD Small Group	ELD Small Group	ELD Small Group	ELD Small Group
12:00-12:40	Lunch						P.E / SEL
12:40-1:30	ELA Small Groups/ Begin Science/Soci al Studies, Health, Art	ELA Small Groups Begin Science/Soci al Studies, Health, Art	ELA Small Groups/ Begin Science/Soci al Studies, Health, Art	ELA Small Groups Begin Science/Soci al Studies, Health, Art	ELA Small Groups Begin Science/Soci al Studies, Health, Art	ELA Small Groups Begin Science/Soci al Studies, Health, Art	Dismissal 12:50
1:30-2:25	Science	Dismissal 1:25	Social Studies	Health	Art	Dismissal 1:50	
Dismissal	Dismissal 2:25		Dismissal 2:25				

3rd Grade In School Enrichment				
Monday	Tuesday	Wednesday	Thursday	Friday
Library	Garden Lab	Physical Education	Arts	Buddies

4th Grade Schedule							
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
<b>8:00-9:00</b>	SEL/Math	SEL/Math	SEL/Math	SEL/Math	SEL/Math	SEL/Math	SEL/Math
<b>9:00-10:10</b>	Math/ELD	Math/ELD	Math/ELD	Math/ELD	Math/ELD	Math/ELD	Math/ELD
<b>10:10-10:30</b>	Recess						9:55-10:30 Brunch
<b>10:30-11:30</b>	PE	Garden	PE	ELA	PE	ELA	ELA
<b>11:30-12:00</b>	ELA	ELA	ELA	ELA	ELA	ELA	ELA
<b>12:00-12:40</b>	Lunch						
<b>12:40-1:30</b>	Social Studies/ Science	ELA	Psychomotor	Social Studies/ Science	Social Studies/ Science	PBL	Dismissal 12:50
<b>1:30-2:25</b>	PBL	Dismissal	ELA	The Arts	The Arts	Dismissal 1:50	

Dismissal	Dismissal 2:25	1:25	Dismissal 2:25		
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Monday	Tuesday	Wednesday	Thursday	Friday
Library	Garden Lab	Arts	Physical Education	Buddies

5th Grade Schedule							
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Shortened Day	Minimum Day
8:00-9:00	SEL/Math	SEL/Math	SEL/Math	SEL/Math	SEL/Math	SEL/Math	SEL/Math
9:00-10:10	Math/PE	Math/PE	Math/PE	Math/PE	Math/PE	Math/PE	Math/PE
10:10-10:30	Recess						9:55-10:30 Brunch
10:30-11:30	ELA	ELA	ELA	ELA	ELA	ELA	ELA
11:30-12:00	ELD	ELD	ELD	ELD	ELD	ELD	ELD
12:00-12:40	Lunch						ART
12:40-1:30	Social Studies/ Science	Social Studies/ Science	Social Studies/ Science	Social Studies/ Science	Health	Social Studies	Dismissal 12:50
1:30-2:25	ART	Dismissal 1:25	ART	ART	ART	Dismissal 1:50	
Dismissal	Dismissal 2:25		Dismissal 2:25				

5th Grade In School Enrichment				
Monday	Tuesday	Wednesday	Thursday	Friday
Library	Garden Lab	Physical Education	Arts	Buddies

### **Mathematics Placement Act**

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

### **WASC Accreditation**

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

Not Applicable

### **PROFESSIONAL DEVELOPMENT**

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

The Enadia Way Technology Charter will implement professional development (PD) through a collaborative, needs-based approach. The Local School Leadership Council, with input from parents, will create the school needs PD plan in conjunction with District required PD by assessing student and teacher needs, aligning it with district, state, and school requirements. Weekly sessions will focus on blended learning to integrate technology with the state curriculum.

Enadia Way Technology Charter will participate in local district PDs, covering areas such as Common Core math practices, writing, reading, and NGSS engineering practices. Partnerships with experts in the integrating Artificial Intelligence platforms will ensure the effective use of technology in meeting Common Core state standards.

Grade-level meetings will allow staff to analyze assessments, collaborate on student needs, and address specific challenges faced by socio, Inclusion, GATE, and students needing intervention. Additionally, a testing coordinator will support staff with training on SBA interim assessments to help students prepare for year-end exams.

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

#### **English Learners**

As a District affiliated charter school, Charter School shall implement the provisions of the District's *Master Plan for English Learners and Standard English Learners*, 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 *Master Plan for English Learners and Standard English Learners*.

#### **English Language Development**

Enadia Way has approximately 30, or more, English Learner students annually. English Learners are clustered by level in specific classrooms for each grade. Every classroom provides both Designated and Integrated ELD instruction in small group format. EL groups are small (6 or less students) and focus on explicit, targeted data-driven instruction. All EL teachers hold updated authorizations in order to provide mandated ELD instruction and follow all of LAUSD's policies. Teachers provide small group instruction with culturally responsive practices using District provided curriculum, platforms, and materials.

### **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.

Our classroom teachers actively implement Sandra Kaplan's Depth and Complexity curriculum to support our gifted learners. Our gifted students are engaged by sparking their curiosity, nurturing their creativity, and promoting deeper levels of thinking. Differentiated instruction is used to increase complexity, especially within project-based learning. GATE students receive lessons and assignments designed to enhance their cognitive thinking skills, with a curriculum tailored to meet their unique needs. Furthermore, teachers implement differentiated strategies, including curriculum compacting, higher-level questioning, tiered assignments, flexible grouping, independent projects, and the use of classroom learning centers. Through these methods, students demonstrate their understanding of subject matter by analyzing, defining, describing, and identifying key concepts. They are encouraged to apply higher-order thinking skills and engage in Depth of Knowledge (DOK) tasks to deepen their comprehension across each subject area.

Gifted learners are also encouraged to engage in leadership opportunities that focus on building empathy, leadership skills, and a sense of responsibility. Some opportunities include Student Leadership Team, School Recycling Program and tending to our Garden and Chicken Coop. They also have opportunities to join extracurricular activities such as the after-school Robotics and Coding Club and Martial Arts class.

Teachers of gifted learners engage in ongoing professional development to enhance their understanding and skills in meeting the unique needs of gifted and above grade level students. These training sessions focus on advanced instructional strategies, such as differentiated learning, depth and complexity icons, and effective project-based learning frameworks. By participating in professional development and collaborative sessions, teachers gain insights into the latest methods for challenging our gifted and above grade level learners in creative and meaningful ways. They also have many opportunities to exchange ideas, refine their teaching approaches, and stay updated on district requirements for gifted education, thus creating a more enriching and stimulating classroom environment. The GATE Coordinator and teachers monitor the progress of gifted and talented learners through work samples, self-assessments and portfolios, including reflections and evidence of growth over time.

Our school is committed to following the Los Angeles Unified School District (LAUSD) policies and procedures for identifying students for Gifted and Talented Education (GATE). We use LAUSD's systematic identification process to ensure equitable opportunities for all students. This process involves screening students across various criteria, including academic achievement, creativity, problem-solving skills, and potential for advanced learning. The GATE coordinator works to identify students as early as possible, following criteria set by LAUSD. When a classroom teacher observes a student demonstrating advanced achievement or higher-level critical thinking skills, they refer the student to the GATE coordinator for potential testing. Our school fully adheres to LAUSD's GATE identification process and policies. In addition, our school remains focused on expanding the number of students identified as "High Achieving" by

administering the district-mandated OLSAT-8 assessment each year, particularly targeting our underserved sub-groups.

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

Enadia Way Technology identifies students performing below grade level by analyzing a variety of data sources, including DIBELS assessments, Interim Assessment Blocks (IABs), classroom work samples, teacher observations, summative assessment results, and report card grades.

Strategies are designed to address the specific areas of difficulty for students performing below grade level. These students are closely monitored throughout the year to assess their progress. If progress is not evident, strategies are adjusted to better meet their needs.

Teachers and administrators collaboratively monitor each student's progress and determine the need for additional interventions. Support is provided through:

- **In-Class Interventions:** Small group and individualized instruction facilitated by the classroom teacher and teacher assistants.
- **Pull-Out Support:** Targeted instruction provided by the Intervention Teacher to focus on specific areas of need.
- **After-School Tutoring:** Additional academic support offered based on individual student needs.
- **Specialized Support:** Select students receive pre-referral support through a **Push-In Model** with the Resource Specialist Program teacher, providing tailored small group assistance within the classroom environment.

The ultimate goal is to fully include students and to ensure that all students perform at or above the proficient level, equipping them with the skills necessary for academic success.

### **Socioeconomically Disadvantaged**

Enadia Way Technology Charter recognizes the unique needs of socioeconomically disadvantaged students and is committed to ensuring they receive the necessary support to succeed academically and socially. Students in this group are identified through the free or reduced lunch program, parent surveys, and community outreach initiatives. The school works closely with parents, utilizing support staff, parent representatives, and district representatives to maintain regular communication, ensuring that families are informed and engaged in their child's education.

To meet the needs of socioeconomically disadvantaged students, Enadia Way provides access to a broad range of enrichment opportunities, including after-school programs in technology, music, robotics, and physical activities, ensuring that these students have access to the same resources as their peers.

The academic progress of socioeconomically disadvantaged students is closely monitored by classroom teachers, support staff, and school leadership. Data from

assessments, teacher observations, and parent feedback are reviewed regularly to identify any additional needs. Parent teacher conferences are conducted twice per year to ensure partnership among stakeholders. Additionally, the district's Specialized Student Support (SSS) counselor collaborates with school and families to ensure students who are socioeconomically disadvantaged receive the appropriate services and supports, to foster their academic and personal growth.

## **Students with Disabilities**

### **Special Education**

The District shall continue to serve the needs of students with disabilities enrolled in District affiliated charter schools in the same manner as at any other public school of the District and shall be responsible for adhering to the provisions of the IDEA, California special education laws and regulations, and District policies and procedures for special education to ensure that all students with disabilities are accorded a free appropriate public education ("FAPE") as is required of all District authorized schools.

### **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, or be required to waive their right to enrollment and/or continued attendance in a settlement agreement, on the basis of their special education status.

The District Affiliated Charter School will comply with Sections 504 and 508 of the Federal Rehabilitation Act of 1973, 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 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 and submit to the District all required reports.

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. All 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. 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**

Unless circumstances indicate otherwise, the referral process shall include Student Support and Progress Team (SSPT) 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 teacher or other staff member's request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

Upon a parent/guardian's request for assessment, the District Affiliated Charter School will either (1) develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline; or (2) within 15 days convene an SSPT meeting to review and discuss the request in light of student records,



acquired data and student performance. If at the end of the SSPT meeting parent/guardian agrees to waive the request for assessment, the District Affiliated Charter School shall document the agreement in writing and may attempt general education interventions through the SSPT process. If the parent/guardian does not agree to waive the request for assessment, then the District Affiliated Charter School shall 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. Inclusion**

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 and may not refuse or require waiver of enrollment rights based on a student's eligibility for special education. The District will make available to the District Affiliated Charter School reports indicating range of services and number of students served at individual District affiliated charter schools.

#### **g. 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 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.

#### **h. Student Discipline**

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 as 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.

### **2. Procedural Safeguards/Due Process Hearings**

The District on behalf of and/or in conjunction with the District Affiliated Charter School 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 determine that such action is legally necessary to ensure compliance with federal and state special education laws and regulations.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, the District will be named as respondent-s. 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.

At its discretion, the District will make available training opportunities and/or information regarding special education to District Affiliated Charter Schools.

All District schools, including District affiliated charter schools, are required 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.

### **Students in Other Student Groups**

For Foster Youth and students experiencing homelessness, our school will partner closely with guardians and enlist the dedicated support of our Student Support Services (SSS) counselor to effectively tap into available resources that can bolster our families. We will ensure these students have consistent access to after-school enrichment programs, offered free of cost to all children. During collaboration times, we will diligently discuss the individual needs of these students, including essential basic needs such as food, clothing, and school supplies. Our small community fosters an environment where we can truly individualize instruction and provide tailored support for all of our families and students, creating a tight-knit community where we actively support each other.

## **PROMISING PRACTICES**

Our school achieves student growth, family engagement, and a positive culture through data-driven instruction (formative assessments, PLCs), embedded SEL (morning meetings, Restorative Rainbow, Big Buddies), and strong family partnerships (workshops, committees, bilingual communication). We connect with the community via events like College and Career Day and our unique school garden. To share these promising practices, our staff engages in district PD and our principal participates in Community of Schools walk-throughs. We also share resources and strategies in coordinator meetings and broadly disseminate our successes through Schoology, our website, and social media.

## **“A TYPICAL DAY”**

At Enadia Way Technology Charter a typical day begins at 7:30 a.m. when the Campus Aide opens the MPR allowing parents to drop off their children early in a safely supervised environment. The students proudly wear their Enadia Way school uniforms on a daily basis. On Fridays, students wear their Enadia Way spirit gear. At 7:40 a.m. the students move from the Multi-Purpose Room to the lunch pavilion area to have breakfast. The Campus Aide proceeds to open the Main and Kindergarten Gates of the school. Enadia Way is a locked campus. Only students and staff members are allowed on campus. Parents and other visitors must gain permission to enter the campus through the Main office. Before entering the building, visitors are identified by way of a camera and buzzed in by an intercom system. At 7:40 a.m. additional supervision arrives and the kindergarten and Main Gates are used for morning drop off. The first bell rings at 7:55 a.m. and all students clean up and dispose of their trash following Enadia's recycling and composting guidelines. Students then line up with their class and wait for their teacher to escort them to the classroom at the 8:00 bell.

A typical Monday (or whichever day is the first day of the school week) starts promptly with the Morning Assembly at 8:00 a.m. through Zoom. All classroom teachers access the Zoom link through Enadia Way's Schoology course. Teachers project the meeting on the classroom's interactive board. The principal leads the assembly through a visually appealing and age appropriate google slide presentation. The Pledge of Allegiance is led by a volunteering student and all are given the opportunity to do so by rotating classrooms every week. This is followed by a patriotic song, which changes monthly. Important announcements are then delivered by the principal and the student body recites the three school behavioral expectations and one personal goal (Be Safe, Be Respectful, Be Responsible and Be Healthy and Kind). The meeting ends with a lively interaction between students as they exchange smiles, waves and well wishes to start the week on a positive note.

After the morning assembly, classrooms begin the weekly schedules as outlined under “Academic Calendar and Schedules.” Scheduling flexibility is encouraged as the teachers adhere to state and District instructional minute mandates in the areas of ELD, ELA, Math, and P.E. while also teaching Social Studies/History, Science, Health, the Arts and other enrichment lessons (library research, garden lab, visual and performing

arts, computer lessons, assemblies, field trips) throughout the school day. Scheduling flexibility is also maintained to support the Intervention and resource specialist programs during small group instruction when the teachers are differentiating the curriculum.

Enadia Way's small size allows for one common lunch period and one common recess period. This allows all children the ability to play with one another and the entire teaching staff to enjoy a communal break time with their colleagues. The recess schedule reflects a mandatory 15-minute recess and lunch playtime for students.

Dismissal on a typical day is at 2:25 p.m. (1:25 p.m. on Tuesdays). The kindergarten and Main Gates are opened and teachers lead their classes to line up at the gates where they will listen for their name as a staff member dismisses them upon the request of the parent/adult picking up the student. Approximately 100 students remain in the afterschool programs run by Beyond the Bell. Students in grades UTK-5th join the after school Beyond the Bell Program. Students in UTK-1st enjoy enrichment in the Youth Development Program (YDP) and students in 2nd-5th join the Youth Services (YS) after school playground program. Both programs are free of charge, serve a free supper, offer homework help, sports recreation, enrichment, and remain open until 6pm every night of the school week.

## **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 subdivision (a) of Section 52052. 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(c)(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(c)(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(d)(1), 60605.)

Charter School shall work toward aligning 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) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Refer to Element 1 “LCFF State Priorities Tables” for Enadia Way’s measurable goals.

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

Refer to Element 1 “LCFF State Priorities Tables” for Enadia Way’s summative performance targets.

**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.

The school adheres to the district standards and guidelines for implementing formative assessments.

DIBELS 8 Screener (K-2): Administered at the beginning, middle, and end of the year (BOY, MOY, EOY), this assessment measures early literacy skills, including phonemic awareness, fluency, and comprehension. It helps identify students needing support or enrichment in foundational reading skills. Students are expected to make consistent progress and meet grade-level benchmarks.

iReady Diagnostic (3-5): Given at BOY, MOY, and EOY (optional), this assessment evaluates proficiency in reading and math, identifying students who require intervention or enrichment. It provides data to guide instruction and ensure students stay on track with their learning. Students are expected to show measurable growth and work toward meeting or exceeding grade-level expectations.

SBA Interim Assessment Blocks (IABs) (3-5): Administered at least twice per year in Fall and Winter, these assessments offer ongoing insight into student progress in ELA and Math. The results help teachers adjust instruction and provide targeted intervention as needed. Students are expected to demonstrate progress toward mastery of state standards.

**DATA ANALYSIS AND REPORTING**

Enadia Way Technology Charter collects and analyzes multiple data sources to assess student outcomes and academic performance, ensuring that each student receives the necessary support through enrichment, acceleration, intervention, or remediation. The school administers district-mandated assessments, including the DIBELS 8 screener for grades K-2 and iReady for grades 3-5, at the beginning, middle, and end of the year to monitor foundational skills and academic growth. Additionally, students in grades 3-5 take the SBA Interim Assessment Blocks (IABs) in the fall and winter, followed by the SBA Summative Assessments in the spring for both ELA and Math. For grade 5, the CAST (California Science Test) and Fitnessgram provide further insights into students’

science proficiency and physical fitness. Report card marks of 3 or better in ELA and Math (K-5) also serve as indicators of academic proficiency.

For English Learners, the school tracks ELPAC scores, reclassification rates, and ELPI levels of English learners to ensure progress in English language development. Schoolwide data from the California School Dashboard and School Experience Survey results further inform instructional decisions. Teachers analyze this data in grade-level Data Chats, submitting formative assessment results to the administration throughout the year to identify students needing early intervention. Students with academic concerns are referred to the Student Support and Progress Team (SSPT) for further review, while those demonstrating exceptional performance may be referred to the GATE coordinator for identification.

Attendance data is closely monitored, with individual reports sent to parents on the 50th, 100th, and 150th days of school to track absences, tardies, and early dismissals. Classroom attendance is recognized in monthly awards assemblies, and students achieving proficient or perfect attendance receive incentives every 25 days of instruction and each reporting period. For students with chronic absences or trancies, the school provides additional resources and support to improve attendance. To ensure transparency and stakeholder engagement, schoolwide data is shared with the community during Council Meetings, Parent Meetings, ELAC, and "Coffee with the Principal." Results from the California School Dashboard and School Experience Survey are reviewed in these meetings, published on the school's website, and included in the Principal's Message to keep parents informed. Families are encouraged to participate in leadership meetings to provide input on improving student outcomes and the overall success of the school. Through this structured and data-driven approach, Enadia Way remains committed to continuous student achievement and school improvement.

#### **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(c)(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 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).

The charter school's Governing Council consists of the same membership composition as the School Site Council and meets jointly a minimum of 6 times a year. The composition of the Governing Council consists of 10 elected members: 5 staff (1 principal, 3 teachers, 1 other staff non-register carrying) and 5 parents/legal guardians of students currently enrolled and not employed by the charter school. The Governing Council is formed annually and elects a Chairperson, Vice-Chairperson, Secretary, and Parliamentarian. The principal is the only automatic member. Teachers elect teachers, other staff elect the other staff, and parents/legal guardians elect their representatives.

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 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 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 Governing Council.

## **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal and state laws and local 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**

Enadia Way Technology Charter consults with all stakeholders (parents, teachers, staff, administration, and students) throughout the year to develop the LCAP and annual update. Throughout the year, the school actively seeks stakeholder input via surveys and meetings. This inclusive process involves sharing information and data, allowing ample time for questions and feedback from all parties involved. Student achievement data and School Experience Survey data is shared with all stakeholders during regular Governance meetings and School Site Council meetings, ELAC meetings, Coffee with the Principal, the Annual Title 1 Meeting, budget meetings, and staff meetings. Student Leadership comprised of students 3-5<sup>th</sup> grade is consulted in the annual revision of the School-Parent Compact to gain student feedback. The previous year's student results of the annual School Experience Survey are shared with the 4th and 5th graders prior to the administration of the next survey.

Prior to budget development, all parent/legal guardians and staff members are consulted regarding the Enadia Way Technology Charter's educational program when asked to respond to the Comprehensive Needs Assessment survey. The results of the survey are shared at the regular Governance Council meeting during budget development to determine priorities based on student need.

Enadia Way Technology Charter maintains an informative and up to date website at [www.enadiaway.org](http://www.enadiaway.org). The weekly Principal Message, meeting announcements and agendas are posted on the website for ease of access to Enadia Way Technology Charter information. We also utilize Instagram and Class DoJo to share school events, fundraisers, volunteer opportunities and school information with all parents and staff. The Enadia Way Technology Charter's website maintains a current school event calendar as well as individual teacher pages with contact information and email links for all staff. The website also posts all minutes from public meetings to be accessed by members of the public.

## **TITLE IX, SECTIONS 504 AND 508, AND UNIFORM COMPLAINT PROCEDURE**

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), Sections 504 and 508 of the Rehabilitation Act of 1973 (“Section 504” and “Section 508”), 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 Region 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 Region 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 Region in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Region 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 their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent/guardian cannot, has not, or will not provide volunteer service to Charter School. The Charter School may encourage parental/guardian involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental/guardian involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Education Code section 47605(n).)

#### **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 in accordance with all applicable legal and District requirements. 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 related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects, and classes. 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 or designee.

### **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 or when an administrative transfer is necessary as determined by the Region administrator (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. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

## **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 require all of the following:***

***(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237.***

***(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.***

***(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)***

### **GENERAL PROVISIONS**

Charter School shall comply with all federal, state, county, and local 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 on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD 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.*, as well as applicable District policy, 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, vendor/contracting entity employee who may have frequent or prolonged contact with students, 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. Education 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, SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE**

***“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(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 POLICIES AND PROCEDURES

***“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)***

### **GENERAL PROVISIONS**

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(e)(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 area (boundary) of the school. (See Ed. Code § 47605(e)(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(e)(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 area (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(e).)

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 area (boundary) of Charter School, Charter School shall immediately consult and coordinate with its Region 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/guardian 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 their 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**

Enadia Way Technology Charter actively recruits students through LAUSD’s CHOICES application and the Chatsworth/Canoga Park Kindergarten Fair, with automatic acceptance for neighborhood residents. To specifically reach students with a history of low academic performance, socio-economic disadvantages, and disabilities, the school hosts accessible information sessions at school tours. We provide translation in Farsi

and Spanish and utilize diverse digital communication like Instagram and our Smore newsletter, all openly accessible on our website. Highlighting our weekday enrichment in dance, robotics, and martial arts, alongside weekend enrichment and family nights, serves as a key recruitment tool. We emphasize our free after-school care and free meals for all students and promote available LAUSD services such as counseling, transportation, and family events. During our open house events, we welcome the public to experience firsthand our school's commitment to diversity and inclusivity, evident in both our vibrant student body and the engaging, culturally responsive work they produce in the classroom. Accessibility and inclusive extracurricular activities are consistently emphasized to support students with disabilities.

## **Application Procedures**

### **Resident Boundary Students**

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance area (boundaries<sup>1</sup>) of Charter School ("resident students") shall have **first** admission preference and thus are deemed exempt from the lottery.

### **Non-Resident Boundary Students**

The Charter School will follow LAUSD's Choices process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below.

Charter School's non-resident lottery applications will be made available each year through the On-Time LAUSD Choices Process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process.

## **Lottery Preferences and Procedures**

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

- **LAUSD Students**

- **Siblings**

- Prospective students who (a) are siblings of students enrolled in grades UTK-4 at Charter School at the time of the lottery and (b) reside within LAUSD

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<sup>1</sup> For all District Affiliated Charter Schools, which are conversion charter schools, the term "former attendance area (boundaries)" includes those sending areas designated under the District's Permits with Transportation (PWT) and Capacity Adjustment Program (CAP) programs.

boundaries, but not within the former attendance area (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 area (boundaries) of Charter School, shall have **third** admission preference.

● **California Students**

□ Siblings

Prospective students who (a) are siblings of students enrolled in grades UTK-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.

□ Other California Students

Prospective students who reside in the State of California, but not within LAUSD boundaries shall have fifth 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, 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.

During the month of February, after receiving the list of interested applicants from the Choices Program, the Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the date and procedures of the lottery shall be posted on Charter School's website (i.e., at least two weeks prior to the lottery) and made readily available in the main office.

Charter School shall hold its lottery in the Multi-Purpose Room or Parent Center and via Zoom or equivalent alternative space on campus. Affiliated Charters, as aligned to District guidance, may opt to include a virtual option for families at the same time and/or in addition to the in-person lottery. 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, normally conducted in February, the principal determines how many lottery seats are available based on the E-cast prediction for the following school year. If the number of applicants exceeds the number of spaces available, a public lottery is held. Each student application number is put into a Google number generator based on the numbers of spaces available for each grade level. The school utilizes the priorities dictated by charter law (siblings of LAUSD students, other LAUSD students those who reside within LAUSD's boundaries, etc.). The information regarding enrollment and the lottery process is posted on our school's website.

Parents/guardians of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission, in accordance with the Choices notification timelines and will accept the offered seat in accordance with the Choices timelines. Parents/guardians 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. Parent/guardians 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 to contact the parent/guardian a minimum of three times to accept the offered seat.

Non-resident boundary students who apply for admission after the On-Time application window will be added to the bottom of the waitlist in the order in which their applications are received. Choices Late Applications are processed on a first come, first-served basis beginning February 1st through norm day of the following school year. The school is responsible for contacting waitlisted and late applicants.

### **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 an affiliated charter school is a full magnet or has a District-approved Magnet Center, selection to the Magnet Program (school or center) shall be determined in accordance with the rules and procedures established by District's Student Integration Services.

Students enrolled in the magnet program may take part in all programs and activities available to students at the Affiliated Charter school where they are enrolled.

### **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/guardians 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/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, immigration 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, including immigration status, 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.

Charter School shall adhere to the District's policy consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

#### **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 (i.e., District application portal) 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(c)(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(c)(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 alternative 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, if appropriate, 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 Section 504 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 SCHOOL ZONE ACT**

Charter School shall comply with the Gun-Free School Zone Act and other applicable state and federal law.

## 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(c)(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(c)(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 a 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 a Charter School may contact School Management Services and Demographics to seek assistance in enrolling in a 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 the 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(c)(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(c)(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 Region 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:

Enadia Way Technology Charter  
c/o School Principal  
22944 Enadia Way  
West Hills, CA 91307

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 5:00 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.

- 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(c)(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 Board of Education 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 Board of Education 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(g) 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.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

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

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. 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. Students enrolled at the District Affiliated Charter School at the time of reversion, who reside outside of resident school area (boundaries), will be entitled to continuous enrollment through permits, as applicable.

### **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 Region 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

[Enter school name here] (also referred to herein as “[Enter short form of school name here]”, “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(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil’s 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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils 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”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- 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(e)(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(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(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 "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL 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(c)(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(c)(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(c)(5)(A)(iii).)*

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (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(d).)

### **Curriculum and Instruction**

Charter School shall have autonomy in their instructional programs and choice of curricular materials pursuant to District policy and consistent with the requirements of section 60000, et seq. of the Education Code, the *Williams* settlement, and aligned with California content and performance standards, including the Common Core State Standards, and CAASPP.

### **Transitional Kindergarten**

Charter School shall comply with all applicable 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, including but not limited to provisions 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.

### **WASC Accreditation**

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

## **PROFESSIONAL DEVELOPMENT**

As a District affiliated charter school, Charter School shall comply with and implement required 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 *Master Plan for English Learners and Standard English Learners*, 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 *Master Plan for English Learners and Standard English Learners*.

### **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 students with disabilities enrolled in District affiliated charter schools in the same manner as at any other public school of the District and shall be responsible for adhering to the provisions of the IDEA, California special education laws and regulations, and District policies and procedures for special education to ensure that all students with disabilities are accorded a free appropriate public education ("FAPE") as is required of all District authorized schools.

### **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, or be required to waive their right to enrollment and/or continued attendance in a settlement agreement, on the basis of their special education status.

The District Affiliated Charter School will comply with Sections 504 and 508 of the Federal Rehabilitation Act of 1973, 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 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 and submit to the District all required reports.

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. All 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. 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**

Unless circumstances indicate otherwise, the referral process shall include Student Support and Progress Team (SSPT) 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 teacher or other staff member’s request for assessment, the District Affiliated Charter School shall develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline.

Upon a parent/guardian’s request for assessment, the District Affiliated Charter School will either (1) develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline; or (2) within 15 days convene an SSPT meeting to review and discuss the request in light of student records, acquired data and student performance. If at the end of the SSPT meeting parent/guardian agrees to waive the request for assessment, the District Affiliated Charter School shall document the agreement in writing and may attempt general education interventions through the SSPT process. If the parent/guardian does not agree to waive the request for assessment, then the District Affiliated Charter



School shall 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. Inclusion**

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 and may not refuse or require waiver of enrollment rights based on a student's eligibility for special education. The District will make available to the District

Affiliated Charter School reports indicating range of services and number of students served at individual District affiliated charter schools.

#### **g. 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 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.

#### **h. Student Discipline**

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 as 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.

### **2. Procedural Safeguards/Due Process Hearings**

The District on behalf of and/or in conjunction with the District Affiliated Charter School 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 determine that such action is legally necessary to ensure compliance with federal and state special education laws and regulations.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, the District will be named as respondent-s. 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.

At its discretion, the District will make available training opportunities and/or information regarding special education to District Affiliated Charter Schools.

All District schools, including District affiliated charter schools, are required 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.

## **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 subdivision (a) of Section 52052. 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(c)(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(c)(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(d)(1), 60605.)

Charter School shall work toward aligning 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) and AB 484 (2013), 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(c)(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 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).

If the charter school has a separate charter school Governing Council [if applicable, outline composition of that board and those duties here, if not insert **N/A**]

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 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 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 Governing Council.

## **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal and state laws and local 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, SECTIONS 504 AND 508, 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), Sections 504 and 508 of the Rehabilitation Act of 1973 ("Section 504" and "Section 508"), 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 Region 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 Region 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 Region in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Region 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 their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent/guardian cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental/guardian involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental/guardian involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Education Code section 47605(n).)

### **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 in accordance with all applicable legal and District requirements. 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 related to staffing, credentialing, and assignment of teachers to grade levels, department, subjects, and classes. 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 or designee.

### **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 or when an administrative transfer is necessary as determined by the Region administrator (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. Affiliated charters with staff selection autonomy will be provided with the ability to select classified staff in accordance with Personnel Commission Rules and statutory requirements.

## 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 require all of the following:*

*(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237.*

*(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.*

*(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)*

### GENERAL PROVISIONS

Charter School shall comply with all federal, state, county, and local 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 on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD 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., as well as applicable District policy, 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, vendor/contracting entity employee who may have frequent or prolonged contact with students, 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. Education 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, SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE**

*“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(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 POLICIES AND PROCEDURES

*“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)*

### GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(e)(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 area (boundary) of the school. (See Ed. Code § 47605(e)(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(e)(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 area (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(e).)

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 area (boundary) of Charter School, Charter School shall immediately consult and coordinate with its Region 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/guardian 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 their 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.

## **Application Procedures**

### **Resident Boundary Students**

Resident attendance boundary students go directly to the school main office to enroll. Prospective students who reside within the former attendance area (boundaries<sup>2</sup>) of Charter School (“resident students”) shall have **first** admission preference and thus are deemed exempt from the lottery.

### **Non-Resident Boundary Students**

The Charter School will follow LAUSD’s Choices process and deadlines for non-resident applicants. If there is more interest than the number of spaces available, a random public lottery will be conducted for non-resident boundary students as described below.

Charter School’s non-resident lottery applications will be made available each year through the On-Time LAUSD Choices Process (Choices Brochure & Application and GoTo.LAUSD.Net). The six week On-Time application window spans the first week in October through the first week in November. Multiple birth applicants (e.g., twins, triplets) must reside at the same address and apply to the same program in the same year in order to be placed consecutively in the selection process.

## **Lottery Preferences and Procedures**

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

- **LAUSD Students**

- **Siblings**

- Prospective students who (a) are siblings of students enrolled in grades [insert school’s grade span minus the highest grade served, e.g., for a school that serves K-5, insert “K-4”] at Charter School at the time of the lottery and (b) reside within LAUSD boundaries, but not within the former attendance area (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 area (boundaries) of Charter School, shall have **third** admission preference.

- **California Students**

- **Siblings**

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<sup>2</sup> For all District Affiliated Charter Schools, which are conversion charter schools, the term “former attendance area (boundaries)” includes those sending areas designated under the District’s Permits with Transportation (PWT) and Capacity Adjustment Program (CAP) programs.

Prospective students who (a) are siblings of students enrolled in grades [insert school's grade span minus the highest grade served, e.g., for a school that serves K-5, insert "K-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.

□ Other California Students

Prospective students who reside in the State of California, but not within LAUSD boundaries shall have fifth 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, 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.

During the month of February, after receiving the list of interested applicants from the Choices Program, the Charter School shall conduct its public random drawing (lottery) for non-resident boundary students only, if applicable. Information regarding the date and procedures of the lottery shall be posted on Charter School's website (i.e., at least two weeks prior to the lottery) and made readily available in the main office.

Charter School shall hold its lottery in the [insert on-campus location, e.g., auditorium, multipurpose room, etc.], or equivalent alternative space on campus. Affiliated Charters, as aligned to District guidance, may opt to include a virtual option for families at the same time and/or in addition to the in-person lottery. 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, [insert description of how the school will conduct the lottery]

Parent/guardians of applicants being offered admission through the lottery will be notified in writing by email or mail, depending on method of application submission, in accordance with the Choices notification timelines and will accept the offered seat in accordance with the Choices timelines. Parent/guardians 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. Parent/guardians 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 to contact the parent/guardian a minimum of three times to accept the offered seat.

Non-resident boundary students who apply for admission after the On-Time application window will be added to the bottom of the waitlist in the order in which their applications are received. Choices Late Applications are processed on a first come, first-served basis beginning February 1st through norm day of the following school year. The school is responsible for contacting waitlisted and late applicants.

## **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 an affiliated charter school is a full magnet or has a District-approved Magnet Center, selection to the Magnet Program (school or center) shall be determined in accordance with the rules and procedures established by District's Student Integration Services.

Students enrolled in the magnet program may take part in all programs and activities available to students at the Affiliated Charter school where they are enrolled.

## **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/guardians 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/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, immigration 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, including immigration status, 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.

Charter School shall adhere to the District's policy consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

## **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 (i.e., District application portal) 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(c)(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(c)(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 alternative 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, if appropriate, 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 Section 504 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 SCHOOL ZONE ACT**

Charter School shall comply with the Gun-Free School Zone Act and other applicable state and federal law.

## **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(c)(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(c)(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 a 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 a Charter School may contact School Management Services and Demographics to seek assistance in enrolling in a 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 the 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(c)(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(c)(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 Region 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 5:00 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.
- 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(c)(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 Board of Education 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 Board of Education 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(g) 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.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

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

In the event that Charter School, seeks to revert voluntarily to a non-charter District school status, the Local School Leadership Council and/or the Governance Council, as indicated in Element 4, shall execute a resolution requesting approval from the LAUSD board. 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. Students enrolled at the District Affiliated Charter School at the time of reversion, who reside outside of resident school area (boundaries), will be entitled to continuous enrollment through permits, as applicable.

### **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 Region 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).)