



LOS ANGELES UNIFIED SCHOOL DISTRICT

Plainview Academic Charter Academy

A DISTRICT AFFILIATED CHARTER SCHOOL

10819 Plainview Avenue, Tujunga, CA 91042

Renewal Charter Petition

Submitted
March 6, 2025

TERM OF CHARTER

JULY 1, 2025, TO JUNE 30, 2030

TABLE OF CONTENTS

Assurances, Affirmations, and declarations	3
Element 1 – The Educational Program	5
Element 2 – Measurable Pupil Outcomes, and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured	65
Element 4 – Governance	69
Element 5 – Employee Qualifications	73
Element 6 – Health and Safety Procedures	75
Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learners, including redesignated fluent English proficient Pupils Balance	77
Element 8 – Admission Policies and Procedures	78
Element 9 – Annual Financial Audits	82
Element 10 – Suspension and Expulsion Procedures	84
Element 11 – Employee Retirement Systems	86
Element 12 – Public School Attendance Alternatives	86
Element 13 – Rights of District Employees	87
Element 14 – Mandatory Dispute Resolution	87
Element 15 – Charter School Closure Procedures	89
ADDITIONAL PROVISIONS	92
ADDENDUM	93

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Plainview Academic Charter Academy (also referred to herein as “Plainview ACA”, “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:	Juan Magdaleno, Principal
● The contact address of Charter School is:	10819 Plainview Ave, Tujunga, CA 91042
● The contact phone number for Charter School is:	(818)353-1730
● Charter School is located in LAUSD Board District:	6
● 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:	275
● 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 11, 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 Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.	309

• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule (e.g. daily hours) for Charter School will be:	8:10 a.m. – 2:35 p.m.
• The term of this Charter shall be from:	July 1, 2025 - June 30, 2030
• If Charter School is Low performing, per the CDE Performance Category, the term of this Charter, if approved:	July 1, 2025 - June 30, 2027

COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Plainview Academic Charter Academy students are known as The Pioneers. Just as the pioneers that set out west, Plainview ACA students are known for their bravery, determination, and willingness to take on challenges. They set out to explore, discover, and learn new things. Pioneers are enterprising, innovative, and push traditional boundaries. They help open new ways of thinking and create new methods of development. This perfectly encapsulates the school’s hopes and expectations for its students. The teachers and staff work diligently to instill this in each child.

Plainview ACA’s intent is to attract and maintain our resident students, while simultaneously opening our enrollment to students within the District. By welcoming local and district-wide students, Plainview ACA has established a diverse population that builds our school community. By embracing children of all ethnicities, socioeconomic backgrounds, and achievement levels, we provide our students with a deeper appreciation for the diversity inherent in Los Angeles and our greater global community. Plainview ACA is a preferred choice for our community as 52% of our students’ families have chosen to send their child to Plainview ACA instead of their school of residence.

The expectations set by Plainview ACA aligns with the school motto, “Today’s Learners, Tomorrow’s Leaders.” Plainview ACA is a forward-thinking school, always looking towards the future. Students are taught to be critical thinkers and use an innovative approach to problem solving and learning. The school’s foundation is anchored in the belief that students should be confident, responsible, and have a passion for learning. Plainview ACA encourages students to be future leaders by nurturing individual talents and interests in each child.

One of the ways students develop leadership skills is by having upper grade students act as play leaders to supervise younger students at recess and lunch. Students also develop leadership skills by having their opinions and contributions valued, given the opportunity to share their ideas, and have their unique skills and strengths celebrated.

Plainview ACA is a full-inclusive school and promotes an inclusive environment by providing equity and access for all while providing necessary support and accommodation. Differentiation is implemented so all students can access the curriculum and ensure the needs of all learners are met.

Plainview ACA's mission is to provide a vibrant, safe, and thriving neighborhood school, where enrichment and creative learning are incorporated in a rigorous academic program. We strive to empower our students with a high-quality, rigorous college preparatory education that fosters academic excellence, principled character, visionary leadership, and a lifelong love of learning.

Plainview ACA's primary goal for the school is to impart to their students the skills they need to succeed in the 21st century and to provide our entire community with the opportunity to have an active role in the achievements of our school.

A team of dedicated educators staff Plainview ACA create a safe, supportive environment where students can thrive academically, socially, and emotionally. Staff also partner with families to create a connection between school and home. Plainview ACA recognizes the importance of having an open and collaborative relationship with the understanding that working together is the best way to help students reach academic excellence and success.

Plainview ACA is part of the Sunland-Tujunga Community of Schools (COS) set in the foothills of the Angeles National Forest at the north end of the San Fernando Valley. It is known for its sunny weather and clean mountain air. Sunland-Tujunga is a small community at 38.8 square miles. It has a population of 132,398 people with 14 elementary schools, 5 of which are public and 9 are private. As a small community, Sunland-Tujunga families have many options for elementary schools. Therefore, it is essential for Plainview ACA to offer local and district families an enriching learning experience. The prescribed district curriculum is supplemented with enrichment programs that provide all learners with the opportunity to study science, music, technology, dance, art, theatre, and physical education with trained experts.

Plainview ACA is uniquely nestled into the side of a mountain causing the campus to be comprised of several tiers. It boasts a picturesque backdrop with a rare natural riverbed nearby. Some of the river rock can be seen in the original architecture, integrating literal parts of the community into the school. People in the community often take advantage of this natural setting since it is ideal for hiking, dog walking, relaxing strolls, and observing wildlife in their habitat. The people who live in this rural, eclectic mountain hideaway are mostly artists, poets, and down-home working-class folks.

Plainview ACA celebrated its centennial in 2024. It is a school that often teaches multiple generations of people from the same family. Parents and grandparents who attended Plainview ACA often stay in the area and send their own children to Plainview ACA. The neighborhood high school, Verdugo Hills High, and the local middle school, Mt. Gleason, are just blocks away, so older siblings are often seen walking younger siblings to school. Family connections to the school are prevalent and clearly visible to the community.

With Verdugo Hills High School just down the street, Plainview ACA has managed a close relationship with the secondary site. The high school has a course that allows students who are aspiring teachers to come to Plainview ACA to get direct experience by working with elementary school students. The high school band also performs for Plainview ACA students and invites them to take a walking field trip to see theatre

performances put on by the high school's Visual and Performing Arts Magnet.

Plainview ACA also has a relationship with Bolton Hall, a local museum that showcases the archives and artifacts related to the history of the area. Plainview ACA was recently highlighted in the "Back to School" exhibit when the centennial milestone was reached. This promoted community awareness of Plainview ACA's distinctive history.

Another community connection Plainview ACA has is with the local Los Angeles Public Library branch. One of Plainview ACA's parents is a librarian there and comes to promote events and activities happening at the library. She engages in discussions with classes about books and the importance of reading. The librarian sets up a booth at Back to School Night and Open House where she diligently signs up students and parents for library cards. In addition, the library generously donates books to our students which promote literacy and encourage daily reading.

A library aide is on the Plainview ACA's campus daily. This gives students access to the school library where they can access books at various reading levels and additional resources. The school library has also hosted centennial events by displaying fun facts from a century ago, providing access to historical yearbooks, and exhibiting panorama photos from previous school years. In conjunction with this, each class displayed visual art and/or writing projects to add to the school-wide exhibit and celebration.

Besides having a school librarian, Plainview ACA is also fortunate enough to have a school nurse on campus daily, counseling services, parent volunteers, and a PTA. PTA fundraising helps develop relationships with businesses in the community and not only supports the school but also provides a chance to collaborate with the neighborhood. To further foster school pride, students participate in School Spirit Days every month, have a week of fun Read Across America activities, and help cultivate a school garden where students learn about food production, the growth cycle, and engage in the natural world.

Plainview ACA is a Title 1 school that educates each child holistically with an academically rigorous curriculum that fosters critical thinking and deep respect for diversity. Plainview ACA educators hold steadfast to the belief that all students should possess the skills, resources, and guidance to realize their potential and actualize their learning goals. As an educational institution, the goals of Plainview ACA's instructional, intervention, and enrichment programs, as well as social-emotional learning, and local, regional, and national staff professional development opportunities are aligned to the Common Core State Standards (CCSS) as well as the targeted goals of the Local Control & Accountability Plan (LCAP). The goals are: #1 - Academic Excellence, #2 - Joy and Wellness, #3 - Engagement and Collaboration, and #4 - Operational Effectiveness and Investing in Staff.

In 2012, Plainview ACA's stakeholders petitioned to convert to an LAUSD-affiliated charter school to gain greater autonomy in developing locally designed curriculums that align with college and career readiness skills. The school chose to provide its students with a STEAM education that puts learners at the center of figuring out how the world works and designing solutions to its problems. This makes learning

about the real world rigorous, relevant to students, and strengthens their STEAM mindset. A STEAM mindset encourages communication and collaboration, promotes an ethical and honorable sense of being, and promotes integrity which gives students a sense of belonging and self-efficacy in the greater STEAM community. By tightly aligning it to the school's desire to develop a locally designed curriculum, it has ensured that students who attend Plainview ACA have the knowledge, skills, and dispositions to be successful in STEAM fields - to be the changemakers, innovators, problem solvers, and designers of the future. The school demographics show a significant representation of student groups that are severely underrepresented in the STEAM fields.

As a school community, the Plainview ACA staff carefully review data throughout the year to set goals, re-evaluate what has been successful, and determine what needs to be improved. Based upon findings as a team, the staff develops a strategic plan to address students' needs. Utilizing multiple measures to assess students is essential for developing strategic academic plans tailored to support their needs and determine enrichment opportunities. A review of the school's multi-year performance on the Smarter Balanced Assessment (SBAC) shows some growth and areas that need to be targeted for improvement. Our SBAC Data results are as follows:

- 3rd Grade students achieved Meets/Exceeds Standard on 2023 SBAC: ELA – 10.87% and Math –30.43%; Nearly Met ELA-36.96% and Math-21.74%
- 4th Grade students achieved Meets/Exceeds Standards on 2023 SBAC: ELA- 22.22 % & and Math-20%; Nearly Met ELA-15.56% and Math-24.44%
- 5th Grade students achieved Meets/Exceeds Standards on 2023 SBAC: ELA- 23.68% and Math-12.20%; Nearly Met ELA-26.32% and Math-29.27%
- 3rd Grade students achieved Meets/Exceeds Standard on 2024 SBAC: ELA – 11.90% and Math -22.73%; Nearly Met ELA-19.05% and Math-20.45%
- 4th Grade students achieved Meets/Exceeds Standards on 2024 SBAC: ELA- 15.55 % & and Math-21.74%; Nearly Met ELA-31.11% and Math-41.30%
- 5th Grade students achieved Meets/Exceeds Standards on 2024 SBAC: ELA- 22.27% and Math-13.33%; Nearly Met ELA-22.73% and Math-31.11%

When the 2024 SBAC ELA and Math data is further segregated by subcategories, it shows the following:

English Language Arts

- Reading: How well do students understand stories and information that they read? 66.41% Above or Near Standard;
- Listening: How well do students understand spoken information? 76.34% Above or Near Standards;
- Research Inquiry: How well can students find and present information about a topic? 67.94% Above or Near Standard
- Reading and Listening: How well did students understand written and spoken information? 54.19% Above or Near Standard;
- Writing and Research: How well did students use research skills and communicate in writing? 41.22% Above or Near Standard;
- Writing: How well do students communicate in writing: 43.51% Above or Near

Standard.

Mathematics

- Communicating Reasoning: How well can students think logically and express their thoughts in order to solve a problem? 64.45% Above or Near Standard
- Concepts and Procedures: How well did students apply mathematical concepts and procedures to solve problems? 48.89% Above or Near Standard
- Problem Solving and Modeling & Data Analysis: How well can students show and apply their problem, solving skills? 48.89% Above or Near Standard
- Mathematical Practices: How well did students apply strategies to solve complex problems and explain the reasoning for the solution? 42.22% Above or Near Standard
- Concepts and Procedures: How well did students apply mathematical concepts and procedures to solve problems? 48.89% Above or Near Standard.

NOTE: Data gathered from CAASPP/ELPAC CA Dashboard

This analysis demonstrates the schoolwide implementation of interventions (refer to “Interventions” section) has been effective in advancing Plainview ACA’s students toward meeting grade-level standards. However, the overall SBAC test scores require improvement and for that reason, the staff and students will engage in deliberate action to prepare for the SBAC summative assessment each year.

Some of the ways Plainview ACA will help prepare students is by having them take the Interim Assessment Blocks (IAB) to provide them with the practice necessary to be successful in navigating the system and becoming familiar with the format of the assessment ahead of time. An after-school intervention class that will target the skills required for taking the SBAC will be offered in early spring. Another intervention that will be put in place is to provide teachers with opportunities to analyze their students’ data and have meaningful discussions with colleagues and the administrative team for support and guidance in improving student outcomes on the SBAC. These targeted SBAC interventions will provide Plainview ACA’s students with the tools they need to demonstrate their knowledge on the state assessment.

According to the CA Dashboard, Plainview ACA was scoring in yellow for All Students, in ELA and mathematics prior to the 2020 Covid Global pandemic. In the last two years, Plainview ACA has been in the red for All Students in ELA but did demonstrate improvement from orange to yellow in mathematics with an increase of 3.4 points. During the 2023-2024 school year, the English Learner subgroup did experience a decline from orange to red of 22.6 points below standard in ELA. Red Performance Level shows a decline of 16.8%, 30.8% of ELs who Progressed at Least 1 ELPI Level, 47.7% ELs who Maintained ELPI Level 1, 2L, 2H, 3L, 3H, 21.5% ELs who Decreased at Least 1 ELPI Level. The Socioeconomically Disadvantaged subgroup stayed in red and declined 5.4 points in ELA and maintained 0.3 orange in mathematics. To ensure students access the core curriculum, Plainview ACA is focusing on developing students’ literacy, writing, numeracy skills, conceptual knowledge, problem-solving skills with real world contexts, and application that align with the ELA and mathematics CCSS and are implemented in other subject areas.

In the years since 2012, budgeting and accountabilities for affiliated charters have changed. Plainview ACA is a schoolwide Title I school with a Single Plan for Student Achievement (SPSA) that aligns Title I funds with students' needs. This is completed annually and done with the Local Control Accountability Plan (LCAP) which aligns non-Title I funds to school goals and outcomes. These plans are reviewed, and modifications are made in order to improve school outcomes for all students. Currently, Plainview ACA uses the pillars in the strategic plan to set school goals and monitor progress. Plainview ACA remains the only affiliated charter school in the Sunland-Tujunga Community of Schools.

Plainview ACA has several innovative programs designed to meet the specific needs of the community it serves that have contributed to students' success.

- Write From the Beginning and Beyond Writing Program (WFTBB)
- eSports for Good Club (after-school)
- Computer Science for Good Club (after-school)
- Grand Vision Music Master Class (during and after-school)
- Extracurricular Field Trips
- Exploratory and Immersive Field Trips
- STEAM Nights
- Literacy Nights
- Plainview Pioneer Science Explorers Club (after-school)
- High Dosage Tutoring
- Conga Dance Workshop (after-school)
- Culturally Relevant Assemblies and Concerts
- RIF (Reading Is Fundamental) Program
- Professional Development Opportunities focused on ELA, Mathematics, Science, and STEAM
- Parent Involvement Workshops and Classes
- Woodcraft Rangers (after-school)
- iReady Assessment and intervention since 2015
- School Learning Garden

Interventions

The COST (**C**oordination of **S**ervices **T**eam) serves as a systematic way for Plainview ACA to provide early intervention and monitor progress. This team includes the School Psychologist, the Intervention Coordinator, the Categorical Programs Coordinator, the Resource Specialist, and input from the classroom teachers. The team analyzes the data of students who are demonstrating well below benchmark on school-wide assessments. Data is reviewed for historical progression and/or challenges with improvement, and current and previous interventions. At this time, students may be recommended for the Learning Center and/or after-school tutoring, If necessary, students are referred to SSPT (**S**tudent **S**upport **P**rogress **T**eam), which can lead to further interventions. The SSPT process is a more thorough whole-child approach that includes parents/guardians, health input, attendance, outside services, and any other factors that could be impacting a student's success. This process includes creating short-term goals, targeted interventions, and tracking student progress. If interventions

do not seem effective, a follow-up SSPT meeting may be held and a determination for a special education assessment is discussed.

Plainview ACA is defined by the ability to educate each student based on their individual needs using effective pedagogy and holistic measures. In 2015-2016, Plainview ACA adopted the iReady program by Curriculum & Associates. iReady is a computer-based learning management system that assesses and monitors Grades K – 5 students’ academic progress in reading and mathematics. Students are assessed three times a year, BOY (**B**eginning **o**f the **Y**ear), MOY (**M**iddle **o**f the **Y**ear), and EOY (**E**nd **o**f the **Y**ear) and progress monitored in between assessments on specific skills. Assessment data is reviewed by teachers and the leadership team at the end of each assessment window to identify students who are not making the targeted typical growth. Assessment data is also used to accommodate instruction, create small groups, monitor student growth, iReady usage, and completion of individualized lessons.

iReady Reading

	BOY	EOY								
2021-2022	3%	18%	10%	20%	44%	36%	26%	18%	17%	9%
2022-2023	3%	20%	12%	15%	45%	37%	28%	22%	12%	6%
2023-2024	5%	23%	12%	18%	37%	35%	29%	16%	18%	9%

iReady Mathematics

	BOY	EOY								
2021-2022	2%	16%	3%	16%	51%	46%	29%	14%	15%	8%
2022-2023	3%	16%	4%	16%	55%	44%	25%	18%	13%	5%
2023-2024	1%	23%	4%	16%	53%	45%	27%	14%	15%	3%

Met or Above Grade Level	Early on Grade Level	One Grade Level Below	Two Grade Levels Below	Three or more grade levels below
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Other interventions that have been implemented to continue to develop students’ ELA skills are universal classroom strategies for tier one-based instruction within MTSS, regular instruction and progress monitoring with iReady, and academy/small group skill-focused instruction. Additionally, teachers use multi-modal teaching, differentiating instruction, and implementing appropriate accommodations to address individual student needs. Furthermore, many teachers take professional development courses to develop their understanding of the structured literacy approach to provide explicit and systematic tier one and tier two instruction and early intervention.

Some of the ELA programs used to supplement core instruction are UFLI Foundations which is an explicit and systematic phonics program, Heggerty which has phonemic awareness and phonological lessons, 95% Group Phonics Lessons, and WFTBB with Thinking Maps to organize and develop writing skills.

In alignment with the California Mathematics Framework, Plainview ACA is committed to providing an inclusive and equitable mathematics education that supports all learners, regardless of their background or abilities. The Framework emphasizes the

importance of recognizing and addressing the diverse learning needs of students, ensuring that every child has access to high-quality mathematics instruction. To achieve this, Plainview ACA utilizes differentiated teaching strategies that adapt to various learning styles and levels of readiness, including providing targeted support for students who need it most. This approach includes scaffolding opportunities, culturally relevant teaching practices, and collaborative learning environments that encourage all students to engage deeply with mathematical concepts. By fostering a growth mindset and ensuring access to challenging and meaningful content, Plainview ACA empowers every learner to develop their mathematical potential and succeed at high levels.

Although students are showing progress in mathematics, the school's key findings highlight a significant need for them to develop a deeper mastery of basic math facts which align with the expectations outlined in the Common Core State Standards (CCSS). To address this, instructional strategies across grades K-5 are being intentionally integrated into the curriculum. These include engaging and dynamic approaches such as Number Talks, where students discuss and explore various strategies for solving problems, Number Fact Fluency, which focuses on building quick recall of fundamental math facts, and Cognitively Guided Instruction (CGI), an approach that encourages students to think critically about mathematical concepts and problem-solving. Together, these strategies are designed to strengthen foundational skills, enhance conceptual understanding, and ensure a well-rounded mathematical education for all students.

Plainview ACA's students are demonstrating growth in math. The school's key findings indicate developing a mastery of basic math facts that align with CCSS math concepts are vital to continued growth. Grades K-5 Instructional strategies such as Number Talks, Number Fact Fluency, and Cognitively Guided Instruction (CGI) are being integrated to supplement the instructional program.

To continue improvement in math, teachers are having students develop and apply numerical fluency, conceptual knowledge, problem-solving skills with real world contexts and application. Teachers use a problem-based approach, guided practice, and critical numeracy skills needed for higher level math. Manipulatives are used throughout grade levels for students to learn skills with different modalities.

Plainview ACA believes that all children can achieve personal and social success through a developmentally appropriate curriculum. Differentiated teaching, research-based instructional strategies, enrichment programs that address social, emotional, and academic needs are implemented to meet the needs of the whole child. Learning at Plainview ACA incorporates art, music, and technology into the traditional standards-based curriculum.

Plainview ACA has faced challenges with Chronic Attendance, which has impacted student achievement. According to the CA Dashboard, Plainview ACA has shown improvement from 2018 being in the red for all students to 2024 being in the yellow for all students. Plainview ACA continues to take the following steps to improve attendance.

1. Pupil Services and Attendance (PSA) Counselor: When funding is available, the PSA Counselor leads the attendance team by addressing chronic absenteeism,

building teacher capacity on engaging students, collaborating with the principal, and establishing and implementing protocols for chronically absent students. Protocols include addressing concerns with parent/guardian of identified students, making home visits, facilitating restorative practices-type groups to create positive student connections, and school-wide attendance recognition activities. The PSA generates monthly reports to review and monitor student attendance. The attendance data is shared with staff and the community via the attendance bulletin board outside of the main office.

2. Establish an Attendance Team: Plainview ACA's Attendance Team is made up of: Administrator, PSA Counselor, office personnel, and/or grade level lead teachers. The Attendance Team meets monthly to monitor and analyze attendance data, identify target students and plan for personalized/consistent contact with parents.
3. Professional Development (PD): PD is focused on STEAM, meeting the needs of EL learners, the science of reading, numeracy with word applications, and other academic areas of need for improving student achievement. All PD is centered around Plainview ACA's goal of creating tomorrow's leaders and creating an engaging environment to motivate students to attend school
4. Student Recognitions: The school has created school-wide recognition systems are based on the school's vision of "SUCCESS for all." Plainview ACA encourages students to understand the school's expectation to be College and Career ready by demonstrating excellence on mastering the state standards through a STEAM integrated curriculum. This includes monthly assemblies, incentives, positive home-to-school communications, community partnerships, and school spirit days.
5. Other Supports: The School Psychologist and Specialized Student Services Counselor support daily attendance by utilizing a multidisciplinary approach to address barriers to learning and to restore and maintain a safe and healthy learning environment for students and parents. The School Psychologist collaborates with the principal to assist with monitoring students' attendance.

Plainview ACA offers after school tutoring to all students. Also, students have access to LAUSD on-demand online tutoring and homework help. Being an affiliated charter school, Plainview ACA students were given the opportunity to request a device for home use. This provides students with online access and the ability to use LAUSD online resources.

STUDENT POPULATION TO BE SERVED

Plainview ACA currently serves students in Transitional kindergarten through fifth grade and is an inclusive school for all learners. Students who have been identified with neurodiverse, health, or physical needs are in general education classrooms on Core curriculum for at least 80% of the school day. The campus includes a Preschool for All Learners (PALS) program which provides special education services for children three to five years of age who have been identified with one of the federal and state-defined

special education eligibilities.

Plainview ACA is a school-wide Title I school. Currently, Plainview ACA’s largest subgroup is the Socioeconomically Disadvantaged population. As of the 2024-2025 school year, they comprise 88.64% of the student body.

Plainview ACA is a PHABO (Predominantly Hispanic, Black, Asian, or other non-Anglo) school. A school is categorized as PHBAO based on its resident student population. The resident student population is calculated by excluding all traveling, permit, open enrollment, and special education students from the norm day enrollment count. Schools with a PHBAO resident-only population greater than 70% are categorized as PHBAO schools. As a PHBAO school, Plainview ACA is required to provide at least two conferences between parents and teachers during the school year. These conferences allow parents to monitor the academic and social development of their child and to involve parents in the educational processes. Individual parent conferences are conducted after the grading period and academic progress is reviewed.

Plainview ACA interventions include Learning Center, Saturday School, and after-school intervention programs. Recently, high-dosage tutoring, academies, after-school enrichment programs, and summer school have also been available to support student needs.

Student Population by Sub-Groups		
Subgroup	# of Students	% of Students
Asian	3	1
African American	2	0.7
BSAP (Black Student Achievement Plan)	12	4.5
Hispanic	194	73
White	45	17
Filipino	2	.7
2 or more races	4	1.5
Unknown	14	5.3
EL (English Learner)	68	25.7
EL Newcomer	15	22% of 68 students
P-LTEL (Potential Long-Term English Learner)	11	16% of 68 students
RFEP	8	11
SPED (Special Education)	52	19.7
504 Plan	2	0.7
GATE (Gifted and Talented Education)	4	1.5
Poverty (Socioeconomically Disadvantaged)	212	80.3
Homeless	3	1
Foster	5	1.8
Total Population	264	100

Information according to LAUSD Whole Child Data Base 2-24-2025

GOALS AND PHILOSOPHY

Mission and Vision

Plainview ACA's mission is to provide a vibrant, safe, and thriving neighborhood school, where enrichment and creative learning are incorporated in a rigorous academic program. The goal is to impart to students the skills they need to succeed in the 21st century and to provide the entire community with the opportunity to have an active role in the achievements of the school.

Plainview ACA's vision is We Believe in **S.U.C.C.E.S.S.** for all. It stands for:

S = Students,

U = Understanding the expectations to be,

C = College and

C = Career ready by demonstrating,

E = Excellence of the,

S = State Standards through a

S = S.T.E.A.M. integrated curriculum.

Plainview ACA's goal is to instill in the students the communication and technology skills they need to compete in the ever-changing global professional arena.

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

Grappling with complex ideas and text, effective communication, empathy, and an awareness of the impact of one's actions on the world are crucial. All students should be resourceful, creative thinkers, and demonstrate innovative skills, in today's multicultural and multilingual society to thrive as an "Educated Person" in the 21st Century. "The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn." (Alvin Toffler, Educated Person in the 21st Century, 2010)

Plainview ACA believes that it is imperative to educate students using 21st Century learning. This supports graduates who are creative, critical thinkers who collaborate well with others, are self-motivated, and promote continued learning through curiosity and research. These individuals are self-confident, self-reflective, self-aware, life-long learners who are active participants in their community. Plainview ACA's goal for students is to be college and career ready and be prepared for a globally interconnected multicultural world.

To prepare students, Plainview ACA emphasizes integrated learning through the implementation of STEAM interdisciplinary lessons across the curriculums, fostering student creativity, critical thinking, problem-solving, and innovation. By combining different disciplines, students gain a deeper understanding of complex real-world challenges and issues, learn how different fields relate to one another, and provide students many opportunities to analyze problems from various angles. Furthermore,

students can critically evaluate information, develop solutions, and collaborate and communicate with peers from different backgrounds. Students must embody the proficiencies of digital citizenship to be a part of the ever-changing and fast-paced information age. Digital citizenship refers to the practice of using technology responsibly, respectfully, and safely. It involves being mindful of what students post and say online, and how their actions impact others. Plainview ACA has 1:1 technology where every student has a device. In kindergarten and 1st grade, students use an iPad and in 2nd-5th grade students use a Chromebook. All students also have access to the Computer Lab where programming and keyboarding are taught and practiced. Technology is used to build academic knowledge and is integrated across curriculums.

Plainview ACA students are taught to be technologically literate to be prepared to live in a media-rich environment with constant access to information. Plainview ACA students will be able to use a variety of devices to access information to pursue their self-directed learning. Graduates will understand how media is created from specific points of view and the impact it has on the information presented in it. Furthermore, Plainview ACA students have opportunities to create multimedia projects using various technologies, devices, and software.

Students at Plainview ACA take responsibility for their learning to prepare them to become “Tomorrow’s Leaders.” They gain valuable information and insights from concrete experiences to develop positive problem-solving and critical thinking skills. “Learning involves much more than a process in which a student receives and assimilates information passively. Rather, it is an active process in which students must process information, by extracting, analyzing, evaluating, organizing, and synthesizing information, so that it can be readily retrieved and used in problem solving.” (Columbia University of Graduate of Arts and Sciences, 2011).

Students make more efficient and meaningful choices to expand inter- and intra-personal relationships. Plainview ACA students will reason, question, and inquire. They can apply scientific methods of investigation and think flexibly about complex systems, abstractly or creatively.

How Learning Best Occurs

Plainview ACA recognizes that learning best occurs when the community is immersed in a culture of education that both challenges and nurtures the development of individuals. Plainview ACA’s teachers, parents, and community members collaborate to create an educational culture that emphasizes “Learning by Doing” as students actively engage and acquire experiences and knowledge through inquiry, questioning, research, collaboration and communicating.

Plainview ACA fosters a community of educators, students and parents unified through a collective vision. Teachers leverage expertise and create an educational program where all students aspire toward academic proficiency and grow through shared learning. “We must instill curiosity, which is fundamental to lifelong learning.” (Lee Herman, Alan Mandell, *Teaching to Mentoring*). Plainview ACA curricula and instruction are developed around cooperative learning, STEAM based projects, culturally relevant pedagogy to engage students in real-world problems, discovery, and investigation.

Plainview ACA believes in the whole child approach to learning, teaching, and community engagement. Our school provides a safe, supportive, and challenging environment that encourages students to maximize their learning potential through integrated learning experiences. Dedicated administrative staff, highly qualified teachers, support personnel, and diverse classrooms provide optimal opportunities for every child to be reached and supported in their educational development. Classroom instruction considers the students' learning styles and utilizes multiple modalities and project-based learning to access curricula. Research substantiates that, "Learning styles teach us that we should present materials in multiple ways: with visual aids—such as charts, graphs, tables, film clips, and illustrations-demonstrations, hands-on activities, small group discussions and simulations." (Columbia University Graduate School of Arts and Sciences, 2011)

Plainview ACA's Program Enables Students to Become Self-Motivated, Competent, and Life-Long Learners

Plainview ACA's program is built on a foundation which ensures that all students attend school in a safe physical environment, have access to current research-based state adopted instructional materials, and are taught by fully credentialed teachers.

Classroom instruction is aligned to state adopted standards in all content areas. Teachers deliver lessons that employ instructional strategies described in the state curriculum frameworks. The implementation of a standards-based curriculum at Plainview ACA is just one component that helps ensure that "Today's Learners" become "Tomorrow's Leaders". All students also receive a rigorous instructional program that emphasizes 21st Century Learning Skills of critical thinking, collaboration, creativity, and communication laying the foundation for college and career readiness in the years to come.

Plainview ACA strives to build capacity for parent involvement. Monthly parent workshops are held to provide relevant information to increase knowledge on how to best support their children's learning. Monthly Coffee with the Principal meetings allows for parents to have access to the principal and provides an opportunity to learn about current or new developments within LAUSD. Parents and community members are also encouraged to participate in school committees and councils such as English Learner Advisory Committee (ELAC), Student Site Council (SSC), and Local School Leadership Council (LSLC). Participation in these committees encourages parents to be informed and assist school leadership with making decisions regarding students' goals and progress. Increasing parent participation in school activities, parent workshops, ESL classes, and conversations with staff about their children's social, emotional and academic progress builds their capacity to support their children's overall success in school.

Monitoring the achievement of all students and digging deeper into the strengths and challenges of students in numerically significant subgroups on state assessments provides critical data for teachers and staff. This guides their instructional planning and intervention programs. It ensures all students are on a trajectory to achieve grade level standards. Plainview ACA students who score 'Meets' or 'Exceeds Standards' on the Smarter Balanced Assessments are on track to attain college and career readiness by

the time they leave 12th grade. Likewise, English Learners who reclassify as Fluent English Proficient students before they leave Plainview ACA are well positioned to meet the rigors of secondary education.

The makerspace, Media Lab, Theater Arts program, Visual Arts program, Grand Vision School Master Class, E-Sports for Good Club (after-school) Computer Science for Good Club (after-school), Saturday Cultural Arts field trips, Plainview Pioneer Science Explorers Club (after-school), Conga Dance Work Shop, after school Cultural Arts Passport (CAP) classes, field trips, assemblies, and educational community events provide rich and engaging learning experiences for students. These enrichment activities are coupled with the academic success that students experience during targeted small group instruction, encourages student self-motivation and confidence.

Collectively, Plainview ACA's goals help students build character, develop their self-esteem, and create a sense of responsibility for themselves, others, and for their school community. In addition to the outcomes described above, students who culminate from Plainview ACA leave with the following five traits that embody Plainview ACA's student learning outcomes:

- Leadership, Collaboration and Cooperation: Students demonstrate appropriate grade level adaptive and associative skills necessary to become successful leaders and collaborators.
- Goal Setting: Students are taught to set short-term and long-term academic goals. They are challenged to continuously set and re-evaluate personal goals. English Learner students and PLTEs are also engaged in setting Individual Reclassification Acceleration Plans (IRAPs).
- Critical Thinking and Problem Solving: Students develop the skills to be independent thinkers and problem solvers. Critical-thinking skills are used to analyze, evaluate, and interpret information.
- Self-Discipline: Students are taught Plainview ACA's Core Values: Be Respectful, Be Responsible, and Be Safe. Students learn to manage their behavior and demonstrate respect so they can uphold the values of the community and the school.
- Citizenship: Students acquire knowledge and demonstrate their civic rights and responsibilities resulting in an appreciation of their impact on their immediate community and the world.

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).)

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2025)

GOAL #1

Academic Excellence

To ensure 100 percent of students in Los Angeles Unified are prepared to graduate, they must be nurtured as scholars from the beginning. Los Angeles Unified and its Affiliated Charter Schools, including Plainview Academic Charter, will provide a personalized educational experience to support all students' needs and aspirations. Early success builds the foundations for continued proficiency and ultimate achievement in life. Students with disabilities (SWD) are provided an inclusive environment supported by their individualized educational plans which provide specialized instruction and accommodations to meet their unique needs. Thus, imparting them with the opportunity to demonstrate their potential as productive and responsible citizens. High-quality instruction is aligned with the needs of students, with clear performance expectations. Student choice and access to extracurricular activities such as computer science, esports, science club, visual and performing arts are part of a well-rounded education.

Related State Priorities:

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

Local Priorities:

:

Specific Annual Actions to Achieve Goal

ANNUAL ACTIONS TO ACHIEVE GOAL:

- Implement data-driven tutoring/intervention programs to meet the academic needs of students.
- Use District and school site available testing and data collection platforms to assess, collect, and analyze student data to set school wide, grade level, and individual student academic and social emotional goals.
- Plainview will implement research-based and data-driven pedagogical strategies focused on developing student conceptual understanding of the ELA and Mathematics state standards.

Expected Annual Measurable Outcomes

Outcome #1: ENGLISH LANGUAGE ARTS

On the Smarter Balanced Assessment (SBAC), decrease the points in Distance from Standard (DFS) Met in English Language Arts - Grades 3-5

Metric/Method for Measuring:

California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC), CA Dashboard

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
				<small>(Not applicable if</small>	<small>(Not applicable if</small>	<small>(Not applicable if</small>

				categorized as Low Performing)	categorized as Low Performing)	categorized as Low Performing)
All Students (Schoolwide)	-78.6	-72.6	-67.6	-62.6	-57.6	-52.6
English Learners Students	-110.1	-105.1	-100.	-95.1	-90.1	-85.1
Socioeconomically Disadvantaged Students	-80.9	-75.9	-70.9	-65.9	-60.9	-55.9
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	-141.6	-136.6	-131.6	-126.6	-121.6	-116.6
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-90.4	-85.4	-80.4	-75.4	-70.4	-65.4
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	-35.4	-30.4	-25.4	-20.4	-15.4	-10.4

*Student group not numerically significant

Outcome #2: MATHEMATICS

On the Smarter Balanced Assessment (SBAC), decrease the points in Distance from Standard (DFS) Met in Mathematics - Grades 3-5

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

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)	-63.1	-58.1	-52.1	-48.1	-42.1	-38.1
English Learners Students	-78.6	-72.6	-68.6	-62.6	-58.6	-52.6
Socioeconomically Disadvantaged Students	-66.7	-61.7	-56.7	-51.7	-46.7	-41.7
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	-121.6	-116.6	-111.6	-106.6	-101.6	-96.6
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*

Latino Students	-70.2	-65.2	-60.2	-55.2	-50.2	-45.2
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	-42.2	-37.2	-32.2	-27.2	-22.2	-17.8

*Student group not numerically significant at this time

Outcome #3:

Increase the % of English Learners making progress towards proficiency.

Metric/Method for Measuring:

Summative ELPAC scores, English Learner Progress Indicator (ELPI), CA Dashboard

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Students	30.8%	35.8%	40.8%	45.8%	50.8%	55.8%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

GOAL #2

Joy and Wellness

For our students to be excited to attend school and to thrive academically, emotionally, and behaviorally, they must feel safe, cared for, connected and respected. Plainview Academic Charter Academy's goal is to have a safe and orderly environment that is conducive to learning, where all students and staff are safe and supported. It will also continue to create-data based attendance plans that incorporate strategies to address chronic absenteeism, dropout prevention, student recovery, prompt enrollment and leverage community resources.

Related State Priorities:

- 1 4 7
 2 X5 8
 3 X 6

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

Plainview will monitor students' attendance and classroom attendance monthly.

Expected Annual Measurable Outcomes

Outcome #1:

Decrease the percent of students with Chronic Attendance (91% or Lower)

Metric/Method for Measuring:

LAUSD Whole Child, My Integrated Student Information System (Misis), FOCUS dashboard, CA Dashboard

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	30.9%	25.9%	20.9%	15.9%	10.9%	5.9%
English Learners Students	23.8%	18.8%	13.8%	9.8%	4.8%	3.8%
Socioeconomically Disadvantaged Students	17.5%	12.5%	7.5%	5.5%	4.5%	3.5%
Foster Youth Students	0%	0%	0%	0%	0%	0%
Students with Disabilities	30.6%	25.6%	20.6%	15.6%	10.6%	5.6%
African American Students	33%	28%	23%	18%	13%	8%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	0%	0%	0%	0%	0%	0%
Filipino Students	66.7%	61.7%	57.7%	52.7%	47.7%	42.7%
Latino Students/Hispanic	32.2%	27.2%	22.2%	17.2%	12.2%	7.2%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	0%	0%	0%	0%	0%	0%
White Students	27%	22%	17%	12%	7%	2%

N/A = no data

Outcome #2:

Increase the percent of students with excellent attendance (96% or higher)

Metric/Method for Measuring:

LAUSD FOCUS Dashboard

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)	35%	40%	45%	50%	55%	60%
English Learners Students	48.75%	53.75%	58.75%	63.75%	68.75%	73.75%
Socioeconomically Disadvantaged Students	64.8%	69.8%	74.8%	79.8%	84.8%	89.8%
Foster Youth Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	36.1%	41.1%	46.1%	51.6%	56.6%	61.6%
African American Students	50%	55%	60%	65%	70%	75%
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	33.33%	38.3%	43.3%	48.33%	53.33%	58.33%
Filipino Students	0%	0%	0%	0%	0%	0%
Latino Students/Hispanic	35.7%	40.7%	45.7%	50.7%	55.7%	60.7%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	51.35%	56.35%	61.35%	66.35%	71.35%	76.53%

Outcome #3:

Percent of Students Who Feel Safe at School (per School Experience Survey)

Metric/Method for Measuring:

LAUSD School Experience Survey

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)	80%	82%	84%	86%	88%	90%
English Learners Students	70%	72%	74%	76%	78%	80%
Socioeconomically Disadvantaged Students	77%	79%	81%	83%	85%	87%
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students/Hispanic	80%	82%	84%	86%	88%	90%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	73%	75%	77%	79%	81%	83%

GOAL #3

Engagement and Collaboration

Working closely with families and community partners, the district will engage, develop, and empower students to reach their full potential. Los Angeles Unified and its Affiliated Charter Schools, including Plainview Academic Charter, will leverage resources and programs within the larger community to provide services that support the whole child.

Related State Priorities:

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

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

Plainview ACA will have monthly SSC, LSLC, ELAC, Coffee with the Principal meetings, parent workshops, and annual Title I meetings to engage parents and keep them informed. Plainview also holds Parent-Teacher Conferences, Back-to-School Night, and Open House Nights. Parents are kept informed through weekly Blackboard Connect messages, emails, school website, flyers, texts, marquee, and monthly Pioneer Press Newsletters.

Expected Annual Measurable Outcomes

Outcome #1:

Increase the percentage of parents reporting: "This school includes me in important decisions about my child's education"

Metric/Method for Measuring:

LAUSD School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	87%	89%	91%	93%	95%	97%
English Learners Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A

GOAL #3

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Working closely with families and community partners, the district will engage, develop, and empower students to reach their full potential. Los Angeles Unified and its Affiliated Charter Schools, including Plainview Academic Charter, will leverage resources and programs within the larger community to provide services that support the whole child.

Related State Priorities:

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

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

Plainview ACA will have monthly SSC, LSLC, ELAC, Coffee with the Principal meetings, parent workshops, and annual Title I meetings to engage parents and keep them informed. Plainview also holds Parent-Teacher Conferences, Back-to-School Night, and Open House Nights. Parents are kept informed through weekly Blackboard Connect messages, emails, school website, flyers, texts, marquee, and monthly Pioneer Press Newsletters.

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Outcome #1:

Increase the percentage of parents reporting: "This school includes me in important decisions about my child's education"

Metric/Method for Measuring:

LAUSD School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	87%	89%	91%	93%	95%	97%
English Learners Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #2:

Percent of parents reporting: "I can easily find information about parent workshops or other programs offered at this school."

Metric/Method for Measuring:

LAUSD School Experience Survey

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	87%	89%	91%	93%	95%	97%
English Learners Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #3:

Percent of Parents Reporting: "This school provides me with information (verbal and written) I can understand."

Metric/Method for Measuring:

LAUSD School Experience Survey

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)	93%	94%	95%	96%	97%	98%
English Learners Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

GOAL #4

Operational Effectiveness and Investing in Staff

To provide and maintain basic services for students, the Plainview ACA will assign teachers in accordance with their credentials, including subject matter and EL authorizations. The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter. The school will achieve and maintain an overall “good” rating or equivalent on annual review(s) of school facilities.

Related State Priorities:

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

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

- Annual review of school compliance with credentialing, assignment requirements, and of teacher hiring procedures by the principal
- Annual Williams instructional materials review and certification process
- Annual budget review and planning to ensure funds are available for instructional materials
- Internal and/or District annual review(s) of the state and condition of its facilities
- Ongoing maintenance and repair log, with bi-annual inspection of school facilities by Plant Manager and Principal
- Annual review of ELD and special education programs to identify and obtain all instructional materials needed

Expected Annual Measurable Outcomes

Outcome #1:

Plainview ACA will achieve and maintain an overall “good” rating or better on annual review(s) of school facilities.

Metric/Method for Measuring:

William Facility Inspections Annual Review, School Accountability Report Card

APPLICABLE STUDENT GROUPS	Baseline <small>(Based on most recent data available)</small>	Year 1 of Term	Year 2 of Term	Year 3 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 4 of Term <small>(Not applicable if categorized as Low Performing)</small>	Year 5 of Term <small>(Not applicable if categorized as Low Performing)</small>
All Students (Schoolwide)	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
English Learners Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Socioeconomically Disadvantaged Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Foster Youth Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating

Students with Disabilities	“Good” or Better Rating					
African American Students	“Good” or Better Rating					
American Indian/Alaska Native Students	“Good” or Better Rating					
Asian Students	“Good” or Better Rating					
Filipino Students	“Good” or Better Rating					
Latino Students	“Good” or Better Rating					
Native Hawaiian/Pacific Islander Students	“Good” or Better Rating					
Students of Two or More Races	“Good” or Better Rating					
White Students	“Good” or Better Rating					

Outcome #2:

Plainview ACA will assign 100% of teachers in accordance with their credentials, including subject matter and EL authorizations.

Metric/Method for Measuring:

Annual Review of School Compliance with Credentialing and Assignment Requirements

APPLICABLE STUDENT GROUPS	Baseline (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%

Outcome #3:

Plainview ACA will provide 100% of students with sufficient access to 100% of standards aligned instructional materials necessary to participate fully in the educational program described in the school charter.

Metric/Method for Measuring:

Annual Williams Instructional Materials Review and Certification Process

APPLICABLE STUDENT GROUPS	Baseline (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**Our Vision for Student Outcomes**

Plainview ACA's instructional program includes an integrated, inquiry-based K-5 STEAM curriculum aligned with the Common Core State Standards. Through project-based learning, students learn to ask questions, develop and use models, plan, conduct investigations, and analyze data. They use mathematics and computational thinking, construct explanations, and engage in arguments from evidence. Plainview ACA is focused on teaching students how to effectively communicate verbally and in written form and may find themselves reporting on investigations and their findings connected to real-world phenomena and problems.

STEAM projects involve the integration of observable scientific natural world events or situations that spark curiosity and prompt students to investigate and explain the underlying scientific concepts through experimentation and inquiry. Plainview ACA

uses Full Option Science System (FOSS) lessons that align with the Next Generation Science Standards (NGSS). One of the highlights of these lessons is when teachers bring in live specimens so students can be active investigators with observable phenomena to develop scientific reasoning. Some of these specimens include crawfish, snails, fish, silkworms, and butterflies to teach hands-on science lessons to engage students and get them curious about the natural world.

There is a strong emphasis on hands-on learning at Plainview. Students may utilize several media resources such as the makerspace, visual and performing arts classes, Grand Vision Music classes, Computer Science for Good Club, Plainview Pioneer Science Explorers Club, Conga Dance Workshop, and E-Sports for Good Club when funding permits. Plainview ACA programs embrace the following key elements:

- Mastery of California State Standards: Mastery of the state standards are essential for meeting grade level requirements. Teachers ensure lessons address specific standards and objectives. These are posted and shared with students. The standards are also used to create grading rubrics to identify areas of strengths and challenges with the identified standard. Students become familiar with the standards and can track their progress towards mastery of grade level standards with ease. State standards are also a crucial aspect of making sure the school is meeting the academic needs of all students. Mastery of state standards serve as the foundation among all Plainview ACA stakeholders in the design of the curricular program, delivery of instruction, determination of performance progress, and alignment of school plans.
- Challenging Curriculum: Plainview ACA's curriculum is aligned to state standards and incorporates 21st Century skills and International Society for Technology in Education (ISTE standards) within each unit. In every grade level, students participate in two project-based learning experiences focused on a real-world phenomenon/problem. The curriculum incorporates STEAM hands-on, project-based learning in a cooperative group instructional setting. Opportunities for a multitude of depth of knowledge questioning, levels of engagement, and English Language Development standards are reflected in each lesson.
- Teachers Matter: Plainview ACA teachers are held to high expectations and must be knowledgeable in the latest research, methodologies, and pedagogies. Educators are committed to ongoing growth and professional development to ensure effective instruction that promotes academic success. They participate in weekly professional development, attend Local District trainings, and have even participated in national level training and workshops.
- Plainview ACA teachers take pride in developing networks of expertise and peer support. Plainview ACA hosts frequent training and workshops for the staff during Bank Time Tuesdays, after-school training, and/or during grade level meetings.
- Professional Development: Staff and faculty have participated in numerous professional development trainings that align with Plainview ACA's mission "to impart to students the skills they need to succeed in the 21st century." Many

of these have been done school-wide, but teachers have also taken the initiative to attend training courses in their own time to gain new skills and knowledge to enhance their teaching practice.

- PDs that Plainview ACA educators have participated in include: Code.org, FOSS Science, Computer Science, UFLI, LETRS, Orton Gillingham, 95% Group Phonics, Write from the Beginning and Beyond, Climbing the Ladder of Reading and Writing, Amplify, CKLA, CGI Math, Math Recovery, Building Fact Fluency, Eureka Math, and 2nd Step SEL. Teachers at Plainview ACA not only participate in PD, but they also lead PD and workshops for educators, and attend conferences to stay current and further their pedagogical practices. These conferences include the National Science Teaching Association (NSTA) conference, National Council of Teachers of Mathematics (NCTM) conference, Computer Using Educators (CUE) conference, and the CA STEAM Symposium.

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

Plainview ACA uses the state approved English Language Arts curriculum provided by LAUSD - AMPLIFY Core Knowledge Language Arts (CKLA). Amplify CKLA puts research into action with explicit, systematic foundational skills instruction and a proven knowledge-building sequence. In collaboration with education experts and practitioners, it provides powerful resources that deliver tangible results. Research shows students need explicit phonics instruction in addition to content knowledge. The curriculum focuses on knowledge-building to support comprehension and promotes broader world view thinking. High-impact instructional strategies are implemented as well to address student needs in ELA. These include the use of complex text to support critical thinking, engaging/high interest text across content, collaborative learning, Depth of Knowledge (DOK) questioning techniques, differentiated instruction, close reading, specific feedback and activating prior knowledge to facilitate with comprehension and having students actively engage with texts through guided and rigorous discussions.

Plainview ACA implements an instructional program that aligns with the California ELA/ELD Framework. The program gives students meaningful opportunities to engage in content knowledge, effective expression, language development, foundational skills, and making meaning through the integration of reading, writing, speaking, listening, and language. Students are also cognitively engaged with conversational opportunities, the use of Thinking Maps, graphic organizers, discussing content, and engaging in Tier 2 & 3 vocabulary development activities. Applications such as Amplify, Authentic Trade Literature, online readers, and digital interactive e-

books, IXL, are used to supplement the instructional program.

Students access content knowledge by incorporating reading, writing, and text analysis across the curriculum by integrating content from science and social studies standards during language arts instruction. Not only does this prepare students as 21st Century learners but also exposes them to the rigor necessary to access the Smarter Balanced Assessment.

When making meaning of texts, students develop the necessary habits to become proficient readers. Strategies such as close reading and answering text dependent questions by citing textual evidence are used to build proficiency with the Common Core State Standards (CCSS). In grades K-5, students interact with a balance of fiction and informational texts, building complexity by utilizing complex text. Students engage in critical thinking, reading, and writing by analyzing text through the lens of content. To build strong communicators, students have many opportunities to share and build upon each other's ideas and express their opinions around texts. Students can combine these skills to compose meaningful written and oral presentations.

Based on the 2023-24 ELA Smarter Balanced test results, 66.41% of Plainview students in grades 3-5 understand stories and information they have read, 79.85% are able to find and present information about a topic, 79.85% understand spoken information presented to them, and 49.76% are able to communicate in writing. These ELA percentage scores, when seen holistically, have set the baseline for the school wide implementation of the Write from the Beginning and Beyond program (WFTBB) to further enhance students' reading and writing abilities by enhancing their ability to be able to understand stories and information presented or read (by collecting text evidence), to be able to find and present information about a topic (through the integration of Thinking Maps), and to communicate their learnings verbally (by conducting oral rehearsals) and through writing (utilizing the Thinking Map writing process). Each module includes genre-specific goals and expectations for each grade, classroom-ready mini-lessons and activities, modeling strategies, and analytic rubrics. Plainview has now built a whole-school culture for effective writing which is vertically aligned, developmentally appropriate curriculum, and continues to support students' critical writing and communication skills necessary to do well on the SBAC written performance task portion and to become college and career ready.

Using the Write from the Beginning and Beyond (WFTBB) curriculum, students receive explicit and systematic instruction on all three of the writing text types (Narrative, Opinion, and Informative) described in the Common Core State Standards. The WFTBB process is then applied to other classroom writing lessons where students find their writer's voice, explore the art of crafting sentences, and constructing thoughtful pieces of writing. Teachers further implement WFTBB when reviewing California Assessment of Student Performance and Progress (CAASPP) Writing Performance Task samples that align to the Smarter Balanced Assessments being used to determine students' academic ability to effectively express themselves through writing. Student artifacts demonstrate the incorporation of all levels of Depth of Knowledge.

Teachers also supplement the ELA instructional program by incorporating UFLI (University of Florida Learning Institute), 95% Group, iREADY, Amplify, IXL and CKLA

intervention lessons into daily instruction to support Tier 2 instruction during small group blocks and Learning Academies. Students access the digital ELA Amplify Reading and iReady lessons to improve and refine their Language Arts skills throughout the school week.

In grades K-2, our students receive explicit and systematic instruction in foundational skills. The school implements the Early Language and Literacy Plan (ELLP) which provides targeted small group instruction based on DIBELS data analysis and helps meet the diverse needs of our student populations. Teachers work collaboratively in grade level teams to plan foundational skills instruction and give students opportunities for hands-on strategies to engage in phonemic awareness and phonics instruction. In grades 3-5, students focus on advanced phonics, multisyllabic words, and vocabulary development to build fluent readers with the ability to comprehend complex grade-level texts. Tier 2 and Tier 3 interventions are also provided during class, in the Learning Center, and in the after-school intervention program.

Students who require additional support in necessary foundational skills for literacy achievement can attend the Learning Center during the school day. The Learning Center is staffed with highly trained paraprofessionals supervised by the Target Student Population Coordinator, Intervention Coordinator, and/or Resource Specialist Teacher. Student progress is frequently monitored through DIBELS, iReady, and/or informal assessments to target instruction, make flexible groupings, determine next steps and determine the exit criteria for students making academic progress.

The Learning Center provides direct services to support specific needs of students in a small group setting. Students develop foundational skills and learn strategies to best access the curriculum based on their specific learning style. This is implemented by rotating groups from each grade level throughout the instructional day. Some of the resources used are CORE Phonics, UFLI, 95% Group, and Heggerty. Progress monitoring is conducted every 6 to 8 weeks to track progress and determine areas of strength and need.

Plainview ACA takes a multi-faceted, data and research-based approach to ensuring student literacy success. We work to prepare students for elementary, middle, high school and college or career and beyond so that they can be active, impactful worldly citizens.

English Language Development

Amplify CKLA has an ELD component that is used by teachers during the mandated Designated English Language Development (dELD) instructional time, beginning with Start Smart lessons. LAUSD created online resources and Specially Designed Academic Instruction in English (SDAIE) strategies are used to enhance English Learner students' daily integrated and designated English Language Development lessons. Teachers also make use of the "Essential Instructional Approaches for Multilingual Learners" trifold. The trifold maximizes academic discourse during implementation of a Comprehensive ELD Program (Designate and Integrated ELD).

English Language Development is embedded throughout the instructional

program through both Designated ELD (dELD) and Integrated ELD (iELD). During Designated ELD, our English Learners develop their skills necessary to express themselves in the English Language. English Learners are also given language development within the context of reading and writing during ELA instruction.

Teachers at Plainview ACA attend to the language learning needs of English Learners by implementing a comprehensive ELD Program. The comprehensive ELD program consist of:

1. Designated ELD, a daily instructional block where teachers use the CA ELD Standards to plan lessons that focus on language development that build into and from content instruction.
2. Integrated ELD is provided throughout the school day where teachers with English Learners use the CA ELD Standards in tandem with the content standards to support English Learners with their linguistic and academic progress.

Teachers design both Designated and Integrated ELD lessons using research based high impact practices. These practices focus on fostering academic interactions, using complex text, and fortifying complex output. Teachers explicitly model constructive conversations and provide many opportunities for students to engage in academic collaborative discussions. In addition, teachers identify and use grade level complex text to build students abilities to practice and learn disciplinary literacy and language skills. Teachers also support students to communicate their ideas in oral presentations and writing using academic language. Progress monitoring occurs throughout each unit of study. Teachers use curriculum integrated formative assessments to provide feedback and plan next steps based on students' language needs. Additionally, teachers regularly review student data to monitor progress toward reclassification.

Mathematics

Plainview has adopted the Eureka Math curriculum as its core math program, which provides a comprehensive and rigorous framework for student learning. To enhance instructional effectiveness, teachers incorporate several research-based strategies, including Cognitive Guided Instruction (CGI), which emphasizes students' problem-solving abilities and conceptual understanding, and Building Fact Fluency, designed to ensure students develop strong mental math skills. Additionally, teachers use the Three-Phase Process, which involves presenting math concepts, guiding students through independent practice, and engaging in collaborative problem-solving.

Math Talk Moves are also implemented to encourage student discourse, allowing them to articulate their thinking and engage in critical discussions with peers. To further personalize learning, teachers integrate iReady, an individualized online platform, that provides targeted lessons and practice tailored to each student's needs, allowing for continuous growth in mathematical proficiency. These high-leverage pedagogical approaches, combined with a focus on the California Common Core State Standards, work together to ensure students gain a deep and meaningful understanding of math concepts. These strategies have helped boost Plainview ACA's math test scores.

The iReady program is used to assess and develop students' math skills. iReady assessments are given at least three times a year to identify each student's academic strengths and areas of need. For students needing extra support, intervention and enrichment lessons are provided using the iREADY platform with targeted lessons based on their individualized need.

Teaching tools available from the state, such as the Interim Assessment Blocks (IABs) from the Smarter Balanced Assessment Consortium, are used in grades 3-5 to ensure that students are prepared to take the state summative assessment at the end of the school year. These tools may also be used by teachers as a formative assessment tool to monitor and supplement the instructional program.

To support teaching and learning, teachers collaborate using the Plan, Do, Study, Act (PDSA) cycle. According to Saunders and Marcelletti, when "done regularly and systematically across the school year and with the explicit purpose of improving teaching and student learning, teacher collaboration has the power to turn ideas and information into well-honed practices" (Teacher Collaboration Handbook for ILT/PDAR, p.2). The PDSA cycle includes planning for a lesson or unit, teaching the lesson or unit, studying the effects of the lesson or unit on student learning, and reflecting and acting on findings. Teachers use the CA Math Framework as a resource tool to support a deepening of their understanding of the Common Core State Standards in Mathematics during these cycles. Additionally, studying the CA Math Framework during the PDSA cycles supports teachers in decision making on how to best use the district adopted Mathematics curriculum to effectively teach the Common Core State Standards. Utilizing PDSA cycles also serve to support teachers in addressing the specific needs of targeted student populations including English Learners, At-Risk students, and Economically Disadvantaged students.

History-Social Science

Plainview has adopted Impact Social Studies California as its history-social science curricular program. It is a K-12, dynamic, student-centered curriculum designed to empower students to discover their role in their communities, the nation, and in the world. It uses trusted, age-appropriate content that engages students through graphic novels, videos, and Kahoot! quizzes, and primary sources. The program immerses students in learning experiences that help them build their knowledge and critical-thinking skills necessary to thrive in our ever-changing society.

Science

Plainview continues to make gains on the California Science Test, otherwise known as CAST. When the 2022-23 to 2023-24 school years are compared, there was 5.58% gain from 12.20% to 17.78%. The English Learner subgroup had the largest increase from 16.66% to 21.62%, an increase of 4.96%.

Plainview continues to use Full Option Science System (FOSS) as its main hands-on research-based science curriculum. It is designed as a ladder series of experiences that cumulatively develop students' knowledge and scientific thinking across all three dimensions. It comes with complete equipment kits ideal for elementary classrooms.

Plainview teachers include and make explicit the seven Next Generation Science Standards (NGSS) Crosscutting Concepts. The Crosscutting Concepts are ideas that go across scientific disciplines and allow students to develop a deeper understanding of scientific practices. As with the Science and Engineering Practices, teachers and staff create opportunities for students to use the Crosscutting Concepts to make connections and explain real-world phenomena. The three dimensions of the Next Generation Science Standards are the following:

1. Science and Engineering Practices (what students do)
2. Disciplinary Core Ideas (what students know)
3. Crosscutting Concepts (how students think)

Plainview ACA teachers place priority on three-dimensional teaching and learning. In order to make sense of science phenomena, to answer questions, and solve problems, teachers and students need to understand how all three of the NGSS dimensions (Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas) work together, are used by scientists, and how they are to be taught in grades K-5 classrooms. During grade-level meetings, Plainview ACA teachers review FOSS lessons and incorporate this three-dimensional approach to science teaching and learning. Teachers ensure students are engaging in all three dimensions by planning active investigations for collaborative groups, creating guiding questions, reviewing readings and online digital activities, and reviewing formative assessment.

Teachers continue to include more science learning opportunities that are connected to real-world phenomena. Scientists and engineers do not go to work each day to memorize facts and lists of vocabulary words. Their job is to answer questions and solve problems based on applicable, complex problems. The selection of lessons is purposeful and based on their relevancy in preparing Plainview students to be future scientists and engineers, leading the future

Plainview ACA's school community embraces the idea that, "Science learning in school leads to citizens with the confidence, ability, and inclination to continue learning about issues, scientific and otherwise, that affect their lives and communities." (A Framework for K-12 Education, NRC, 2012). Faculty includes and make explicit the eight NGSS Science and Engineering Practices (SEPs) with a focus on constructing student scientific explanations and engagement in argument from evidence. These practices and engineering projects reflect the actions and behaviors of professional scientists and engineers, who make use of the Engineering Design Process at every grade level.

Plainview ACA wants to empower students by helping them think and act as scientists and engineers. They achieve this by discovering why and how scientific phenomena occur and using their knowledge to help solve real-world problems. Students are provided meaningful opportunities to engage in the eight practices each year of their K-5 experience. Our students gain experiences through hands-on experiences, project-based learning activities like creating gardens, conducting science experiments, engaging in design challenges, using technology tools, and incorporating math concepts into real-world all while fostering critical thinking and problem-solving skills through collaborative work in small group.

Visual and Performing Arts

It is proven that students can learn at a higher rate by applying test-based knowledge paired with hands-on experiences with science, the arts, technology, and media. Students exposed to the arts learn to think creatively and solve problems by imagining various solutions and rejecting outdated rules and assumptions.

Plainview ACA continues to integrate the arts and sciences into the core content areas as a platform to accelerate critical thinking and innovative learning. Plainview maintains its commitment to provide students with many curricular trips and programs throughout the school year. This fosters cultural literacy and enhances their understanding of their communities. Faculty works closely with the Local District Arts integration specialist and department to design interdisciplinary units that align with the schools' goals and reinforce 21st century learning.

Theater and Visual Arts are just two examples of the LAUSD programs the school has to offer. Depending on funding, Itinerant Art teachers may be purchased or provided by the district. The Arts Department assigns personnel trained to provide focused, concrete, and STEAM integrated arts instruction. Through the arts, our students expand their creativity, develop critical thinking skills, make real world connections, and build their self-esteem and self-confidence. When integrated into other core subject areas, through STEAM, their learning is supported and extended.

Arts Instruction is aligned to the California Arts State Standards. Instructional strategies such as Constructive Conversations, SDAIE, and cooperative and collaborative groupings are used to provide students with multiple hands-on learning activities and opportunities. For students requiring additional support, scaffolding, differentiation, and guided/modeled lessons may be incorporated throughout the lessons.

Health

Plainview ACA uses The Great Body Shop for health curriculum. The Great Body Shop is a comprehensive health education curriculum that is sequential, developmentally appropriate, culturally sensitive, and medically accurate. The Great Body Shop is aligned to the National Health Education Standards, the National Sexuality Education Standards, the Centers for Disease Control and Prevention (CDC), and Characteristics of Effective Health Education Curriculum. Furthermore, this curriculum contains the core concepts recommended by CDC's Health Education Curriculum Analysis Tool (HECAT). The program consists of consumables that cover specific topics, are easily readable, and are aligned to the California Content State Standards. The Wonder Years is also used by the fifth grade for puberty curriculum. The Wonder Years is the LAUSD approved curriculum and meets the state standards.

Physical Education

Physical Education state content standards are used to create lessons and to monitor students' progress. Students practice motor skills, movement patterns, and increase flexibility to perform fitness activities. Students build a healthy, balanced body and mind through various intramural sport activities and drills. All Physical Education

standards and mandates are addressed with the dedicated time of 200 minutes (about 7 hours) every 10 instructional days for psychomotor skills development.

Intervention and Enrichment Programs

Plainview provides target high-impact literacy, mathematics, and writing instruction. Intervention is provided to support at-risk students in grades K-5 (i.e., below and well- below benchmark on iReady, DIBELS, informal assessments). This strategy provides high impact phonics, writing, and reading comprehension instruction and for students not meeting benchmark at the end of the school year on DIBELS, iREADY, and/or SBAC assessments through:

- The implementation of high-quality instruction to improve student outcomes through ongoing data analysis, grade level planning, professional development
- The implementation of ELLPS Academies in grades K-2 and small group instruction in grades 3-5
- The implementation of Write from the Beginning and Beyond program (WFTBB)
- The Intervention Coordinator and instructional assistants provide targeted tiered small group support to students in grades K-5.
- Ongoing monitoring, planning for instruction, and evaluation of impact based on pre and post assessments, mini assessments throughout the program using iReady, DIBELS, and formal and informal ELA and Literacy Assessments.

Plainview also supplements its STEAM program, when funding is available, by incorporating during-the-school-day programs such as Meet the Music and after school clubs and workshops such as the Grand Vision Music Master Class where students learn how to read music along with learning how to play an instrument such as violin, recorder, or percussion instruments, Conga Dance Workshop, Plainview Pioneer Science Explorers Club, eSports for Good Club, and Computer Science for Good Club. These programs all the school to meet their goal of providing high-quality fine and performing arts education to all students.

Joy and Wellness

Plainview ACA has a School-wide Positive Behavior Intervention Support (SWPBIS) team that supports teachers with Second Step, Positive Behavior Interventions & Supports, and Restorative Practices. These strategies are used throughout the school day to help students grow into well-rounded individuals equipped with the necessary social and emotional skills to navigate their lives successfully. Positive behavior expectations are set school-wide. Teachers support positive behavior in the classroom and provide weekly SEL lessons and reminders on how to be safe, respectful, and responsible citizens. Plainview ACA also implements Caught Being Good, a positive behavior initiative used to support students' school-wide. When students are “caught” following the school expectations, they are given raffle tickets. A raffle is then held, and students have the chance to win prizes to encourage and

motivate positive behaviors.

PDSA Cycles

Plainview ACA uses the Plan-Do-Study-Act Cycle (PDSA Cycle) to help refine instruction's effectiveness. Cycles are set into motion based on school wide and grade level academic needs and agreements. Each cycle consists of four steps that are repeated over time with the goal of continuous improvement:

- 1) Teams identify barriers
- 2) Think critically about a program or practice
- 3) Plan for improvements
- 4) Create cycles of improvement leading to better outcomes

Teachers can target specific student needs, specifically those of targeted student populations that include At-Risk, English Learners, Foster Youth, and Economically Disadvantaged students.

Technology

Plainview ACA has always believed that students needed access to technology and invested heavily in student devices and classroom promethean boards. Plainview ACA has had one to one student devices since 2018 and was the first school to put a promethean board in each classroom for student and teacher use.

Plainview ACA believes technology is an integral component to instruction and learning. Its goal is to continually install media presentation capabilities in all of its classrooms and be readily available to all teachers and students to use at any time and in any place. It is also the school's belief that access to technology is no longer an option, but a 21st Century requirement for teachers and students to have access to online programs, assessments, research and data, collaboration, and curricular software interventions. Technology, with the infinite opportunities it represents, plays a central role in our students' daily lives and keeps them connected to their peers, teachers, and their global community.

Plainview ACA Students have become familiar with desktop computers, Chrome books, Promethean Boards, and iPads. They use Amplify Reading, iReady, word processing, and other online applications to enhance their access to the core curriculum and prepare them for a technologically advanced society. Students develop skills and become familiar with various applications to accomplish goals in all other disciplines, such as spreadsheets, Photoshop, Keynote, PowerPoint. Students understand the use of current technology and its real-world applications. Students learn to navigate the Internet safely while conducting research.

Plainview faculty continue to integrate the use of technology into all core content areas to promote access, equity, and build 21st century skills. Plainview ACA continues to produce technology-based projects.

Student Testing/Assessments

Prior to the first day of instruction for the new academic year, all teachers receive and analyze the incoming students' DIBELS, iREADY, ELPAC, EL monitoring roster, RFEP monitoring roster and SBAC performance data. Additionally, teachers are provided a copy of each student's comprehensive report using District available platforms. Through data analysis, teachers identify students for groupings, intervention, and extension. Instructional priorities are also identified. Weekly, teachers meet in grade-level groupings to evaluate students' progress towards meeting the instructional learning goals.

Authentic assessments are on-going and supplement a teacher's ability to evaluate the student over time and in a variety of settings. Authentic assessments may include digital and non-digital portfolios, journals, work samples, homework, teacher-devised tests, teacher observations, checklists, anecdotal records, publisher-provided criterion referenced tests, projects and performance assessments. In conjunction with standardized and authentic assessments, Plainview ACA teachers also use daily informal observations, weekly quizzes and tests, class work, and project assignments to help identify immediate areas of concern and to guide instruction.

STEAM Curriculum

Plainview ACA is collectively committed to becoming a LAUSD certified STEAM school. Through its instructional program, school clubs, workshops, committees, and councils, Plainview continues to:

- Communicate a STEAM vision to all stakeholders
- Align the academic, culture, and leadership activities to the school's STEAM vision
- Establish a School STEAM Professional Development calendar
- Schedule collaborative times to plan for professional learning
- Establish two-way communication with stakeholders utilizing existing avenues of communication
 - Coordinate systematic school-wide STEAM instructional initiatives
 - Provide opportunities to participate in STEAM events, fundraising, grant writing, and many other various extended day options.
 - Form collaborations and partnerships among STEAM schools and outside agencies (e.g., District coordinators, universities, conferences, and outreach organizations).

Plainview ACA is embarking on the following collaborative initiatives:

- Continue with STEAM vision and pilot certification process
- Maintain Plainview's Common Sense School Certification and pursue Individual teacher Digital Citizenship Certifications
- Expand the Performing and Visual Arts and Engineering Programs
- Form STEAM partnerships and continue to seek STEAM related grants
- Leverage digital resources (e.g., Schoology, Parent Portal) to enhance and improve teaching and learning practices

- Share STEAM learnings, strategies, practices, and successes among with stakeholders

Universal 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.

Plainview's Universal Transitional Kindergarten (UTK) follows the Preschool Learning Foundations Standards as standards of learning and uses the Universal Design for Learning strategies to make the curriculum accessible to all students.

It uses the Creative Curriculum program as its main instructional program which consists of five fundamental principles:

- 1) Positive Interactions and Relationships with Adults
- 2) Social–Emotional Competence
- 3) Constructive & Purposeful Play
- 4) Physical Environment
- 5) Teacher–Family Partnerships

Creative Curriculum is a play-based program that is both child-led and teacher-led. It is broken into investigative studies (e.g., Beginning the Year, Trees, Clothes, Buildings, Balls, Reduce, Reuse, Recycle, Pets, Water, Wheels, and Exercise). Each study starts by accessing students' prior knowledge and building upon their conceptual understanding and lasts between 4 to 6 weeks. The curriculum also includes Intentional Teaching Cards which work on Social Emotional Learning, Literacy, Math, and Physical Development.

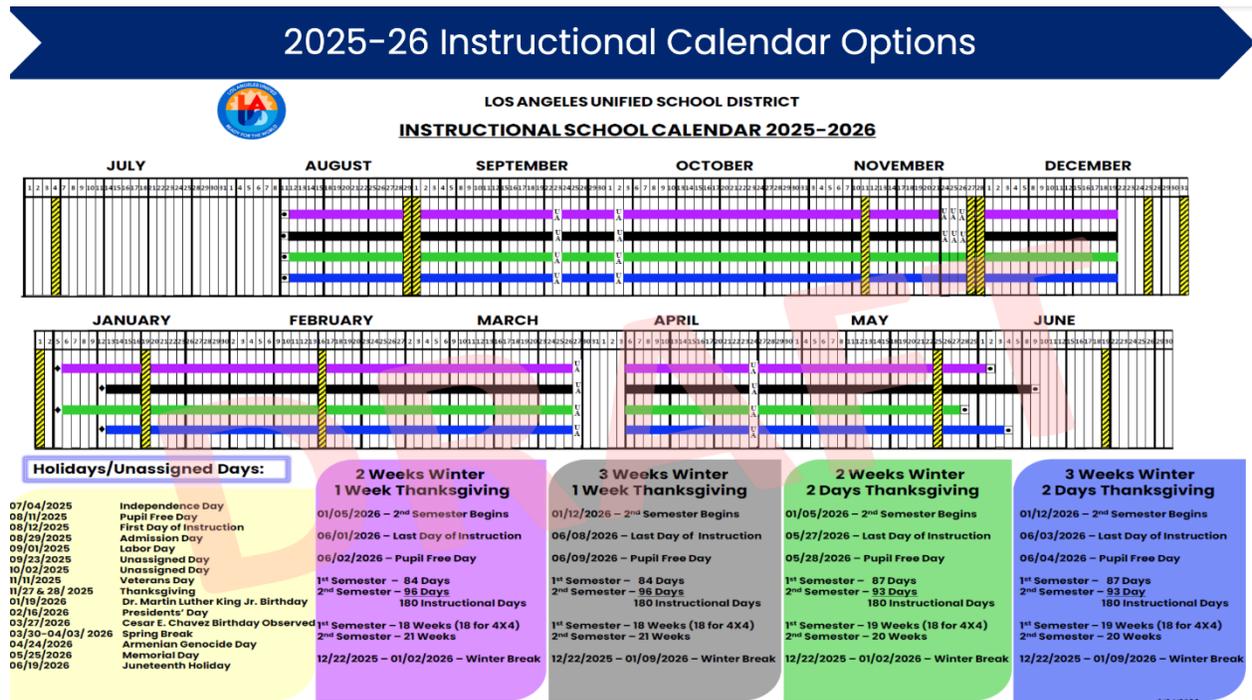
UTK is focused on developing the whole child. Students learning experiences consists of interest areas such as: library, building blocks, dramatic play, discovery, toys, and games (manipulatives), art, writing, music, water/sand, and listening/technology learning centers. Students can expect to have breakfast in the classroom (BICs), morning circle, music and movement, small groups, inside/outside choice time, story time (read-aloud), health routines (bathroom, washing hands), lunch, and goodbye circle as part of their daily instruction.

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.

Plainview ACA will continue to follow the traditional academic calendar set forth by the Los Angeles Unified School District. Regular days start at 8:10 and dismissal is at 2:35 pm. Every Tuesday is a banked day, and dismissal is one hour earlier at 1:35 pm. There are a total of 8 minimum days with dismissal at 12:58 pm and two shortened days with dismissal at 1:58 pm. Plainview ACA uses the Los Angeles Unified online bell calculator to ensure the that minimum number of instructional minutes required by California Education Code are met for each grade level.



Bell Schedule for 2025- 2026:

Teachers have the flexibility to design their daily classroom schedule. The bell schedule for all grades TK through 5th at the Plainview Academic Charter Academy will be:

SAMPLE OF STANDARD SCHEDULE (325 Minutes)		
8:05 AM	Warning Bell	
8:10 AM	School Begins - Language Arts	80 minutes
8:30 AM	Designated English Language Development	30 minutes
9:40 AM	Recess Begins - Kindergarten	20 minutes
10:00 AM	Recess Begins - Grades 1-5	20 minutes

10:20 AM	Physical Education	55 minutes
10:40 AM	Math	90 minutes
11:30 AM	Lunch Begins - Kindergarten	40 minutes
11:50 AM	Lunch Begins - Grades 2 & 4	40 minutes
12:10 PM	Lunch Begins - Grades 1, 3, 5	40 minutes
12:50 PM	STEAM (Science)	30 minutes
1:30 PM	Social Science	20 minutes
2:00 PM	Health and Arts	20 minutes
2:35 PM	Dismissal	

SAMPLE OF SHORTENED DAY (288 Minutes)		
8:05 AM	Warning Bell	
8:10 AM	School Begins - Language Arts	80 minutes
8:30 AM	Designated English Language Development	30 minutes
9:40 AM	Recess Begins - Kindergarten	20 minutes
10:00 AM	Recess Begins - Grades 1-5	20 minutes
10:20 AM	Physical Education	20 minutes
10:40 AM	Math	90 minutes
11:30 AM	Lunch Begins - Kindergarten	40 minutes
11:50 AM	Lunch Begins - Grades 2 & 4	40 minutes
12:10 PM	Lunch Begins - Grades 1, 3, 5	40 minutes
12:50 PM	STEAM (Science)	28 minutes
1:10 PM	Social Science/Health and Arts	20 minutes
1:30 PM	Health and Arts	20 minutes
1:58 PM	Dismissal	

SAMPLE OF BANK TIME TUESDAY (265 Minutes)		
8:05 AM	Warning Bell	
8:10 AM	School Begins - Language Arts	80 minutes
8:30 AM	Designated English Language Development	30 minutes
9:40 AM	Recess Begins - Kindergarten	20 minutes
10:00 AM	Recess Begins - Grades 1-5	20 minutes
10:20 AM	Physical Education	20 minutes
10:40 AM	Math	75 minutes
11:30 AM	Lunch Begins - Kindergarten	40 minutes
11:50 AM	Lunch Begins - Grades 2 & 4	40 minutes
12:10 PM	Lunch Begins - Grades 1, 3, 5	40 minutes

12:50 PM	STEAM (Science)	20 minutes
1:30 PM	Social Science	20 minutes
1:35 PM	Health and Arts	20 minutes
2:35 PM	Dismissal	

SAMPLE OF MINIMUM DAY (253 Minutes)		
8:05 AM	Warning Bell	
8:10 AM	School Begins - Language Arts	110 minutes
8:30 AM	Designated English Language Development	30 minutes
10:15 AM	Brunch/Recess Grades K, 2, 4	35 minutes
10:50 AM	Brunch/Recess Grades 1, 3, 5	35 minutes
11:10 AM	Physical Education	23 minutes
11:28 AM	Math	90 minutes
12:53 PM	Dismissal	20 minutes

Mathematics Placement Act

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

Plainview ACA is an elementary school and therefore does not participate in the California Mathematics Placement Act.

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.

Plainview ACA is an elementary school and therefore does not undergo 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.

Professional development is a critical component of the Plainview ACA instructional plan. It is an effective tool used to support teachers as they design curriculum to foster student success and negate gaps in learning. At the beginning of

the school year, Professional Development topics are selected to address student and staff needs and cover District-required topics. Staff suggestions are reviewed by the Leadership Committee comprised of the Principal, Coordinator(s), and Grade Level Chairs/teachers to determine if topics are appropriate, aligned with school goals, feasible to implement, and address areas of priority. The school professional development calendar of topics is presented to the LSLC for modification and ratification. Revisions by Local School Leadership Council (LSLC) to the PD plan are made as necessary throughout the academic school year.

Professional development topics are selected to support key instructional initiatives that drive measurable student achievement outcomes on SBAC, DIBELS, ELPAC and Reclassification rates. They also include topics that support the improvement of the school climate and culture.

Professional Development topics for the 2025-2026 school year may include:

- Implementation of the Early Language and Literacy Program, academies/small group instruction in grades K-5
- Analyzing DIBELS, iREADY, ELPAC, ELPI, SPSA Implementation Objectives and other school-based data to group students by academic need and target instruction and interventions
- Continuation of Write from the Beginning and Beyond trainings
- Designing and implementing CGI lessons, Number Talks, and embedding math practices in daily lesson
- Designated and Integrated English Language Development
- Reclassification criteria and progress monitoring
- Preparing for and implementing ELPAC
- Implementing the instructional and language supports for English Learners
- Effective use of the iReady learning management system to assess student progress and plan targeted intervention
- Designing and implementing STEAM lessons
- Implementation of Next Generation Science Standards
- Implementing Restorative Practices strategies and the Second Step program
- Implementing the effective use of instructional technology in classrooms
- Analyzing student achievement data and claims area performance from Smarter Balance Assessments to design instruction and advance learning
- Digital Citizenship and implementation of ITSE standards

Plainview ACA will continue to support and develop teachers by providing:

- Opportunities for teachers to attend conferences both in state and out of state to improve their knowledge and instructional practices in all subjects.
- Professional development workshops from experts from the specified field and from LAUSD.
- Teacher led professional development opportunities that may include National Board-Certified Teachers on staff.

- Special Education and Inclusive Practices Professional Development

Professional development is presented by the principal, leadership team members, Local District experts, lead teachers and outside professional experts. Grade level chairs facilitate grade level meetings that focus on reviewing student work and data, instructional planning and identifying at-risk students for intervention. Professional Development is scheduled and sequenced so that new instructional strategies have time for classroom implementation and gathering of student work samples. Work samples are shared at future professional developments to allow teachers time to analyze and reflect on the success of the strategies. Teachers conduct regular lesson studies and performance data analysis to identify areas of instructional needs.

Staff are encouraged to attend local, regional, and national conferences in Math, Science and Language Arts, Technology, Brain Science and other relevant or necessary areas. These opportunities allow teachers to stay on top of current education research and trends. These conferences provide teachers with access to experts in various fields and allow for participation in interactive sessions. Teachers are introduced to innovative resources that will directly impact our students' learning experiences. Teachers can sharpen skills, develop best practices and strategies that can be used cross-curricular. Teachers can engage in one-on-one conversations with industry experts, participate in product demos, and explore new teaching/learning tools and resources that will help sharpen teacher practice and boost student performance.

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*.

Plainview ACA follows the LAUSD's Master Plan and all policies and requirements for Emergent Bilinguals/English Learners. Designated and integrated English Language Development (ELD) instruction occurs daily for all Emergent Bilinguals/English Learners (EB/EL) until they reclassify. Reclassified students are monitored for academic growth and progress for four years after their reclassification date.

The principal and EB/EL Designee are responsible for ensuring that all EB/ELs are appropriately placed. The principal keeps classroom daily schedules and with his Administrative Team conducts periodic walkthroughs to ensure that ELD instruction is taking place at the identified times for the required number of minutes.

Teachers at Plainview ACA implement the ELD curriculum found in the LAUSD adopted Language Arts textbook series with fidelity. They attend professional development to learn instructional routines and pedagogy contained. LAUSD provided

instructional materials are also used. Plainview ACA teachers provide instruction during integrated ELD using research-based strategies and SDAIE methodology and the “Essential Instructional Approaches for Multilingual Learners” trifold to support maximizing academic discourse. Teachers also monitor student development in Designated ELD and Integrated ELD for progress towards the expected benchmark achievement in ELD and English Language Arts.

When students do not make adequate progress, teachers refer them to Student Success and Progress Team (SSPT) for intervention. The SSPT establishes and maintains contact with students’ families and provides teachers with goals and recommendations to meet each student’s needs. To track student progress using the Individual Reclassification Acceleration Plans (IRAPs) towards learning language outcomes, teachers (with the support of the Categorical Programs Coordinator) maintain a system of information that is well organized and contains authentic language samples of student progress using the Student Progress Form provided by the LAUSD Multilingual and Multicultural Education Department.

Plainview ACA SSPT meetings are designed to discuss the teacher, staff, or parent/guardians’ concerns about a student’s progress. The school invites the parent/guardian to meet with the SSPT to gather a deeper understanding of the student’s overall need which assists with developing a strategic targeted intervention plan for the student. The SSPT recommends entry and exit criteria for participation in the intervention. They recommend goals for systematic and explicit instruction.

The principal, coordinator(s), and specialized teachers at Plainview ACA supervise classroom instruction for content and pedagogy to ensure the delivery of Designated ELD and Integrated ELD is occurring. Through coaching conversations based on evidence collected during classroom observations, the principal and coordinator(s) provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of ELs and SELs. Regular classroom walkthroughs are conducted, followed by constructive teacher feedback to ensure that Designated ELD and Integrated ELD are being delivered in the manner outlined in the LAUSD English Learner Master Plan.

The leadership team, consisting of the principal, coordinator(s), and a resource specialist teacher(s), identify, design and implement appropriate interventions for ELs when they do not meet minimum progress benchmarks. The team utilizes multiple sources of data including DIBELS, ELPAC, SBAC, iReady, and formative assessments. Paraprofessionals are strategically placed to provide instructional support to ELs to ensure access to all core curricula.

Teachers at Plainview ACA understand intervention instruction is supplemental and in addition to the time allowed for core instruction. In all interventions, the curriculum addresses the student’s specific learning needs and progress is carefully monitored and reported. The principal, coordinator(s), and classroom teachers monitor progress using ELPAC levels, LAUSD student progress forms, formative assessments, ELPAC Interim Assessments, EL Monitoring Rosters, as well as diagnostic assessments such DIBELS and iReady.

Plainview ACA provides the following EL services to their students:

- Specially Designed Academic Instruction in English (SDAIE) which is a methodology consisting of a set of specific strategies centered around four elements-content, connections, comprehensibility, and interaction and designed to make instruction comprehensible and grade-level academic content accessible for English Learners.
- Primary language support in the student's home language is provided, when possible, to facilitate and enhance learning. It is provided by teachers who are bilingual or trained bilingual paraprofessional. It increases access to core curriculum taught in English.

Struggling EL students at Plainview ACA are taken to SSPT to further analyze any academic deficits. Plainview ACA holds an initial SSPT meeting to discuss teacher concerns about a student's progress. The school then invites the parent/guardian to meet with the SSPT. SSPT conducts an analysis to determine specific area(s) of need and instruction that targets those needs. The SSPT recommends entry and exit criteria for participation in the intervention. They recommend goals for systematic and explicit instruction.

Plainview provides regular, ongoing professional development for all teachers that serve EL students including the terms and implementation of the LAUSD Master Plan. Professional development strengthens teachers' understanding around Designated and Integrated ELD instruction. Professional development is differentiated by grade level, content and assignment, and includes special education and Gifted and Talented Education (GATE) teacher(s).

Teachers analyze student data to identify students' language and academic needs. They plan for differentiated instruction that is aligned to the curricular standards and use a blended learning model to supplement the District adopted ELD Benchmark program with literacy self-paced online lessons that allow English Learners to repeat activities as needed in order to build understanding, accelerate learning, and master concepts (e.g., iReady, Amplify Reading, Rosetta Stone). Also, teachers integrate a blended STEAM technology infused curriculum that makes use of mix modalities (auditory, visual, and kinesthetic) and mixed language supports to develop English language proficiency and STEAM content. Teachers develop and implement STEAM and Designated ELD curriculum that include real world scenarios, animations, videos, and three-dimensional models that help both fluent and non-fluent English speakers to improve the understanding of difficult or abstract concepts.

During each reporting period throughout the year, the principal, and Coordination of Services Team (COST) ensure that progress monitoring is done to identify students who may be incurring academic deficits in language and core content areas while learning English.

Plainview ACA monitors student's English development using the following:

- EL Section of the California Dashboard/ ELPAC Scores
- Individual Reclassification Acceleration Plans (IRAPs)
- ELPAC Interim Assessment data
- LAUSD EL Dashboard to review student progress toward reclassification

- EL Action Plans for individual students
- ELD Progress Profile (MISIS report)
- Benchmark Assessments such as DIBELS and iREADY
- Informal assessments such as Student Progress Forms
- Student work samples

Plainview ACA teachers are given current EL Monitoring rosters and At-Risk reports monthly for all EL students. The school identifies Potential Long-Term English Learners (PLTEL), students who have been in the EL program for 4+ years and targets their language needs to reduce the number of Long-Term English Learners (LTEL)

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.

Plainview Academic Charter Academy uses the LAUSD's Gifted and Talented Education (GATE) student identification process, adheres to District policies and procedures regarding GATE, and reimburses the District for GATE testing and processing on a fee-for-service basis. Following LAUSD's guidelines, students are identified as gifted in the high achievement category in the second grade with the OLSAT-8 test or through achieving 'Standards Exceeded' in ELA and math on the Smarter Balanced Assessment Consortium (SBAC) for 2 years.

Plainview ACA's gifted students demonstrate the need to receive regular learning opportunities that foster higher-level creative and logical thinking through project-based learning. These students, in conjunction with students in the Gifted & Talented Program (GATE), receive differentiated curriculum and advanced learning opportunities. Through long-term projects assigned and guided by the classroom teachers, students achieving above grade level are encouraged to develop projects that provide greater depth, complexity, novelty, and acceleration with the instructional content. Projects in the Visual and Performing Arts, Creativity, and Leadership categories are presented with portfolios as a part of the GATE referral process. Many projects incorporate the use of technology in the final presentation.

In addition to the project-based learning units described above, students achieving above grade level are provided differentiated instruction within the classroom. Under the direction of Plainview ACA's certified GATE Coordinator, staff members participate in professional development designed to increase the level of depth of knowledge questioning in instruction and enhance the level of content complexity dimensions.

Semi-annual meetings are held to review the GATE process and program support with stakeholders. Students demonstrating advanced achievement and giftedness in fine and performing arts are encouraged to apply to the LAUSD Conservatory of Fine Arts. e. We will continue to encourage our students to take

advantage of this opportunity. Identified Gifted students are supported in their domains by LAUSD and have access to all LAUSD resources.

The progress of identified GATE students is monitored by the GATE Coordinator, classroom and itinerant teachers, coordinator(s) and principal. This team reviews grades, iReady and DIBELS data, and teacher's observation after each reporting period and assessment window. The data collected determines if students are demonstrating above grade level achievement, exceptional creative thinking, natural leadership, or exceptional skills in designated categories. Annually, the principal and coordinator review SBAC results for GATE students to determine if they are performing in the 'Exceeds Standard' band in ELA and/or Math.

Students Achieving Below Grade Level

Plainview ACA has actively implemented COST and SSPT committees) per LAUSD Policy to provide a systemic approach to closing the opportunity and achievement gaps that students performing below grade level demonstrate. Through the utilization of multi-tiered systems, students are provided academic, behavioral, language development, and attendance support intended to increase academic success and promote wellbeing.

During COST meetings, students are identified for intervention. Data is reviewed from monthly instructional team analysis of student work samples, classroom assessments, teacher's observations, report card grades, SBAC scores, DIBELS' scores, iReady assessment data, English monitoring rosters, historical data showing trends and other contributing factors. Students are identified as performing below grade level if they meet one or more of the following criteria:

- Scoring below benchmark on DIBELS or iReady assessments
- Scoring 'standard not met' or standard nearly met' on SBAC
- Received course marks of 1 or 2

Once a student is placed in the Learning Center, they complete intervention cycles that last between 6 to 8 weeks (about 2 months). During intervention cycles, students receive targeted instruction focusing on foundational reading, writing, and/or comprehension skills. In the Learning Center, students are assessed in the beginning, middle, and end of the cycles to gauge their progress. St Once students reached their targeted goal or have made significant progress, they are excited from the Learning Center. Students who did not meet their goals or make adequate progress are referred for an SSPT meeting with parents and classroom teacher. This process allows for a more thorough discussion and analysis of the student's needs.

Plainview ACA's multi-tiered system for students achieving below grade level includes:

- Tier 1: Teaching using best practices (Part of Core Program)
 - Intervention Program: Targeted differentiated and small group instruction provided in the general education classroom through a teacher and/or T.A. during designated time for Learning Academies.

- Subject Areas: English, Math, English Language Development
- Tier 2: Interventions and Supports
 - Small group with classroom teacher and T.A. during designated time for Learning Academies
 - Learning Center: Small group with individualized instruction focused on specific learning goals and targets.
 - Subject Areas: English, Math, English Language Development
- Tier 3: Interventions and Supports
 - SSPT – Meeting between parents, classroom teacher, Resource Specialist Teacher, school psychologist, and other expert school staff to review a student’s case history and achievement data and develop specific learning goals and a timeline to meet goals through an Individualized Learning Plan.
 - Subject Areas: English, Math, English Language Development, Behavior Supports

Socioeconomically Disadvantaged

Plainview ACA identifies economically disadvantaged students based on free and reduced lunch applications. The application process is monitored by the cafeteria manager and principal. The principal and leadership team regularly review academic data for the Socioeconomically Disadvantaged subgroup to evaluate the students' academic needs and plan support. The principal and leadership team use subgroup data to align State and Federal resources with the goals for socioeconomically disadvantaged students articulated in the school plan.

Plainview ACA has been identified as socioeconomically disadvantaged which designates the school as a school-wide Title I program. Therefore, many of the supplementary services provided for this population of students are available to all Plainview ACA students. These supplemental services include the following:

- Access to computers, Chromebooks, iPads, and technology connected to the Internet in classrooms.
- Field trips to build students’ cultural literacy, background knowledge and academic language to locations including California Science Center, Natural History Museum, the Getty Center, Kidspace Children’s Museum, and the local public library.
- School site assemblies that give students access to curricular educational content that is engaging, culturally relevant and multi-sensory.
- Weekly individual counseling services for students provided through the school and outside agencies with LAUSD MOUs.
- Afterschool programs provided by Woodcraft Rangers and Youth Services that includes academic support, enrichment and psycho-motor activities.
- Free personal books for home are distributed to students multiple times each

year through RIF.

- Free school supplies and clothes provided by Operation School Bell for students in need.
- Afterschool enrichment clubs

A full-time coordinator(s) monitors these programs along with the principal to ensure that services are aligned to student needs and provide meaningful support to help economically disadvantaged students achieve at the same level as their more affluent peers. Classroom teachers, school coordinator(s), and principal review assessment data on an ongoing basis to determine school wide, grade levels, and individual student academic and social emotional areas of strength and needs to provide appropriate enrichment and intervention programs.

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

Plainview ACA will promote the achievement and wellbeing of students in other subgroups through strategies and programs by:

- Homeless students and students in foster care will receive additional support through LAUSD designated coordinators and counselors through the Homeless Unit and the Foster Care Program. Students eligible for the homeless program are identified from an annual survey and/or through self-reporting at enrollment.
- Students in foster care are identified through the school's Social Services. Services and resources are provided as needed including tutoring, counseling, and necessary supplies. School site support is provided to students in these programs through their teachers, categorical programs advisor, TSP Advisor, counseling staff, and/or other district and school funded out-of-the-classroom support personnel.
- Outside agency support is provided as needed through Plainview's ACA's collaborations. As a school-wide Title 1 program, around 88% of Plainview ACA's students qualify for free and reduced lunch. Breakfast, lunch, and supper are provided for all students. Students are provided pencils, paper, crayons, scissors, a folder for homework, and any required material for school use. Additionally, all students receive free books when funding and programs are available. No cost health screenings and services are coordinated through Nursing Services and Categorical Programs.
- Students with Disabilities' (SWD) progress is monitored by their IEP

(Individual Education Plan) team, teachers, and families through an analysis of growth as evidenced by obtaining 504 Plans, IEP goals, DIBELs, iReady Assessments, and performance on the SBAC. Students with Disabilities receive intervention support provided to every student at Plainview ACA.

- English Language Learners' progress is monitored by the ELPAC English Language Proficiency Assessments for California, IRAPs, SBAC, DIBELs, iReady assessments, EL progress rosters, and classroom grades. The coordinator provides teachers with monthly rosters and tracks a student's readiness to re-designate to English Proficient. Plainview ACA students receive additional socio-emotional support and attendance guidance from a PSA counselor, school psychologist, and nurse. Collectively, this team works with community agencies, social workers, and families to address the unique needs of the students and foster success. Plainview ACA designated Homeless Liaison coordinates school-based services for these student subgroups and monitors their academic progress.
- Parents and families receive additional support for students in other subgroups through Plainview ACA's parent center and categorical programs. Families are invited to attend health, wellness, literacy, intervention, and technology workshops. Additionally, the school hosts Back to School, Open House, and Parent-Teacher Conference Week.

"A TYPICAL DAY"

A typical day at Plainview ACA begins with breakfast in the classroom, followed by the flag salute and morning announcements. Classes with Emergent Bilinguals (English Learners) have 30 minutes of Designated English Language Development lessons each day. English Language Development is also integrated throughout the day in all core subject areas to provide integrated English Development. Classes with English only students begin their day with the Language Arts block. All classes engage in reading and writing activities that reach across the curriculums. Criteria charts and rubrics are used to maintain rigor and adherence to state standards.

Throughout the day, classes may engage in activities involving art, theater, music, computer science, and physical education. These learning extensions enable all students to pursue academic excellence. They give students the opportunity to utilize different learning modalities and engage all students in accessing their grade-level state standards.

The typical day continues with the math curriculum. Every class engages students with interactive math lessons utilizing technology, peer interaction, and manipulatives. Teachers use assessments and data analysis to target instruction and create flexible groupings to meet the individual needs of all students.

Math expectations for students are presented through discussions, posted state standards, and listed objectives. After lunch, students are engaged in rigorous lessons in STEAM, SEL, health, or social studies. Classes also have an opportunity to visit the library where they have access to a variety of items to support student learning including culturally relevant books. Physical education is taught for the mandated 200 minutes (about 7 hours) every ten consecutive school days. This is also the time for health and social studies.

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES, AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in 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.

See LCFF State Priorities in Element 1.

MEASURABLE PUPIL OUTCOMES:
SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

See LCFF State Priorities in Element 1 for annual goals in 8 state priorities.

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.

Plainview ACA will continue to use DIBELS (Dynamic Indicators of Basic Early Literacy Skills) for grades K-2 as mandated by LAUSD. iReady online assessment for Reading and Mathematics will be used by students in grades K-5 to monitor their progress in English Language Arts and mathematics in achieving grade-level standards. iReady is a Common Core aligned diagnostic assessment that has been clinically validated to predict student performance on the SBAC. The system provides teachers with information about students' specific academic needs. iReady assessments are given at the beginning, middle, and end of the year. However, teachers may provide more opportunities for assessments to be taken by students.

DIBELS will continue to be administered to monitor students' foundational reading skills. DIBELS is a systematic process of screening essential skills predictive of later reading performance. DIBELS assessments are administered at the beginning, middle and end of the year to all students grades K-2, and iREADY assessments are administered in grades 3- 5.

Plainview ACA will follow the LAUSD Comprehensive Assessment Program outlined by the district including administering Smarter Balanced Assessments in Language Arts and Mathematics in grades 3-5. The goal is for all students to score in the "At/Near Standard" or "Above" performance band. Students' writing skills in grades K-5 are assessed using writing prompts from the Write from the Beginning and Beyond curriculum. Students produce writing samples during the year on the narrative, expository, and/or opinion writing text types described in the Common Core Standards. Teachers score writing samples using the WFTBB rubrics or a score of 1-4 aligned to the writing traits described in the Common Core Standards for each text type. A score of 3 or above indicates that students are proficient with the specific writing text type for their grade level.

English Learners' language development is assessed using ELPAC, CA Dashboard, and ELD curricular assessments integrated in the core program during the delivery of designated ELD lessons. Other formative assessments include unit assessments from the English Language Arts and Mathematics textbook series.

See LCFF State Priorities in Element 1 for annual goals in 8 state priorities.

DATA ANALYSIS AND REPORTING

Plainview ACA performs data analysis to establish priorities, determine the efficacy of instruction, and align programs to meet students' needs. Data is analyzed regularly among stakeholders at SSC meetings, LSLC meetings, grade level meetings, parent meetings, instructional leadership team meetings, faculty meetings, and in the classroom between student and teacher. Plainview ACA uses a multitude of sources to gather and analyze school and student performance data including:

- LCAP Scorecard
- ELPAC (English Language Proficiency Assessments for California)
- ELPI (English Learner Progress Indicator)
- SARC (School Accountability Report Card)
- Smarter Balance Summative and/or Interim Assessment Results
- FOCUS
- Misis
- Marks Reports
- School Experience Survey
- iReady
- DIBELS
- Whole Child Integrated Data

Developed in alignment with Common Core, i-Ready combines a valid and reliable growth measure and individualized instruction in an online product. It provides diagnostics for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. Students are currently assessed within the first 6 weeks (about 1 and a half months) of school, mid-year which may be before or after Winter Break, and in May before the end of the school year.

Plainview ACA also follows LAUSD's testing/assessment calendar and requirements. LAUSD provides use of DIBELS (Dynamic Indicators Basic Early Literacy Skills) for grades K-2. The results of these assessments are used to drive Language Arts curriculum and for reclassification of English Language Learners, as per District policy. This data, along with student work and teacher observations, drives curriculum and indicates which students are challenged with fundamental phonics skills. This data allows the teacher to create small groups to work on targeted areas. Students can work independently on computer lessons designed for them using the Amplify program which targets students' deficits found on the DIBELS assessments. Since students are assessed at least three times a year, parents are informed at parent conferences of a student's progress during the reporting period. Student progress or lack thereof can be

easily evaluated and substantiated by current assessment data.

Assessment data is shared with staff during professional development, faculty meetings and grade level meetings. It is discussed with grade level chairs and leadership team members. Data is shared with parents and community members during Governance Council Meetings (LSLC), School Site Council (SSC), and English Learner Advisory Committee Meetings (ELAC). Outcome data is used to evaluate the allocation of resources and the school's single plan for student achievement throughout the school year.

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.

Analysis of student performance data to determine areas of strengths and needs is the cornerstone of Plainview ACA's instructional design process. Plainview ACA incorporates the use of a multitude of LAUSD mandated assessment measures to evaluate student and school performance

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 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.

STAKEHOLDER INVOLVEMENT

Plainview ACA values and encourages parent participation in their child's education and decision making at school. Plainview ACA employs a Community Representative who oversees the Parent Center, the volunteer program and outreach to the community. Creating a welcoming and personalized environment for each family is a standard that Plainview ACA holds all staff accountable for. Plainview ACA is committed to engaging each parent through family-friendly community events. Plainview ACA encourages all new parents to participate in the School Site Council meetings and attend parent workshops in the Parent Center.

Parent workshops inform parents about School Report Card, graduation requirement, literacy, EL programs, Social Emotional Learning, attendance, and other parent selected topics. Parents will continue to participate in the annual needs assessment to help determine future spending and help design our educational program. Plainview ACA will continue to have at least 2 parent conferences to discuss individual students' progress. Plainview ACA holds Back to School Night and Open House to explain our educational program, expectation of students, and to showcase students' work.

Parents are encouraged to take an active role in their child's education. Frequent communiques and opportunities for individualized progress monitoring are provided to parents through school-home reports, conferences, and teacher meetings. Parents are encouraged to attend awards ceremonies and monthly academic enrichment activities. Additionally, Plainview ACA has a growing volunteer program coordinated through the Parent Center.

All stakeholders are encouraged to be involved in the development and monitoring of Plainview ACA's policies and school plans. LCAP, the School Report Card, and California Department of Education (CDE) Accountability Dashboard performance data is presented and analyzed with stakeholders at LSLC, School Site Council Meetings, school website, English Learner Advisory Council (ELAC) Meetings, and in Professional Development Meetings. Critical areas of need are identified and targeted action steps are determined. Findings and changes to school plans are discussed at parent meetings, faculty meetings and family events. Annually, all stakeholders are encouraged to participate in the evaluation of the school's vision, mission, plans, and budget review.

Plainview ACA holds parent workshops to build academic and social/emotional capacity. The LAUSD school experience survey has been moved to the spring and is posted yearly on the school's website. Plainview continues to make a school-wide effort

to increase the number of participating parents/families/community members on the survey. Community members are invited to partake in a school-wide data analysis, Coffee with the Principal Meetings, SSC, LSLC, and ELAC meetings to make informed recommendations on how to improve school programs and provide the necessary services to increase student attendance and overall learning. Additional surveys are posted on the school website to obtain input.

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.

Student Recruitment

Plainview ACA will continue to attend community outreach programs, hand out school brochures and maintain a school webpage. Plainview ACA will continue to conduct prospective student tours throughout the school year. All meetings, such as Title I, are announced on the school website, in the monthly newsletter and marquee. These meetings are public and anyone can attend. These informational meetings are meant to inform the public of school policies and programs offered to all students including Socio-economically disadvantaged students, students with disabilities and low academic performing students.

An annual Title 1 meeting is held to foster greater knowledge of Federal and State subsidized programs offered at the school based on socio-economically disadvantaged students. Plainview ACA is a school-wide Title I school which means all student groups receive Title I funds. Also, Plainview ACA hosts community and family-friendly events annually. Local families and community members are invited to attend these events and learn more about what Plainview ACA has to offer to its students.

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 (boundaries¹) 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

¹ 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.

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 TK - 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

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

- 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 auditorium, 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, each applicant will be assigned an identification number at time of application submission to participate in the lottery. This number will be used in a random drawing, as to protect applicant's identity when the information is shared with the public. A school administrator and a representative from Plainview ACA's School Site Council will conduct the random drawing.

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: Plainview Academic Charter School
c/o School Principal
10819 Plainview Avenue
Tujunga, CA 91042

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 PROVISION

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

Plainview Academic Charter Academy (also referred to herein as “Plainview ACA”, “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 (Rtl) 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 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 (boundaries²) 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 TK-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**

² 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.

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 TK-4 at Charter School at the time of the lottery and (b) reside in the State of California but not within LAUSD boundaries, shall have **fourth** admissions preference.

- 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 auditorium, 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, each applicant will be assigned an identification number at time of application submission to participate in lottery. This number will be used in a random drawing, as to protect applicant's identity when the information is shared with the public. A school administrator and a representative from Plainview ACA's School Site Council will conduct the random drawing.

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: Plainview Academic Charter Academy
c/o School Principal
10819 Plainview Avenue
Tujunga, CA 91042

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.

REVOCAION 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, impress 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).)